
Title: *An examination of the presence of andragogy in paramilitary law enforcement recruit academies on the Eastern seaboard of the United States.*

Abstract approved:

_____________________________________________________________________

Linda L. Carrier, EdD

Dissertation Committee Chair

Law enforcement officers are entrusted with the most sacred of responsibilities, that of protecting and serving the community, safeguarding their property, and protecting the innocent from those who wish to do them harm or cause disorder. In preparation for this challenge, every police officer must undergo and successfully complete a police academy training program where they will learn the basic knowledge, skills, and philosophies necessary to effectively complete the task. The purpose of this qualitative study was to determine to what extent the principles of andragogy were present in the academic instructional blocks of paramilitary law enforcement basic recruit academies. This task was undertaken as a result of best practices in the field of education which have identified the theoretical and conceptual practices of andragogy as the preeminent method by which to educate an adult population. While this methodology has been confirmed in research studies to be present and utilized in a variety of adult education career fields that share similar challenges and hurdles to that of law enforcement, such as the military, medical fields, and fire services; there is little research on whether this model of adult learning, anchored on the notions of self-concept, experience, readiness to learn and the internal motivation of adult learners to learn, exist within the instructional processes at paramilitary police academies. To research this phenomenon, a phenomenological qualitative approach was utilized, mining data from three different sources: site visits, interviews, and surveys. To help facilitate a deeper understanding of the presence, or lack thereof, of each of the tenets of andragogy and its resulting impact on the learning experience of the recruit and their preparedness for the career field of law enforcement post academy graduation; nine site visits were conducted at police academies in five states, forty interviews were conducted with current police officers and training academy staff, and one hundred and seventy-two surveys were collected from police academy recruits and graduates.
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An examination of the presence of andragogy in paramilitary law enforcement recruit academies on the Eastern seaboard of the United States.

By

Jennifer M. Frank

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This dissertation is dedicated to all of the brave men and women who have dedicated their lives in service to the community through the career of law enforcement, and in particular to the recruits, veteran officers, supervisors, and police academies who took the risk to participate in this research study, providing the authentic experiences, data, insight, and reflections that made this dissertation possible.

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Chapter 1

Introduction

Law enforcement officers are entrusted with the most sacred of responsibilities that of protecting and serving the community, safeguarding their property, and protecting the innocent from those who wish to do them harm or cause disorder. In preparation for this challenge, every police officer must undergo and successfully complete a police academy training program where they will learn the basic knowledge, skills, and philosophies necessary to effectively complete the task. The purpose of this qualitative study was to determine to what extent the principles of andragogy are present in the academic instructional blocks of paramilitary law enforcement basic recruit academies. This task was undertaken as a result of best practices in the field of education which identify the theoretical and conceptual practices of andragogy as the preeminent method by which to educate an adult population (Knowles, 1984). While this methodology has been confirmed in research studies (Houle, 1996, Merriam, 2001 & Henschke, 2011) to be present and utilized in a variety of adult education career fields that share similar challenges and hurdles to that of law enforcement, such as the military, medical fields, and fire services; there is little research on whether andragogy is practiced, within the instructional processes at paramilitary police academies.

To research this a phenomenological qualitative approach was utilized, mining data from three different sources: site visits, interviews, and surveys. To help facilitate a deeper understanding of the presence, or absence, of andragogy and its resulting impact on the learning experience of the recruit as well as their preparedness
for the career field of law enforcement post academy graduation, nine site visits were conducted observing 304 recruits at police academies in five states, forty interviews were conducted with current police officers and training academy staff, and one hundred and seventy-two surveys were collected from police academy recruits and graduates, resulting in a data collection process that involved more than 500 different police officers.

**Statement of the problem and purpose**

Given that the basic police academy is entrusted with providing “the core knowledge necessary for new recruits to work as a police officer” (New Hampshire Police Standards and Training Council, 2013, para. 3) in the field of law enforcement, it is imperative that the instructional delivery be conducted in a superior fashion. Police academies have traditionally been taught in a lecture style compartmentalized unit format with standardized testing as the primary means of evaluating recruit understanding of the material provided (Birzer, 1999). Recognizing the failures of these traditional instructional and assessment methods, many other employment specific educational institutions, including medical schools and the United States military, have successfully implemented varied instructional approaches into their curriculums in order to augment content knowledge and cultivate the “development of communication, problem solving, critical thinking, collaboration, and self-directed learning” skills (Barrett, 2010). Furthermore, these institutions have placed an emphasis on teacher training in the areas of instruction, teaching methodologies, and information dissemination. This is conducted in an effort to best prepare the instructors to more effectively educate the individuals with whom they are charged. In
order to achieve that goal the training provided to instructors is meant to develop through a focus on the “application of principles of learning; instructional methods, strategies, and techniques; effective communications, oral questioning, and presentation technique” (Navy Instructor Training Course Manual, 2014, P. iv).

Police academies however, have been slow to adopt new teaching methodologies and approaches preferring to focus on the pedagogical framework model of internal control, conformity, and paramilitary structure over the mastery of academic content and the implementation of andragogical principles (Jones, Owens & Smith, 1995; Krank, 2001). “Police officers hold a critical position in society and desperately need to improve their educational system to fulfill their complex and changing duties. Understanding the natural process through which police officers learn what they must know to perform their duties, is a first step” to teaching and engaging with them in a way that will better support and enhance their learning and prevent the current disconnect that contemporary recruits are identifying with the current methods of instruction (Association of American Colleges and Universities, 2002; Rocco, 1992, p. 2).

**Theoretical Framework**

The term andragogy, original coined by Alexander Knapp in the 1800’s refers to the methods and practices of teaching adults (Taylor & Kroth, 2009). Popularized by Malcolm Knowles (1984) more than a century later, the moniker became synonymous with a set of assumptions regarding adult learners that asserted that adults learn differently than children. These two competing styles of instructional practice were termed andragogy and pedagogy respectively. While child focused teaching
approaches are, teacher directed and subject centered instructional tactics designed to teach the blank slate of young minds through the use of extrinsic motivators; adult learners demand self-direction and autonomy and seek to use their past experiences to understand new information. Spurred on to learn material by intrinsic motivators, adult learners seek information that is relevant to their daily lives and inquire how it is applicable to their current needs. This dichotomy between the instructor as a presenter of information versus a facilitator of learning sets the stage for what would later become an established best practice in adult education. Knowles theory was not limited to the traditional educational setting however, as he tested it in the corporate world, health care industry, higher education, and industry settings (Henschke, 2011). Knowles assumptions: the need to know, self-concept, experience, readiness to learn, orientation to learning and motivation to learn serve as the central constructs and theoretical framework for the data collection and analysis of this study.

The purpose of this study was multifaceted, as it sought to identify whether the tenets of andragogy are present in paramilitary law enforcement basic training academies, as perceived by the recruits, academy graduates, police training officers, supervisors and department heads of the sending law enforcement agencies. The resulting data obtained from the investigation into the perceptions of these adult learners was then analyzed to determine what role andragogy played in the learning process, and its resulting impact on academy graduates post program completion. This study is significant as the conclusions drawn from this research may benefit law enforcement academies in the future by identifying the preeminent methods for providing instruction in a paramilitary structured basic training recruit academy. This
has the potential to allow for the enhancement and augmentation of current instructional practices in order to both mold the ideal learning environment and ultimately develop a pool of graduates that are well prepared for a career in policing in the current environment.

**Research Design and Methodology**

When conducting any study of the field of law enforcement it is essential to take into consideration Criminal Justice professor Herman Goldstein’s assertion that, “unless one gets down to the bottom, unless one talks to the people who are actually carrying out the job, and observes what they’re doing, one can’t be sure that one really understands what’s going on, and that any research in criminal justice is lacking in my view if it’s based upon studies of policies, interviews, surveys and examination of data without establishing what is happening on the street” (Goldstein, 2005b).

Professor VanMaanen (1978), an organizational theorist, agrees with Goldstein’s declaration that the best method for understanding law enforcement is via direct observation. Despite this assertion however; he cautions those intending to research the career field, proclaiming that obtaining access to law enforcement in a meaningful and authentic way is difficult as it functions similar to a closed fraternity that is not open to critique or outsider observation and analysis (Ahern, 1972). Police academies, their curriculum, rules and operating procedures are not available to the general public for observation or review, and a general disdain for the field of academia has resulted in few research studies being conducted on this important field. Lorinskas (1973) attributed this disdain to the fact that the majority of police officers
had not obtained higher education degrees, and believe that unless a researcher has actually served as a police officer themselves, they are unable to understand the nuances of the field that have such a great impact on the reasons why things are conducted in the manner that they are. While those numbers have shifted today as more academy recruits are entering the training programs having attained two and four year degrees, with less than 1% of police agencies requiring a four-year degree for new applicants this trend of distrust exhibited by veteran officers continues to create a rift that has resulted in a paucity of information on law enforcement academic training institutions (U.S. Department of Justice, 2003; Bostrom, 2005). William Terrill, a criminal justice professor at Michigan State remarked that “somewhat surprisingly, there’s not a great deal of research, what there is, is a lot of is rhetoric. There’s a lot of discussion about the education of officers but not a lot of science around it” (Burns, 2010, para 11).

**Methodology**

Bearing in mind Goldstein’s words of caution and understanding these limitations, this study utilized a qualitative phenomenological research examination that employed a descriptive survey research design with direct observations and interviews. The goal of these strategies being to determine to what extent andragogy was present in law enforcement academy instruction. This phenomenological qualitative examination centered on research inquiries that investigated both program instruction and real-life contextual understandings from varied multilevel perspectives. In an effort to understand meaning and the intangibles of the experience, ideals, perspectives, and beliefs about instruction as it occurs in a law enforcement academy,
elements of ethnography and multiple case study methodologies were utilized as strategies for data collection and analysis. In order to create a more informed study and comprehensive conclusion these research strategies were integrated to create a rigorous and robust qualitative examination of the phenomenon of interest. Examining the jointly constructed understanding of the world, qualitative studies are open ended and inductive in nature, shifting from the more specific to the more general, allowing for the exploration of the nuances of the problem being researched (Verd, 2004). Running opposite to quantitative studies, in a bottom-up less formal approach, the qualitative study allows for greater flexibility, gathering data in its context via direct observation and interviews (Anderson, 2010). This was conducive to this particular study which sought data via direct observation of police academy instruction and via open ended interviews. This methodology was chosen as it allows for an exploration into the perceptions of law enforcement officers about the presence of andragogy in the basic recruit academy while acknowledging and restricting the existence of researcher bias in the process, which phenomenologists acknowledge cannot be detached from a researcher’s presuppositions (Hammersley, 2000). In addition, as a result of this examiner’s personal understanding of the guarded nature of law enforcement when asked to evaluate their own programs and instructors, and the necessity of a lengthy rapport building process with the subject being interviewed in order to obtain true, unfiltered beliefs and observations on the topic of inquiry (Collins, Lincoln & Frank, 2002), a phenomenological qualitative approach best meets the objectives of the study while taking into consideration the unique needs of the population being examined.
Qualitative research by nature examines the context and meaning of human experiences through a holistic approach that serves to inform researchers of process, systems and context (Patton, 2005). This was accomplished in this study by looking through an ethnographic lens at the experiences of police officers and recruits who are immersed in the day to day environment of law enforcement. In order to maximize the strengths of the research methods, a qualitative phenomenological research study was conducted utilizing elements of ethnography and multiple case study, as the phenomenological method was by itself inadequate to obtain a full perspective and understanding of the research inquiry. This multi-perspective convergent design created a complimentary research study that allowed for a more complete empirical inquiry of academy program instructional methodology.

**Research Questions**

The overarching research question for this particular study was: to what extent are the principles of andragogy present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States? In order to understand and develop the answer to this question, it was explored through the following sub questions.

- What are police academy recruits and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions surrounding their ability to direct, plan, and assist, in their instruction while enrolled in a basic paramilitary police academy?
- What are police academy recruits and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions
around the impact that their prior academic and life experiences played in their learning at the academy?

- What are police academy recruits and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the relevance of the information they learned at the academy, to their job as a law enforcement officer?

- What are police academy recruits and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the academies success and or failure of the use of internal and external motivators?

Assumptions and Limitations of the Study

The limitations of any research study are the elements that have the potential to impact the study whether through the collection of data, its interpretation, analysis, or resulting conclusions. While limitations are typically those elements that exist beyond the control of the researcher, mitigation efforts can be utilized as they were in this study, to reduce or eliminate their impact. The particular limitations that were addressed in this examination included the scarcity of prior literature on police academy instruction, the impact of implicit social cognition, and the verification challenges associated with self-reported data in restrictive environments.

To address the limitations of a narrow prior research base, an extensive effort was conducted to obtain first hand data through comprehensive on-site observations, and exhaustive survey data that included a wide range of perceptions from officers who have graduated from police academies over the last two decades. The large data
base was used to triangulate information serving as its own verification method through a cross source and repetitive inquiry effort. The resulting findings of this study provided a level of generalizability and served to advance the information available to researchers interested in the presence of andragogy in paramilitary police academies.

One of the most significant challenges and potential limitations inherent in qualitative research is the subjective nature of the approach and the unavoidable bias that is built into it. Researchers seeking to obtain a complete and well informed understanding of individual phenomena, utilize phenomenological studies to mine rich data from the experiences of the study participants, in this case the recruits, academy graduates, and their supervisors. The disadvantage of this method is the challenge of establishing trustworthy conclusions from data absent researcher induced bias and interpretative analysis. In the case of this study, the researcher’s connection to the career field being studied, and her position as a current police academy instructor, presented this potential.

As a certified police officer in the state of New Hampshire and Vermont and as a certified instructor in both states and at several academies along the eastern seaboard, the potential for research bias exists and was revisited throughout the dissertation research process to avoid any potential impact on the study. Poggenpoel and Myburgh (2003) underscore the potential threat that exists when researchers are a member of the group themselves, recognizing that “given this affinity these ‘insider’ investigators may limit their curiosities so they only discover what they think they don’t know, rather than opening up their inquiries to encompass also what they don’t
know they don’t know” (Chenail, 2011, p. 257). While the association to the career of law enforcement may serve as a limitation, it is also the access key for research into the field, for just as Herman Goldstein discovered in his groundbreaking research into the daily activities of municipal law enforcement in his American Bar Foundation study in 1954, personal connections are the only meaningful way to get research access to law enforcement subjects (Goldstein, 2008, p. 18). The contrasting benefit of this shared connection to law enforcement further served to counter the potentiality that participants would moderate their own answers and be afraid to express their true feelings to an outsider. In an effort to encourage accurate and descriptive feedback without fear of retribution and to mitigate the potential for bias, the researcher altered her instructional role as a police academy instructor abstaining from all academy instruction and recruit interaction, outside of this particular research study, for one year prior to the initiation of the study through the conclusion of the data collection and analysis process.

While self-reported data provides a means to measure the constructs of the lived experience of police recruits that could not otherwise be measured in a meaningful and authentic manner via a strictly quantitative research approach, it is reliant on research participant’s honesty and introspective abilities. Recognizing that the potential exists in observational studies for research participants to provide inaccurate data in an effort to manipulate the outcome results or manage how they perceive they will appear at the conclusion of the study, the survey data and interview questions were designed in a triangulated approach. This allowed for confirmation of data congruence through the verification of survey results with supporting and refuting
triangulated questioning and multiple-source cross reference comparisons from interviews and observations. Furthermore, the research participants were informed, that the data collected would be aggregated and that no one individual experience would be highlighted, so as to eliminate the potential for any specific participant to be identifiable in the resulting data reporting, analysis, and findings available at the conclusion of the study.

**Definition of Key Terms**

*Academy graduate.* A police officer who has graduated from a police basic training academy and has successfully completed the field training program and surpassed their probationary period.

*Andragogy.* The method and practice of teaching adult learners.

*Basic Training Academy.* Synonymous with the terms police academy and law enforcement academy, it is a multiday entry level training course authorized by the Police Standards and Training Commission (PSTC) or Peace Officer Standards and Training (POST) that all law enforcement officers must attend and successfully complete in order to obtain police certification (Hampton Roads Criminal Justice Training Academy, 2012).

*Cadre.* A select core group of police officers who are responsible for the day to day training and control of police recruits while they are in attendance at the academy.

*Commandant.* A commanding officer who is responsible for all aspects of the basic recruit academy from training to organization, leadership to discipline. The
commandant is the final authority on all academy decisions and can only be overruled by the director or governing council (Millett & Shulimson, 2004).

Eastern Seaboard. Using the United States Census geographic division’s definition of Eastern Seaboard, which combines two smaller subdivisions within its classification, Northeast and South Atlantic, to define the territory, the following states will be classified as fulfilling the necessary qualifications for inclusion in this research study: ME, NH, VT, MA, RI, CT, NY, NJ, PA, DE, MD, DC, VA, WV, NC, SC, GA & FL (United States Census Bureau, 2014).

Field Training. Conducted pre or post basic academy training, new police officers are paired up with veteran officers who assimilate them into the culture of policing, and the local community and police agency, while providing practical application opportunities in a hands-on environment (Warners, 2010).

Field Training Officer. An experienced police officer designated by police administrators to train and evaluate new officers in the police department.

General instructor. Law enforcement academy instructor responsible for teaching a specific block of instruction to new police recruits in a basic training academy setting.

Paramilitary. A term utilized to describe an organizational approach to police academy training that is analogous to the methods employed by the military. Emphasizing discipline, loyalty, conformity, physical, and mental toughness, an oligarchical means of command that demands obedience is employed (Weinblatt, n.d.).
Phenomenology. The study of structures of consciousness as experienced from the first-person point of view (Nodelman & Allen, 2003).

*Police Officer.* Any person, employed by a law enforcement agency, whose responsibility it is to enforce criminal laws, and investigate crimes, and has been granted by the state, the powers of arrest and detention.

*Police Recruit.* Any individual 18 years of age or older currently enrolled in a full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America.

*PSTC/POST.* Police Standards and Training Commission (PSTC) or Peace Officer Standards and Training (POST) are the governing bodies established within each state responsible for establishing minimum hiring standards, educational requirements, behavioral expectations, and certification requirements for law enforcement officers (The Police Standards and Training Council, 2014).

**Summary**

This study is comprised of five chapters. Chapter one contains an introduction to the study providing a background and statement of the problem, identifies the purpose of the study and includes the theoretical framework, methodology, research questions, assumptions and limitations, and the key terms used throughout the report. Chapter two outlines a review of the literature, providing the reader with a comprehensive summary of the relevant research studies and scholarly articles relative to law enforcement academy instruction, the instruction of adult learners, and the integration of problem based learning and police subculture. Chapter three delineates the research design and methodological approach that was used to gather the data and analyze it.
The research questions are identified, and the target population and specific collection tools and case study protocols are outlined in detail. Chapter four reveals a detailed description of case study sites as well as the data collected, resulting analysis, and emerging themes. Chapter five provides a summary by the author of study findings, implications, and opportunities for future research.

This study provided an opportunity to evaluate whether andragological principles are present in basic police academy training programs. The new knowledge obtained, in addition to the study process itself, has the potential to influence law enforcement agencies along the eastern seaboard and throughout the country. Basic training police academies have become the standard first step in a new officer’s training. Few research studies have been conducted regarding the instructional strategies employed and their resulting effectiveness. It is for this reason that a career steeped in history, consistency, and standards must also reflect on the current processes and educational philosophies for instructional delivery while taking into consideration the impact that these may hold on the potential to create innovative and transformative change in the new officers who have just completed basic training, the officers they work with, and the communities they serve.
Chapter 2

Review of Literature

“The qualified policeman will (1) reduce crime and delinquency, (2) deter potential law violators, and (3) demand, and receive respect as a professional person” (Mirich, 1959, p. 317). While these skills and attributes are honed over time throughout a law enforcement officer’s career, the initial foundational training that sets the stage for all law enforcement officers in the United States begins at the police academy where the indoctrination process begins. Despite the fact that these academies vary in educational approach and composition, they are each comprised of adult learners seeking to enter the field of criminal justice as enforcers of law, dedicated to protecting and serve their community. Recognizing that adult students learn best through the application of andragogical teaching strategies and principles, this dissertation seeks to take investigate whether these principles are present in the instructional process at paramilitary basic recruit police academies.

History of Law Enforcement

To accurately assess police academy instruction, a comprehensive understanding of the history and accompanying sub culture of law enforcement is required. The thin blue line has become the international symbol for the sub culture of law enforcement; representing much more than its simple composition of three single stripes. The logo embodies the special relationship that exists among police officers regardless of their jurisdiction, departments, or various agency affiliations. It is a summation and representation of the comradery and responsibility that exists among fellow officers to protect the greater community. The black line at the top of the logo
represents the law abiding public, while the line at the bottom symbolizes those who choose to break the law. The only entity separating the two is the solid blue line epitomizing law enforcement, which stands “between the violence and victimization by criminals of the would-be victims of crime” (Kubby, 1999). Charged with this tremendous responsibility, officers often band together, creating their own culture that is separate in training, socialization, and action from the rest of the world. While this helps to solidify the bond of those in the field, the thin blue line has also created a fraternal order like secrecy, preventing internal access and understanding to those outside of the career field. As a result of the unique complexities that exist within the field, and the shroud of secrecy around the training and instruction of officers, “it is important to examine the history of policing in the United States in order to understand how it has progressed and changed over time” (Archbold, 2012, p. 2) so that a true understanding of the progression, hindrances, and advances in law enforcement, and law enforcement training, can be realized.

The notion of societal rules, regulations, and the need for individuals to enforce them, is not a new concept. Since the dawning of time, mankind has established rules and regulations for society to follow with accompanying enforcers and punishments for failure to follow and abide by these predefined expectations. As early as the 1400’s BC, Moses began to define what activities constituted crimes in the Ten Commandments and in the book of Exodus (Neff, 1998). Societal rules were established that if violated would result in punishment by fines, slavery, detention, and the requirement of restitution to the victim (Exodus 22:1-15 New International Version). By 1754 BC, these laws became recorded, in forms such as the Code of
Hammurabi, so that each member of a given society would know and understand the expectations before them (Cook, 1903). With the establishment of rules and regulations came the necessity to create a band of enforcers responsible for keeping the peace in society and insuring that individuals abide by the established regulations, and that violators are held accountable for their actions (John 18:2-3 New International Version). In fact, the word *police* derives from the Greek word *polis* which means “city or a system of organized civil enforcement to preserve life, property, food sources, community health and the enforcement of laws” (Neff, 1998, p. 3). This grouping of individuals are given extraordinary powers in order to carry out those duties, which makes their training and oversight to accomplish such, vital to a successful society (Bent, 1976).

**Law Enforcers**

In 700AD, England led the charge in criminal code enforcement, establishing specific citizens who were charged with the responsibility of local law enforcement. Although not assigned the title police officer, these individuals, chosen by the populace, were given police authority and were responsible for the actions of their family members, lending them the name *kin police* (Archbold, 2012; Neff, 1998). With no training or oversight, the kin police devolved into local family feuds and in 1100AD, the power of enforcement transferred as a result from kin police to a *tithing*. A tithing was a group of ten males who were each charged with the compulsory responsibility to protect his fellow citizenry, hold accountable the other nine members of the group, and bring citizenry to court as necessary to account for their errant ways (Morris, 1910; Roufa, 2014). These groupings of tithings were joined together and
placed under the leadership and supervision of a constable, who was responsible for maintaining order and answered to a Shire Reeve, or Sheriff, who was appointed to the position of oversight by the king himself (Johnson, 1988). Despite these responsibilities, no formal training existed for those shires responsible for enforcing the law.

Facing the same enforcement concerns across the globe, America mirrored the European efforts to create a grouping of individuals responsible for the oversight of community actions and behavior, establishing informal volunteer citizen watch groups in the mid 1600’s who policed the colonial people, caught criminals, and brought them before the courts (Archbold, 2012; Pray, 2006; Spitzer, 1979). In 1630, Boston was the first of the major cities to adopt the idea of the modern policing concept, establishing constables and night watchmen (Gaines & Kappeler, 2004; National Law Enforcement Museum, 2012). These night watchmen proved to be ineffective, often failing to meet their responsibility to hold criminals responsible, focusing their efforts on monitoring intoxicated subjects and vagrants rather than on crime control (Lundman, 1980; Reynolds, 1998; Wilson, 1968). This was attributed in part to their volunteer status and to the fact that many watchmen were assigned the task as a form of punishment rather than out of a desire to serve the greater community, and furthermore, they did not receive adequate training to meet their responsibilities (Archbold, 2012; Potter, 2011). This style of law enforcement tended to be reactionary in nature, rather than proactive, and apprehending criminals often took a second place to other duties such as tax collection, in which the officer collecting the money would receive a portion of the monetary sum for their efforts (National Law
Enforcement Museum, 2012). This lack of training and emphasis on financial remuneration later served as an impetus for more formalized training to include specific instruction in ethical policing.

The 1700’s brought an explosion in population as people congregated and formed towns with multiple businesses centrally located in one region. These businesses increased the responsibilities for the volunteer watchmen who spent the majority of their time addressing intoxicated subjects, assaults, and reports of prostitution (National Law Enforcement Museum, 2012). Responding to this need, the city of Boston once again took the lead, establishing the first full time paid police department in 1712, followed quickly by New York, Chicago, Philadelphia, and Newark (Gaines & Kappeler, 2004; National Law Enforcement Officers Memorial Fund, 2014; Neff, 1998; Potter, 2011). Revenues from taxes were used to pay these new officers, who were also given additional powers of arrest and detention beyond those of their predecessors (National Law Enforcement Museum, 2012; Sprogle, 1887). Despite these increased responsibilities, the lack of a formal training program or established best practices continued to be overlooked. This resulted in the creation of a band of untrained individuals, who were empowered with the ability to infringe on the basic human liberties granted to individuals through the federal and state constitutions by demanding from them their money, and freedom as determined necessary by the officer to right a perceived wrong. The first step forward towards formalized law enforcement training did not take place within the United States but in London England, by a Minister of the English Parliament, Sir Robert Peel (Lentz & Chaires, 2007).
Sir Robert Peel and Modern Day Policing

In 1829, Sir Robert Peel, commonly referred to in the law enforcement community as the father of policing, is credited with creating today’s modern police force (Monkkonen, 1992; Reiner, 2010). With the new increased responsibility levied on law enforcement officers with the powers of arrest and detention, he sought to correct a lack of training by drafting into the legislature of the English parliament, a bill designed to improve the police force so that they could more adequately address the social upheaval plaguing the nation. With an increased focus on training, crime prevention, and proactively maintaining order, he subsequently established the London Metropolitan Police, known as the first modern day police agency (Archbold, 2012; Reiner, 2010; Williams, 2003). Williams (2003) argues that the increased amount of criminal activity, the limited number of individuals available to combat the violators, and the social upheaval created by a changing economy necessitated this new approach to the current system; where officers were properly trained to address the incidents they were expected to resolve and mitigate, rather than left to their own devices and personal skill sets to resolve violations and matters of unrest.

While these advances in training and a modified community policing approach successfully achieved the desired results in England, similar efforts in the United States proved futile. The lack of success post training implementation has generally been attributed to the rampant corruption that plagued the police officers and hiring agencies (Goldstein, 1975). Law enforcement agencies during this same time were heavily plagued by the influence of politics, as police officers who were often tainted by monetary enticements, partnered up with local politicians (Birzer, 1999). These
partnerships resulted in protection for poorly trained officers or those who refused to adapt to the new expectations established in the training regiment, from losing their employment, or being held accountable for excessive use of force, or dereliction of duty. Elected officials seized on this perversion of the system, and insured their reappointment to political office by employing police officers who would in exchange for a police appointment, encourage citizens to vote for the elected official and who would also actively engage in the perpetration of city wide voter fraud to insure that the desired election results were obtained (Gaines & Kappeler, 2004). In many cases, “a $300 payment to the Tammany Hall political machine was the only requirement for appointment to the force” (Walker & Katz, 2002, p. 29) as elected officials would accept bribes by individuals desiring to enter the field of law enforcement, granting them a police officer position regardless of their training, abilities, or moral turpitude (Goldstein, 2013).

Corruption continued to plague the field of law enforcement well into the 1920’s during the Prohibition Era where dishonest officers and organized crime officials teamed up to the point that the infusion of corrupt practices infiltrated every level of policing to include officer training (Potter, 2011). Police utilized bullying tactics, coercion, deception, and brute force, to illicit false confessions and achieve their personal agendas as is characterized in the following quote: “If you know what’s good for you, you’ll confess” (Hopkins, 1931; Leo, 1992). As a result of this corruption, the American public was hesitant to grant additional powers to police officers and a debate arose among voters as to the appropriate use of force levels and whether or not officers should be armed as it was perceived that they did not have
either the appropriate judgment or training (Waldren, 1994). Despite these concerns, the city of Boston led the charge once again in 1863, becoming the first department to issue firearms to their officers (National Law Enforcement Officers Memorial Fund, 2014). This trend quickly took hold with other agencies and the arming of law enforcement officers today, is considered an absolute unquestionable necessity for police officers (Bordua & Reiss, 1967). Despite the end result of almost universal acceptance of armed officers, once again, the needs of society for properly equipped responders resulted in patrolman being given additional responsibilities without the appropriate training necessary to effectively utilize the tools they were issued. Andrew Hawkes (2015) recognizes this critical issue arguing that “without properly trained police officers, our society could not successfully function…gone are the days of a county sheriff handing his buddy a badge and gun and ‘Deputizing’ him to go out on the street and enforce laws that he/she had never been trained in. In today’s modern law enforcement world, police training is as important as doctors attending medical school or lawyers passing the bar exam” (para. 1).

Public outcry over this lack of training and unqualified patrol officers, evidenced by numerous citizen complaints, led to the implementation of civil service exams, with an end goal of separating policing and politics, and the identification of those individuals most prepared for the position regardless of their fraternal affiliation or association with those in power (Bahn, 1975). This established the first formal standard of knowledge and skills required to attain the position of police officer (Archbold, 2012; Vollmer, 1933). President Hoover gave traction to these efforts with his establishment of the Wickersham Commission in 1929, which established the
first national study of the administration of justice in the United States (Berman, 1973). This eleven member commission was charged with "studying exhaustively the entire problem of the enforcement of our laws and the improvement of our judicial system, including the special problem and abuses growing out of the prohibition laws" (United States. Wickershaw Commission. Records. 1928-1931: Finding Aid, 1975). In 1931, the Commission released their findings identifying deficiencies in the areas of law enforcement recruitment, and training, coupled with ineffective leadership, management and an inappropriate level of political influence, confirming what many had pointed to all along; an extreme deficiency in training that negatively impacted law enforcement response to the point of inefficiency and failure (President’s Commission on Law Enforcement and Administration of Justice, 1967; Roberg et al., 2000).

Many argue, as Potter (2011) has, that while the commission began to set a framework for supporting local law enforcement as they attempted to tackle this issue, it took local agencies to implement changes from within to police their own ranks, obtain specific relevant training, and include ethical policing instruction before the rampant corruption began to subside and the officers became more adequately trained for their position. As a result, the 1950’s brought with it a professionalism of policing. Police appointments and promotions were offered internally from within the agency rather than from politicians, as had traditionally taken place, in an effort to curb corruption and purchased policing. To further those efforts, a firm chain of command was established with increased bureaucracy requiring officers to follow a strict internal protocol for approval preventing outside entities and politicians from being able to
continue to wield their influence over local officers. Officers were placed under increased supervision by their supervisors with a strict bureaucratic chain of command where “foot patrols were replaced by motorized patrols, precinct houses were consolidated and more central police facilities constructed; command functions were centralized in a headquarters staff” (Potter, 2011, p.5) and compulsory training sessions were instituted. While this reduced individual officer autonomy, it limited the opportunities for the perpetration of corrupt practices and allowed supervisors to directly witness the deficiencies in training within their own units. While this allowed for agency specific training needs to be addressed without outside involvement, this centralization and development of hierarchy may be the origin of the formation of the secrecy embed in the police subculture as law enforcement began to create unique training environments open only to other individuals within the same career field (2014, International Union of Police Associations).

Police officers lashed back in response to this overarching control, mandated training, and formed unions in opposition. These efforts were combated by police administration with a reduction of workers, discipline for failure to comply, and division of duties among officers to prevent patrolman from being able to regain control. Unions in Chicago for example, fought against these training mandates and certification requirements believing that they were less of an effort to professionalize the department and more of a clandestine attempt to remove those officers who were most vocal against the changes being implemented by the administration (2014, International Union of Police Associations). Reinforcing this notion was the establishment of mandatory suspension dates for officers that did not successfully
complete training expectations within specific timeframes (International Union of Police Associations, 2014; Thale, 2005), a practice that is common in today’s law enforcement agencies. The 1960’s continued to see a clash between officers, the public, and a bureaucratic administration as the police were faced with addressing criminal activity and incidents of disturbing the peace that resulted from social movements and events such as the Vietnam War, political assassinations, and the Civil Rights Movement. Police officers relied on a heavy use of physical force and enforcement tools such as the baton and firearm to gain compliance from unruly crowds cementing an *us v. them* mentality. (Giugni, 1999; McAdam, McCarthy & Zald, 1996; Morris, 1986; Peak, 2009). Recognizing a need for a new approach to addressing these issues, officer training programs began to implement alternative options for encouraging compliance that extended beyond the use of physical force which resulted in the implementation and integration of the next major initiative and culture shift; community policing.

**Community Policing**

Recognizing a need for significant reform, police departments modified their approach in the 1980’s, and began to incorporate a new approach to policing, commonly referred to as Community Oriented or Problem Oriented Policing (Pray, 2006). This initiative was introduced to law enforcement through a series of new training programs that were introduced during the initial period of officer training; police academy, and the field training process (Haberfeld, 2002). This paradigm shift in training approach was rooted in an effort to internalize this innovative strategy for policing at the inception of their career, prior to their establishing bad habits or
preconceived judgments (Rushing, 2010). Community oriented policing was a radical change from the normative approach. Officers were charged with moving away from the more traditional reactive, hands-on police response, to one in which they build relationships with the public, partner together to stop crime before it occurs, and conduct themselves in a proactive manner to change the local culture and prevent crime before it occurs (Goldstein, 1979; Walker & Katz, 2002). Shifting in focus, the number of arrests achieved became less important than preventing crimes, and the police became a resource for obtaining help rather than merely viewed as the enforcement arm of the judicial branch. Officers who were once told to follow the letter of the law and treat all members of the public in the same manner were now expected to use discretion and judgment and to consider all factors involved when making a decision on the appropriate course of action to take. The success of this program, of such dramatic course altering proportions, hinged on the ability of officers to utilize skill sets that extended beyond the academic knowledge based training they currently received. This led to a renewed look at the significance of police academy and field training in the molding of new officers as they were described as “young and impressionable” and at their most malleable stage for organizational culture identification and development (Chappell & Lanza-Kaduce, 2010, p.3).

Decades later there have been many new demands placed on law enforcement however, training programs remain stagnant with the same curricular expectations as those of the mid-1980s. While our rapidly changing society and the everflowing pendulum swing of educational best practices has modified to these new educational practices, police academies have been slow to respond, and the changes that have
occurred, have been piecemeal in implementation. In order to begin to explore that question, we must first consider the totality of police training and academy instruction from conception, to implementation, and actualization.

**Police Training and Academy Instruction**

**History**

In an effort to understand the unique complexities at play with law enforcement education, it is important to look at the progression in training that has occurred over the last several decades. At its inception, the career of law enforcement contained no formal training for the individuals who were responsible for protecting and serving the community and their fellow citizenry (Kelling & Moore, 1988). Both the watchmen and officers, who either volunteered or were appointed, gleaned haphazardly from veteran law enforcement officials what they could for information before embarking on their mission (Walker, 1999). In the majority of those instances, rookie policeman were issued a badge, a baton, and on occasion a manual that outlined the duties and expectations of the position; however; no regional or national governing body existed. With the lack of a certification or licensing board, a myriad of different rules and expectations for officers existed, even within the same police department, resulting in sporadic enforcement and disorganized agencies (Ahern 1972; Archbold, 2012; Walker, 1999).

Recognizing this deficiency, and the rampant corruption created by untrained and unsupervised officers, August Vollmer sought to professionalize policing as early as 1916, remarking that society had determined that “no preliminary training was necessary, and the officers were considered sufficiently equipped to perform their
duties if they were armed with a revolver, club and hand-cuffs, and wore a regulation uniform (Vollmer & Schneider, 1917, p. 1).” To address this matter of concern he sought to introduce specialized training and to professionalize the career field by encouraging college graduates to apply for police officer positions. He subsequently created the Berkeley Police School, where he also served as an instructor in what is generally accepted to be the first formal police basic training academy (Alpert & Dunham 1997; Bennett, 2010; Fyfe et al., 1997; Vollmer, 1933). This school provided courses in chemistry, biology, physiology, criminology, toxicology, psychiatry, police organization and administration, police methods and procedures, public health and first-aid (Vollmer & Schneider, 1917).

As a result of the success of Berkley Police graduates in their individual police departments, New York followed suit hoping to achieve similar results; and in 1959, they became the first state to officially mandate such training for all new officers. The program they adopted was similar to the one utilized at the Berkley Police School (Housewright, 1990) with a focus on law and evidence procedures. Vollmer, A., & Schneider, A. (1917). Other police departments mirrored these efforts resulting in an explosion of academy training centers being formed in most major cities, haphazardly designing state mandates and training programs that concentrated more on the curriculum and academic content, and less on the training and instructional methods utilized to impart the information, or on the preparation of instructors for disseminating the material (Alpert & Dunham, 1997, Gaines &Kappeler, 2004; Housewright, 1990; Roberg et al., 2000). According to Pray (2006), “While the police officer recruit will bring to the table some basic skills and abilities, the police academy
is where many of the skills and abilities required of a police officer will be learned” (p. 7). However, even after the acknowledgement that training was needed, more specifically training academies that specialized in law enforcement instruction, the individual officer training requirements remained vague and categorical with little explanation as to what a course in criminology or criminal investigation might include, forcing each department to establish their own additional standards and to provide the necessary training to meet those unique expectations (Chappell, 2005). These variances were further compounded by inconsistent instructor training, conducted by officers who had little to no training in classroom management, academic information dissemination, or proper teaching techniques. This resulted in a necessity for academy programs to evolve and adapt to address these critical deficiencies.

This continued to occur until a landmark study conducted by Herman Goldstein and the American Bar Foundation in 1954. Goldstein, a Philadelphia graduate student majoring in Government Administration, and O.W. Wilson, the Dean of the School of Criminology at the University of California collaborated with the American Bar Foundation on a two year research project focused on gaining a greater understanding of the criminal justice process. This study examined the complete criminal justice process, from the first initial contact and response by police to the prosecution and defense of offenders, all the way to final adjudication in an effort to understand how these separate entities “interrelated in their daily work” (Goldstein, 2008, p. 17). Originally proposed by United States Supreme Court Justice Robert H. Jackson, teams of individuals with various background in the topical areas highlighted in the surveys were sent out to conduct observations of officer training programs and
their day to day shift activities, so that a complete picture of the current state of affairs of law enforcement and its training programs could be captured (Goldstein, 2008).

Goldstein (1977), chosen as one of the members of the first team of researchers, was assigned to the team responsible for surveying and observing police officers on the street to observe their activity and make judgments as to whether the training they received coincided with the daily challenges and activities that officers actually faced while serving their communities. Goldstein characterized this project as unprecedented, which is supported by many criminologists, as was identified in a 1998 news article biography on him in the University of Wisconsin-Madison newspaper. With an inside look into the world of policing, this research project allowed researchers to discover the actual day to day activities of the various entities involved in the judicial system whether on the streets, in the courts or in the local prison systems. Goldstein and his five member team began their research in the state of Wisconsin. The site location for the initial research was chosen by the Director of Field Research for the study, Professor Frank Remington of the University of Wisconsin Law School (Kimball, 1994; Wisconsin Law School, 1998). Goldstein (2008) explained that the initial site location was chosen because Remington was familiar with the Wisconsin criminal justice system and had established relationships with key personnel that allowed him access to an otherwise closed community. “Up to that time only one or two studies had been conducted on the street operations of the police…the police were very secretive; access for purposes of research was hardly ever granted” and personal connections was the only way to get research access to law enforcement subjects in a meaningful way (Goldstein, 2008, p. 18). As a result of the
pre-established relationships, Goldstein and his team were granted unfettered access to the police and their facilities during their research, accompanying the police on calls for service, riding in police cruisers, participating in foot patrols, attending training sessions, academy courses, and direct observations of arrests, all of which were summarized and documented for subsequent analysis by the team (Goldstein, 2008).

Recognizing the richness of material being gathered, Remington sent a second team to Kansas to conduct the same research of their law enforcement officers and training academies, while Goldstein and his team finished their work in Wisconsin before moving to a secondary research location in Michigan (Goldstein, 2008).

After two years of researching the “law in action” (Goldstein, 2008, p. 18), Remington and Columbia University criminologist Lloyd Ohlin worked with eight criminal justice professors from various schools around the nation to interpret the data and summarize it into actionable recommendations for the training of law enforcement (Goldstein, 2008; Sechrest, 2014). La Fave, one of the eight professors, articulated that one of the most significant results of the study, was the revelation that officers were not prepared for the task of policing and that current training programs were inadequate, failing to instruct the police in matters that they faced on a consistent basis (Ahern; 1972, LaFave, W. R., & Remington, F. J. (1965).

Goldstein took the information garnered from the study and along with the President’s Commission on Law Enforcement and Administration of Justice, published a Task Force Report in 1967, calling all police departments to adopt similar career preparation expectations to those that Vollmer and New York State had set forth but with a state wide and regional focus that incorporated broad standards for all
agencies to follow with specific instructions to improve officers initial law enforcement training. These training mandates concentrated on topics such as the interview and interrogation of subjects, and the proper use and application of force rather than on the toxicology of specific poisons, superstitions, sex, religious, socialistic and moral perversions and a minute hyper focus on appearance specifics such as how a uniform should be worn or a police cruiser should be maintained, which appeared to receive the greatest emphasis in officer training. These initial certification processes opened the doorway to today’s full-time compulsory basic academy classes (Chappell, 2005; Walker, 2005b), which were levied with the task of becoming both the primary training for police officers and for establishing the standards for minimum police performance (Pray, 2006).

Bolstered by the successful implementation of Goldstein’s Task Force report findings and a 1967 report by the President’s Commission of Law Enforcement and Administration of Justice, the National Advisory Commission on Criminal Justice Standards and Goals continued the efforts to professionalize police departments making a large leap in their 1982 proposal, in which it was recommended that all police applicants be required to possess four years of a college education or a bachelor’s degree from an accredited institution. These recommendations were made in part, based on the results of the 1967 study that showed that college educated law enforcement officers who had participated in additional training through their academic endeavors showed evidence of a higher use of critical thinking skills, discretion, and verbal resolution when engaging with individuals in the community, rather than deferring to the use of physical force to resolve high stress or contentious
incidents (Maguire & Radosh, 1996). In addition, it was also recommended that they complete 400 hours of police related subject matter courses in an academy style format prior to receiving the necessary certification for enforcing local, state, and federal laws (National Advisory Commission, 1973; Pray, 2006). These recommendations proved unattainable, however, as the majority of law enforcement recruits were attempting to join the ranks of policing immediately after completing military obligations, an organization that offers higher education as incentive for enrollment and thereby attracts individuals who do not typically possess a higher education degree prior to enlistment (Van Creveld, 1990). Even today, most law enforcement agencies only require a high school diploma for minimum entry into the agency, eliminating the benefits of additional formal training from non-law enforcement entities, making the need for exceptional police academy instruction even more critical (Sapp, 1986; Sapp, 1989) as it may be the only job specific training received by an officer prior to their policing a community.

The next significant study in the area of law enforcement academy instruction was conducted in 2011 by Beth Barker, who as a component of her dissertation for her Doctorate of Philosophy, researched through a mixed method descriptive survey approach, the presence of higher order reasoning and critical thinking skills instruction in state police academies. The target population for the study was state police academy directors and after submitting requests to all 50 academies, eleven returned a response. Using the information gleaned from their responses, she was able to deduce that academies were not only failing to train recruits in higher order reasoning and critical thinking skills, but recruits were also not achieving successful mastery of the
content information being imparted during training modules. Barker (2011) attributed this to what Goldstein had similarly discovered decades earlier, that academies had such a large amount of information and material to cover, that “large numbers of facts are crammed into short periods of time; lectures are used in the belief that they maximize coverage; one class is held after another, filling an eight hour workday” (Goldstein, 1977, p. 273). She like Goldstein, discovered from the academy director’s survey responses, that the instructional courses were led by a group of rotating instructors who had no formal training in best practices of education or in instruction, and made efforts to cover as much information as possible in a short period of time valuing expediency over substance (Barker, 2011). Although the purpose of her research was centered on instruction in higher order reasoning and critical thinking skills, it presented a secondary research topic for further inquiry that was not pursued; that of the instructional process and program used in police academies for educating recruits, more specifically, adult recruits in career specific training programs.

**Program Design**

In an effort to understand current and past law enforcement instruction methodologies, it is important to note that the training of police officers has been qualified as “an adult socialization experience in a quasi-military environment. How they are trained, the impact of their training, and how they perform is important to all of us” (Chappell, 2005, p. 8). The police academy has become the introduction to law enforcement for all new recruits where they are first presented with the realities of policing (Pray, 2006). These training academies across the United States are very diverse facilities, referred to by many interchangeable titles to include: training
academies, institutes of public safety, and criminal justice training centers (Chappell, 2005). For the purposes of this dissertation, the term basic training academy will represent these training institutions.

Even more disparate than the titles chosen to refer to these training institutes is the composition of the academy. Two distinct formats exist for academy structure, an overnight live-in academy and a Monday through Friday day academy. Admittance to these academies varies by region and state with some requiring an individual to have been vetted, hired, and sponsored by a local police agency in order to attend, while others allow for tuition students to pay their way through the academy program and then seek law enforcement employment post-graduation (Alpert & Dunham 1997). Larger departments such as New York City, Boston, Los Angeles, Houston, Detroit, Virginia Beach and others, have a sufficient enough number of incoming recruits regularly rotating through the ranks that they are able to host a private academy with recruit officers from only their agency in attendance. Smaller departments and less populace states have been forced into regional academies that pool resources and recruits to create a large enough class for academy training. As a result of these variances, states initiated compulsory minimum training standards and performance objectives. An example of this is evidenced by the fact that despite the training for more than 500 different police departments in the state of New Jersey being conducted by 22 different basic academy training agencies, each graduating officer leaves with universal common understandings, skills, and abilities while still retaining the unique cultural make-up and approach of the individual departments (Lee, 1972). The minimum training requirements, curriculum, and performance objectives utilized at
these academies vary from state to state as established by the associated Police Officer Standards and Training (POST) entities. Each state legislature commissions a POST, which is funded in part by a penalty assessment attached to fines levied on both traffic citations and on criminals found responsible for violating the law. Responsible for establishing the minimum training selection and training standards for police officers, the POST designs and implements training academies and professional development opportunities, and introduces broad based learning objectives that all certified police officers in the state must meet to achieve and maintain certification (International Association of Directors of Law Enforcement Standards and Training Resolution, 1998). Among law enforcement agencies, the adoption of new training models, expectations, certifications, or standards in individual police academies, are typically initiated by mandates from these POSTS who have been the primary force behind the efforts to improve law enforcement training over the last several years (Travis, 1995).

It is important to recognize when conducting research that involves various police academies, a wide variance exists in these training institutions, and despite the fact that they all espouse the common goal to train and prepare new police officers for active duty patrol, there are many mixed methods for achieving that objective.

**Instructional Methodologies**

While these demographic differences create a contrasting view of law enforcement training approaches, when juxtaposed against the instructional methodologies employed, substantial material dissimilarities emerge. Two general methodologies encompass the bulk of basic academy instructional approaches: academic and paramilitary (Weinblatt, 2014). Academic basic training environments
closely mirror that of the higher education college campus approach where recruits receive instruction in an academic atmosphere absent of outside stressors. On the opposing side, the paramilitary approach simulates a high intensity boot camp instructional method that is more consistent with the style of training received in a military environment (Langworthy & Travis, 2003). Recruits endure both high levels of mental and physical stress during the training process with special attention paid to rigor, regiment, obedience, and conformity (Bahn, 1975). One recruit described his training as one that “evokes memories filled with physical performance, emphasis, loyalty to the organization, and fear of the training authorities” (Weinblatt, 1999, p. 27). According to a 2005 published report of a 2002 Bureau of Justice Statistics study that assessed 626 university, local, municipal, county, regional, and state law enforcement academies, 54% of police academies report following the stress model in their learning environment and only 46% of the academies report using mock training scenarios to bring relevance into the classroom (Bureau of Justice Statistics, 2002). This is likely in part, because as Rocco (1992) suggests, “a police officer sees more in an eight hour tour than an average person sees in a lifetime,” (p.2) and the skills they are required to employ must be able to be implemented instantaneously without error under extremely stressful conditions (Clark & Sloan, 1964). Proponents of this model argue that in order to allow for a rapid response by officers in the field to deadly and dangerous situations, they must be instructed in such a format at the academy as the emphasis is less on the content being taught and more on the recruits ability to make decisions expeditiously and to enact them (Hickman, 2005).
Paramilitary academies have been the iconic view of law enforcement training. Traditionalists tout this approach as the best means citing the loyalty, discipline, physical prowess, and self-reliance of graduating officers as evidence (Chappell & Lanza-Kaduce, 2010). Recruits are required to salute senior officers and command staff, stand at attention, and endure physical punishments throughout the entirety of the academy training. Cadre and training staff employ an oligarchical means of command that relies on tyrannical obedience through oppression (Weinblatt, 1999). Recruits face constant criticism and are punished and rewarded as a group with the intention of forcing them into one cohesive unit (Lundman 1980). Learning to rely on each other for success, officers bind together as one unit to accomplish whatever task is set before them. Regardless of those efforts, however, neither a police cadre nor the command staff is ever wrong, or pursues anything other than the best course of action within the confines of the academy grounds (Vadackumchery, 1999). To question an action or command levied is tantamount to insubordination and the concept of investigation and inquiry into current practices runs contrary to the essence of the program and directly challenges the authority of the instructing body.

Proponents of this approach note that only the most dedicated of officers successfully graduate, thereby creating a stronger police force that is well prepared for the stressors of policing (Chappell & Lanza-Kaduce, 2010). Instilling discipline through this method, officers naturally adopt a strong officer presence that will prepare and protect them later on in their career when dealing with uncooperative subjects (Gundy, 2007). Paramilitary graduates are seen as strong individuals who are fearless and prepared for the dangers that will await them in the field (Gundy, 2007).
most challenging paramilitary academy environments are generally accepted to be those of the state police where “troopers by and large believe many [non state police academy] trainers have gotten off track by ‘watering down’ the training regime” (Weinblatt, 1999, p. 28) in the higher education academic approach law enforcement training academies.

Despite these advantages, many critique the paramilitary approach, describing it as an un-flexible environment that is not conducive to learning and more likely to produce robots than people (Weinblatt, 2014; Chappell, 2005). They acknowledge that while it is important for police officers to have discipline, it does not simulate the type of work environment they will face and “academy instructors in a position of power who yell and scream at cadets lead those officers to do the same to members of the public” (Weinblatt, 1999, p. 29). Unlike the military, which the paramilitary academy closely mirrors and which utilizes individuals in a mass approach effort where supervisors are readily on hand to provide guidance and direction, the majority of police officers work by themselves with limited daily oversight and in a job where discretion and decision making occurs regularly. Officers in a paramilitary environment who are told when to eat, what to wear, how to turn and have a ready source of support often have a difficult time transitioning to the job post-graduation when they are forced to utilize that discretion and make decisions on scene where no supervisor is readily available (Douglas, 2013). Washington State Criminal Justice Training Commission Director Sue Rah summarized this in an interview, when she explained that “when we have that very strict military model, the dynamic that we are demonstrating is those without power must be silent and obedient and if they break the
rules, there will be physical punishment. Why would we role model that kind of use of power? That’s not what we want officers to do on the street” (as cited in Douglas, 2013, par 8).

On the contrary, academic training environments have been praised for the increased amount of knowledge acquisition internalized by recruits and for the vital critical thinking, decision making, analysis, evaluation, and cognitive skills learned and mastered by graduates (Facione, 1990). In these programs where “individual academic achievement is the prized trait and physical prowess and intimidation take a back seat (Weinblatt, 1999, p. 27). Recruits are described as more sympathetic to community needs and make a markedly increased effort to determine the root of a problem rather than simply reacting to the outward behavior or action being displayed and conducted (Bickel, 2013). Officers are prepared for solo shift work where they are less likely to have multiple supervisors or a chain of command to instruct them on the proper way to respond and are more adequately prepared for the constantly changing nature of law enforcement as no two incidents are alike (Chappell & Lanza-Kaduce, 2010). With an increase in college graduates attending police academies, educated recruits are more likely to question the reasoning behind the tasks placed before them and the laws they are asked to enforce, and less tolerant of unsupported mandates or see the value of physical punishment for failure to march in correct formation or for improperly shined duty gear (Senna & Seigel, 2002). They exhibit higher expectations of their instructors and are more critical of poor teaching techniques or unprepared instructors who rely on reading directly from teaching tools.
Refuting the academic approach, critics report that this less disciplined environment does not adequately prepare officers for the rigor that they will face in the field (Weinblatt, 1999). Using the North Carolina State Highway Basic Training Academy as an example, officers recall when troopers switched from a paramilitary approach to an academic one. The graduating class resulted in a 50% failure rate in the field post-graduation, more than twice the failure rate of the prior paramilitary academies (Weinblatt, 1999). Academic academy graduates, having not faced the stressors of the paramilitary approach, have not been tested in stressful situations, leaving fellow responding officers in potential danger in the event the officer is not prepared to readily respond or lacks the confidence necessary to carry out the required task. Schlosser (2011) and Prokos and Padavic (2002), argue that the police academy is the first step in a police officer’s training and an introduction into what he or she will face on the street. As a result, the academy is uniquely charged with not only training officers but challenging them in ways that cannot be understood in a mere academic format. As Rocco (1992) explained, paramilitary academy instructors rely on a style more closely mirroring that of the militaristic approach in which drill instructors issue strict commands and expect “superhuman performance from the recruit” (Renahan, 2005, p. 18). This may help to explain why the North Carolina State Highway Troopers graduating from the informal academic academy experienced such extraordinary dropout rates post-graduation. Veteran officers who later serve as the graduate’s Field Training Officers, who themselves had undergone the paramilitary academy, likely had a different set of expectations for what a police academy graduate would look like, sound like, and know, upon graduation.
Regardless of the academic or paramilitary approach, length of time required for attendance, or day/overnight format, while recruits learn a significant amount of subject matter and skills during their academy training, many criticize what is taught as immaterial and unconnected to the actual practice of law enforcement. An examination of the curriculum and lesson plans offers a different perspective as the content being instructed includes, warrants and complaints, report writing, defensive tactics, rules of evidence, criminal statutes, substance use laws, verbal skills, constitutional violations, motor-vehicle stops, and other relevant topics. This discovery revealed that it is not the content in question, but the way that recruits are being taught the material that leads to the disconnect (Rocco, 1992).

This revolution was reinforced by senior officers who challenge the quality and validity of what is taught at the academy, instructing rookie graduates to disregard what they learned at academy, identifying that the actual instruction occurs on the streets where they are expected to apply theory to practice during the Field Training program; and not as is learned in the basic recruit academy by disconnected officers. (Cicourel, 1967; Rocco, 1992; Skolnick, 1966). Renahan (2005) found that even the permanent full time academy instructors themselves were characterized as out of touch outsiders, removed from the day to day activities of law enforcement to the point where they no longer understand the true essence of policing and were more concerned with liability and book instruction than useful police instruction, skill building and officers training.

Recognizing this dichotomy, Rocco (1992) noted that law enforcement officers have “often been described as anti-intellectual by the media, academics, and
themselves. They are the by-products of a culture which views academics as existing on an esoteric plane (p. 63)” that is irrelevant to their current field of practice. This contradiction between the higher education learning environment established in police academies and the traditional on the job training approach results in many rookie officers viewing the academy as a necessary evil in which they must *play the game* in order to successfully check a box to move forward in their efforts to become police officers but then discredit the information garnered as inconsequential to the actual activity of their own future career (Niederhoffer, 1967; Rocco, 1992). One recruit even remarked based on his pre-academy interaction with certified veteran officers, “this is how we have to do it for academy but we all know that’s not the way it’s done in the real world” (S. Prezi, personal communication, August 2013) furthering the notion that the police academy is a sterile, detached environment that provides a by the book answer and training preparation that is not actualized in the application of law enforcement during active duty shift work (Brachtl, 2014; Walker, n.d.). Given that these common themes of dissatisfaction stretch across state, local and county academies, that are academic, paramilitary, day, night, single department and mixed, the answer to a more comprehensive and relevant academy must lie in something greater than the curriculum. Barker (2011) recognized that in order to successfully graduate well prepared recruits, police academies must instruct and assess in the best practices currently identified by leaders in educational research. Although the academy has its own unique elements that complicate and support the educational process of recruits, they remain adult students, and while it may be “overwhelming to a layperson whose expertise does not lie in the educational arena,” it is imperative that
instruction and assessment be conducted in such a manner so as to best utilize this foundational time in a law enforcement officers career (Barker, 2011, p.90). In order for that to occur, the officers providing that instruction must be well qualified in educational best practices, and prepared to do so.

**Current Practices**

To understand the challenges that instructors face in providing material to the recruits it is important to recognize that academy instruction extends beyond the formal written objectives and lesson plans to include statutory requirements, an informal unwritten curriculum, and clandestine agendas such as the introduction of high levels of stress and mental and physical discomfort to the everyday learning environment that challenge more than just a recruit's ability to memorize facts or master a skill set (Lundman, 1980; Prokos & Padavic, 2002). While this section of the literature review represents a digression from the identified focal point of the study, a clear understanding of the role that these clandestine objectives play in academy instruction and instructor methodology, is necessary to truly grasp the totality of academy training as these objectives have a significant impact on both.

Utilizing the pedagogy of a behaviorist learning style, para-military academies seek to reinforce positive behavior with a positive reward and negative behavior with a negative consequence, as is underscored in the use of physical punishments such as pushups, leapfrogs, burpees, and wall sits to change undesirable and or non-conformist behavior (Douglas, 2013; Barker, 2011). This pedagogy coupled with the high intensity stress induced approach is designed to cull the best academy recruits and insure, as Weinblatt (1999) noted, that only the most dedicated reach graduation. An
example of this can be seen when reviewing the analysis of the New Jersey State Police academy rosters which show a 25% academy dropout rate, the majority of which in their exit interviews attributed their failure to the high level of stress endured while in attendance (Weinblatt, 1999). Students quickly learn to rely on one another for support creating an *us versus them* culture; where instructors are viewed as “bosses and punishers rather than teachers” (Langworthy & Travis, 2003, p. 53).

While many departments support the stress model approach to learning, the Washington State Criminal Justice Training Commission and other innovative agencies have begun to implement a new system of learning that more closely mirrors that of higher education institutions abandoning the militaristic boot camp style approach instead emphasizing communication, community engagement, and skill building with an emphasis on actively engaging officers in their own learning process (Douglas, 2013). Sue Rahr, the Director of the commission, explained that “We need to train them to think like leaders … we shouldn’t be training them to think like a follower who just follows orders” (Douglas, 2013, para. 2) as is the primary expectation and goals of United States government military academies that law enforcement training centers model after (Berg, 1990; Douglas, 2013; Salerno, 1994). Underscoring this effort is a 1989 United States Supreme Court case *City of Canton V. Harris* in which the justices upheld a previous ruling by the lower courts that municipal liability can be imposed for actions undertaken by law enforcement officers, who did not receive adequate initial training. While the definition of adequate training was not established by the courts, the case did encourage law enforcement agencies and training academies to reevaluate their training programs in an effort to avoid
future litigation for “failure to train its employees” (Canton v Ohio, 1989, p. 489 U.S. 385-392). Although the integration of high levels of stress to the academy learning environment can reap many positive results, utilizing the theory of behaviorism, the question arises, if recruits learn to associate asking the wrong question or answering in the wrong manner with negative consequences, are they actually inhibiting their own learning for the sake of personal protection (Barker, 2011)? The question then becomes, could law enforcement academy instructors who were trained in educational best practices be able to achieve the same desired outcome results from a stress induced academy environment while still encouraging active student participation in their own learning, negating the student fear of consequences for failure? This question naturally leads its readers to a secondary line of inquiry, if academy instructors are to utilize best practices in education, how will they become trained to do so as it has already been established that academy instructors are drawn from the ranks of law enforcement veterans, few law enforcement officers have higher education training, and those that do are primarily graduates of criminal justice and technical schools, and are not education majors with training in instruction, curriculum development, assessment, or andragogy (Bayley & Bittner 1997; Hickman & Reaves, 2006, Law Enforcement Management and Administrative Statistics survey, 2003).

**Adult Learning and Andragogy**

**Theory**

The first step in every officer’s training is the basic recruit training academy, which Gerard Cleveland; the President of Police Society for Problem-Based Learning, points out is, in its simplest term, another form of adult education (Cleveland, 2006;
Renahan, 2005). Both Barker (2011) and Renahan (2005), assert that the majority of police academies employ a pedagogical, teacher directed approach to basic recruit instruction that “relies heavily on lecture, mastery of content, obedience, and final evaluation based upon reproducing learned material in the identical format that it was delivered” (Barker, 2011, p. 19). While this method was utilized for centuries to teach children, some educators question whether it is still the most effective method for teaching, and many argue that regardless, adult learners have different requirements and needs than adolescents and as such, they must be taught differently (Moberg, 2006; Nesbit, 2001). Those theorists look to Malcolm Knowles learning theory of andragogy that emphasizes analytics and problem solving over memorization for future exam regurgitation (Knowles, 1970; Knowles, 1984). Knowles himself helped to differentiate the two terms characterizing andragogy as “the art and science of helping adults learn” in contrast to pedagogy, the art and science of helping children learn” (p. 43). Renahan (2005) readily acknowledges that the pedagogical approach allows for large amounts of information to be transferred to recruits in a limited time frame via lectures, drill, and memorization that can then later be tested for successful recall. However, this approach does not encourage officers to interact with the knowledge gained, understand the greater context, improve on interpersonal skills, or understand how the new knowledge should be used or interpreted in varying situations or integrated with the existing knowledge (Birzer, 1999; Chappell, 2005; Renahan, 2005). These comments serve to address the earlier concerns regarding the significance of the field training program to law enforcement officers and the powerful andragogy plays in instructing recruits. Furthermore, as new generations enter the
field of law enforcement having been instructed in grade school in these typologies, they will begin to expect at minimum, a similar instruction at the academy level. Ramirez (1996) likewise supports this notion remarking that police academy instructors are charged with teaching and training adults and in order to do this, academies must reorient their current methods of teaching to a learner centered model, rather than a teacher centered one. For that to occur however, instructors must be trained in these methodologies.

The theory of andragogy, which set forth the foundation for much of adult learning, is generally credited to Malcolm Knowles however, it dates back even further to Eduard Lindeman, who as early as the mid 1920’s began to publish works on adult education in which several key assumptions of adult learners were identified that significantly differed from those motivations of child learners, and Alexander Kapp, who in 1833 recognized that individual learning progresses on well past childhood and into adulthood (Davenport & Davenport, 1985; Edmunds, Kasworm, 2003; Lowe, Murray & Seymour, 2002; Lindeman, 1925; McCallum, 2012). These assumptions have been categorized into four basic principles that form what is commonly referred to as Knowles Andragogy theory. The supposition contends that adult learners must be active participants in the planning, execution, and evaluation of their instruction preferring self-directed engaged learning over simply the transmission of knowledge from one vessel to the next. Bringing to bear a multitude of experiences from their past, adult learners utilize them to create a deeper and more rich understanding of the new material presented grappling with it from multiple angles and approaches analyzing the new material rather than just accepting it at face value.
These experiences and analytical approach necessitate a connection between the material being learned and the learner’s life (McCallum, 2012). Adults have an innate desire to study material that is relevant to their lives and can be directly applied to the various situations and experiences they currently face or intend to face in the near future allowing them to learn at an accelerated pace by connecting their past experiences to the new information acquired (Kasworm, 2003). These needs favor a problem based learning style where learners can pragmatically apply skills and knowledge learned directly to a problem or situation over the pedagogical style of content based, fact transmission, rote memorization and theoretical postulation (Edmunds, Lowe, Murray & Seymour, 2002; Knowles, 1973; Lindeman, 1940).

Having recognized these differences, alternative educational strategies must be employed that seek to provide adult learners with what they desire: to gain, be, do, and save something (Edmunds, Lowe, Murray & Seymour, 2002; Lorge, 1947). Adult learners must be in charge of their own learning, actively participating in a manner that allows them to bring their own experiences to bear on the topic motivating them in order to connect their own lives to the material presented (Edmunds, Lowe, Murray & Seymour, 2002). Unlike the old k-12 pedagogy where the instructor was once responsible for directing the learning, adults take responsibility for facilitating their own educational process as we are also currently seeing filter down into today’s k-12 instruction. (Hiemstra, 1990; MacKeracher, 1996; McCallum, 2012). While this method of instruction works well in a typical higher education college setting, police recruits similar to enlisted soldiers at boot camp are indoctrinated with the cultural
norms of the *holy order*, an ethos in which command and control rests at the top and those recruits and enlisted individuals are mere receptacles for information with limited opportunities for reciprocal communication or involvement and control over their own learning environments as the “paramilitary structure is the most salient component of the normative climate” (Barer-Stein & Draper, 1988; Bordua & Reiss, 1966; Chappell, 2005, p. 49). This brings to bear the question; if police academy instructors were to utilize best practices in education that might allow for a level of freedom among recruits in their approach to learning or grant them permission to question the individual providing the instruction, would the inherent command structure of the academy allow for this or would it be the equivalent of offering a carrot on a stick only to have it stolen away from the recruits grasp just as they began to reach for it?

Both Knowles (1990) and Gagne (1985) contend that the above listed conditions must exist in order to achieve the ideal learning environment for adults. However, while Knowles (1984) argues that adult students are internally motivated and self-directed, his theory breaks down in a paramilitary police academy environment where there is no mutual agreement around the material that is taught, attendance is compulsory in order to retain one’s employment, and the recruit’s individual feelings surrounding the content and educational process are irrelevant and not taken into consideration (Barker, 2011). While police are not alone in the compulsory nature of an educational requirement tied to their employment, they are among a unique few occupation’s that limit the options or route of attainment to only one choice. While doctor’s, attorney’s, teacher’s, electricians and many other career
fields also require the completion of a specific course of education for licensure, students entering each of these fields can attend any number of different facilities to earn the required certification. For law enforcement officers, only one police academy is available, as all new recruits seeking employment in New Hampshire must attend the same Police Standards and Training Academy program, all new recruits seeking employment in Virginia Beach must attend the Virginia Beach Police Academy and so on and so forth. A new recruit without prior police experience cannot simply choose to attend the academy of their choosing and then expect to apply it to employment with a desired agency.

These discrepancies between police academy instruction and andragogy practices are further underscored in his belief that adult learners desire to be respected in their learning environments which must be “characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences” (Knowles, 1973, p. 85). On the contrary, D. Hollingsworth, declares that police academies are designed to place the recruit in uncomfortable situations where they are forced to learn command and control, the importance of law, order, uniformity, and chain of command. Academies are not responsible for “coddling recruits or pandering to their individual needs and wants” (personal communication, D. Hollingsworth, 2014) and the majority of the training that they do receive is not job related, and without a true employment needs assessment to confirm curricular relevance (Renahan, 2005). Statements such as these run in direct contrast to the principles advocated by Knowles in his adult learning theory however, if academy instructors were educated in the principles of andragogy, those individual learning
styles and needs would be recognized less as personal wants by the recruit’s, and more likely, as the most effective tools for effectively communicating and receiving the desired information, increasing knowledge retention and comprehension.

**Learning Styles and Needs**

In order to fully engage students in the learning process, instructors of adult learners must recognize that each recruit brings their past experiences and life’s lessons to the table viewing the world in a completely different way than the recruit trained before them and the one who will be trained after (Kasworm, 2003; Massoni, 2007). An effective instructor will recognize the significance of these experiences, and incorporate them into the learning process, building on those earlier blocks of learning (Brookfield, 1986; Zuga, 1999). However, without specific instruction as to how to incorporate these styles into the regular instruction period, it is challenging for any teacher to do so.

Furthermore, the majority of adult learners have already established a preferred method and pattern of learning information that was ingrained in them during their early childhood educational process as a result of their differing aptitudes and abilities, which has allowed them to become experts in identifying their own learning needs (Edmunds, Lowe, Murray & Seymour, 2002; Loring, 1978; McCallum, 2012). For the vast sum of police recruits, the learning style which they most frequently gravitate towards is kinesthetic, one in which learning is achieved through physical action-oriented activity in a tactile hands on approach, as opposed to visually observing or hearing the material in an auditory manner (Brand & Peak, 1995; Cleveland, 2006; Edmunds, Lowe, Murray & Seymour, 2002; McManus, 1970).
Despite this propensity, police academies continue to rely primarily on lecture and rote memorization to impart knowledge to recruits as the normative climate for learning in most subjects with the exception of firearms, defensive tactics, and physical training (Barker, 2011; Chappell, 2005; Harris, 1973; McManus, 2011). Academy instructors according to McCoy (2000) tend to rely on the manner in which they were taught as the basis for their own process of information dissemination. Recognizing that the most dominant form of academy instruction occurred in a verbal lecture format, it is unlikely that without specific instruction in how to incorporate alternative learning styles, such as a kinesthetic approach, into their instruction, that academy instructors will be able to break out of mirroring or parroting back to new recruits in the same manner in which they themselves were instructed. Galagan (2009) recognizes the error in this way of thinking arguing that “not only must institutions of higher learning understand adult learners’ characteristics and unique needs, they must also be willing to modify their existing programs and services in order to meet these specific needs” (p. 4). Without this willingness to change the instructional methods from the one size fits all template, the probability of creating an academy steeped in institutional best practices is unlikely (Barker, 2011; Galagan, 2009).

Teaching Methodologies, Differentiated Instruction, and Assessment

As Rocco (1992) noted, “police learning occurs in a specialized context that generates learning imperatives and shapes how, what, and why police officers learn” (p 38). While every state has minimum training requirements for recruits desiring to become full time certified law enforcement officers, those requirements do not
similarly extend to the instructors charged with imparting the necessary information to
the young recruits (Renahan, 2005). This dichotomy between higher education best
practices and the methodologies utilized in police recruit instruction can be explained
from a bifurcated perspective that looks at both the role of the student (recruit) and the
teacher (cadre) in the instructional process. As was reported by Cauldron (2005),
“teachers teach their students the way they themselves were taught, by standing in
front of the classroom, talking to the students (p. 21),” and “lecturing from a
PowerPoint presentation (Schlosser, 2011, p. 45).” Despite the familiarity of this style
of teaching, it is unlikely that an instructor, who employs only one modality of
teaching, will reach all of the students in the class effectively (Loring, 1978).

Edmunds, Lowe, Murray & Seymour (2002) reinforce this notion contending that
learners who are asked to process new information through multiple senses have an
increased retention of that material over learners who are instructed in only one
modality.

Although one might naturally assume that police academy instruction would
change over time to account for this new understanding of educational instruction, it is
not generally the case. In fact, it has been argued that for the last several decades
police academy training has remained the same, stagnant in its growth forward,
rapidly falling behind the new advancements in educational instructional practices
(Bradford & Pynes, 1999). Some of this may be attributed to the pervasive belief that
the information garnered in police academy is inconsequential, outdated, and unrelated
to actual police practice (Brand & Peak, 1995; Rocco, 1992). Officers have become
reliant on veteran officers to teach them the necessary skills to perform the job once
out in the field and identify trial and error as the primary method for determining the best course of action, rating it as a more effective learning technique than police academy instruction (Alpert and Dunham, 1997; Rocco, 1992; Warners, 2013). These responses are similar to those of military cadets who likewise represent a cross culture of students from various backgrounds who tend to identify the majority of their training as that which takes place on the job, and not behind the confines of the walls at boot camp (Halff & Hollan, 1986). Both systems embody closed organizations “in which all members enter at the same level and share common rites of passage and socialization experiences. The closed system permeates the police hierarchy (Rocco, 1992, p. 38) and prevents outsiders from having a true understanding of the nature of initial instruction, thus inhibiting opportunities for educational instructional advancement in these closed academies. These outsiders, as they are termed, are not just individuals outside of the profession of law enforcement, but includes those individuals who serve as instructors in the recruit academy settings as well (Walker, 1999).

Woody Allen and Marshall Brickman (1977) in the screenplay Annie Hall are quoted as saying, “Those who can’t do teach.” This popular saying has been repeated by many veteran officers who theorize that academy instructors by the nature of their assignment to the academy have distanced themselves from real police work and thereby no longer understand what information should be taught to incoming recruits, how officers learn, or the proper way to teach adult learners (Chappell, 2008). While primary, secondary, and higher education institutions, have all grasped the significant role qualified instructors in both content matter and educational instruction have on
improving student achievement, as evidenced through the research supporting the implementation and execution of the 2001, No Child Left Behind Act (NCLB), law enforcement academies have been slow to integrate and employ the changes necessary to mirror those efforts (Werth, 2009). Instructor training requirements continue to vary from state to state, and even within academies in the same state, ranging from extensive instructor certification courses with continuing educational professional development requirements and recertification mandates for instructional staff, to police academies with no formal established mandates surrounding instructor certification, knowledge acquisition, or expectations surrounding their need to remain current with best practices.

**Instructor Training, Preparation, Evaluation, and Qualifications**

**History**

According to Lorinskas (1973), new law enforcement officers tend to have an unrealistic understanding of what the career of policing entails, relying less on the instruction and picture painted in the basic police academy and more on images and tactics observed on television or gleaned from veteran war stories (Van Maanen, 1973). Despite this commonly accepted notion that knowledge is learned from other fellow officers rather than formal training (Rocco, 1992), there is still an ingrained belief concerning the necessity of the basic recruit academy and its significant role as a cornerstone in the symbolic indoctrination of new recruits to the field of policing (Renahan, 2005). An examination into research studies around the instructional preparation and practices of law enforcement academy instructors reveals a dearth of material on the subject matter, as was supported by my own research efforts (Minor,
2005). While various research studies have examined the curriculum utilized or the impact of various demographics on recruit performance such as gender, age, education, or marital status; a thorough review of research material and discussions with current training entities, results in a general agreement in the lack of inquiry around teacher preparation, instructional methodologies, and approaches to assessment in law enforcement academy training (Barker, 2011; Birzer & Tannehill, 2001; Chappell, 2008). While it is not clearly articulated why this gap in research exists, as was previously noted, the closed society of law enforcement academies makes it a difficult area to research. Even the most well respected law enforcement study that has served as the cornerstone for the creation of police academy training conducted by Herman Goldstein, was made possible only as a result of personal connections to those in higher level administrative positions within the criminal justice system of the states studied (Goldstein, 2008).

Building from Goldstein’s work and in combination with early community college programs, law enforcement officers across the nation recognized a need to create universal standards for individuals working within the profession of policing and for those conducting the training. In 1959, California led the way with the creation of the Peace Officer Standards and Training (POST), the first governmental agency responsible for establishing statewide training and recruitment criteria (Werth, 2009). These training facilities designed police academies that were responsible for providing initial instruction and for outlining the mechanical aspects of police work (Birzner & Tannehill, 2009). Building off of Vollmer’s earlier notions regarding the importance of education, Brereton (1961) challenged these agencies to establish high
training standards arguing that “no law enforcement agency today can function efficiently or effectively unless it includes high standards of education and training in its plans and operations” (p. 111) so that they are properly “manned by competent instructor personnel drawn from police departments, colleges, and private industry” (p. 118). The definition of competent instructor is not well defined and each state has its own expectation of competency for police academy instructors.

**Police Academy Instructor Qualification Requirements**

The road to instructorship in police academy is as varied as the number of states in existence. While some states have a strict qualification regiment requiring successful completion of coursework, internships, externships, a specific number of student teaching hours, and or recertification requirements, others have no specific documented process for determining who will serve as an instructor in the academy, relying on oral tradition, availability, or personal relationships and recommendations to determine who is assigned the task. In order to conduct a comprehensive research study of instruction at paramilitary police academies on the eastern seaboard, a review of nine police training institutes in five states were chosen to conduct direct observations and interviews as a compliment to the surveys distributed to police officers serving in agencies on the Eastern seaboard of the United States. These states were chosen for three specific reasons: geographical representation, student composition, and housing classification (see Figure 1).
Figure 1: Police Academy state classification breakdown

<table>
<thead>
<tr>
<th>Geographical representation</th>
<th>Student composition</th>
<th>Housing classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>Single state comprehensive</td>
<td>Residential</td>
</tr>
<tr>
<td>New England</td>
<td>Single state comprehensive</td>
<td>Residential</td>
</tr>
<tr>
<td>Mid Atlantic</td>
<td>Individualized departmental / county specific</td>
<td>Residential / Commuter</td>
</tr>
<tr>
<td>Mid Atlantic</td>
<td>Individualized departmental / county specific</td>
<td>Commuter</td>
</tr>
<tr>
<td>Southeast</td>
<td>Individualized departmental / county specific</td>
<td>Commuter (day/night classes)</td>
</tr>
</tbody>
</table>

The five states chosen represent a diverse geographical coverage area, Northeast, Mid-Atlantic and the South. Additionally, these states are representative of the two schools of thought in existence for academy student composition: single state comprehensive and individualized departmental / county specific. The single state comprehensive academies are the sole basic training facility for all police officers in the state. The individualized departmental and county specific academies are a mix between regional academies that share the responsibility for training officers from smaller police agencies located within a close geographical proximity of one another and department specific academies that provide basic training only for those officers within their own agency. Lastly, the above academies were chosen for their cross section representation of student housing classification, to include residential and commuter schools with both day and evening classes.

“Just as police officers are the barbed wire that protects the sheep from the wolves, police instructors are the posts that provide them with a foundation of strength (leo-trainer.com, 2011).” In order to have effective instruction, the police cadre and officers charged with providing the education and instruction must have the knowledge, skills, abilities, opportunities to do so in an effective manner. An
examination of the instructor qualifications for individuals instructing in sample police academies in the regions above, is summarized below.

**Florida.** The state of Florida requires all police academy instructors to have successfully completed a 64 hour Florida General Instructor Techniques Course (GITC) before teaching at the academy. This $220 course, which can be paid for either by the individual officer or their sponsoring department must be completed before applying for the General Instructor Certificate that will grant an officer the permission necessary to apply to teach. Throughout the GITC, students are introduced to the “role, responsibilities, skills, knowledge and expectations of a successful instructor and will enhance the student’s facilitation and instructional abilities. Officer’s will be provided with classroom skills and knowledge to effectively provide training to criminal justice personnel” (Florida General Instructor Techniques Course, 2015, para. 1). This course utilizes both formal instruction and hands on learning to prepare officers for instructing in an academy setting. This certification process was birthed out of a response to an incident that occurred in 2011 after the 911 terrorism attack. Police academy instructor Sam Kharoba, taught an antiterrorism course to academy recruits (Bowsher, 2011). The course was described by attendees as one that had little to do with addressing antiterrorism, and more to do with proselytizing myths concerning those ascribing to the Muslim religion. Recognizing the latitude in existence for different academies to hire various instructors with little oversight, the state of Florida rectified this matter in an effort to avoid future classroom debacles by requiring all academy instructors to undergo the above identified training, successfully complete an internship, complete an instructor certification application, and attend a
recertification course every four years. The internship evaluates the student seeking instructorship certification in seven categories: managing the classroom, demonstrating communication skills, using learning aids, instruction and lesson plan preparation, teaching of the assigned block of instruction, student involvement and engagement, and the assessment of the effectiveness of the instruction provided to the recruits (Florida Department of Law Enforcement Instructor Competency Checklist, n.d.).

**Maryland.** Police officers desiring to serve as instructors for recruit academies in Maryland must complete a 35 hour Basic Instructor Training Program. The course is billed out either to the officer or the agency and costs range from $70.00 to $125.00 per student based on the sponsoring agency. Students who successfully complete the five day course have been instructed in “the use of basic PowerPoint, as well as communication and presentation skills [and are] … familiar with the purpose of learning objectives and components of a lesson plan. (Maryland.gov, 2016, para 3.” No restrictions have been established regarding number of years of service, minimum age of the officer, or content knowledge requirements.

**Massachusetts.** According to the Massachusetts Municipal Police Training Committee Certification and Training for New Instructors syllabus (2014), the instructor level II and III certification process are “a dual-focused system by which MPTC verifies an instructor’s proficiency in both the subject matter and as an instructional trainer” (para. 1). Those seeking instructorship certification must have at a minimum, four years of experience in law enforcement and have completed the Massachusetts Instructor Development Course. After completing the necessary
requirements academy instructor candidates must submit an instructor certification application for each area they intend to teach in so that subject matter competency can be established for each course before full certification can be granted. A unique component in the instructor certification syllabus is a notation regarding subject matter versus instructor proficiency where it is noted that “a person may be qualified to teach a topic because of their past training and experiences; however, this same person may have no training related to instructional techniques and adult learning principles. As such, the person is qualified in the topic, but not qualified as an instructional trainer. Conversely, a person may have a solid background in teaching concepts and theories, but no expertise in the topic area. In both circumstances, this person would not qualify to teach for MPTC” (Massachusetts Municipal Police Training Committee Certification and Training for New Instructors syllabus, 2014, para. 2). Each instructor once certified to teach at the academy must teach annually 24 hours and complete a recertification course every three years to maintain certification (MPTC certified instructor level requirements, n.d.).

**New Hampshire.** The state of New Hampshire does not have any documented requirements for those officers desiring to serve as general police academy instructors or cadre. Officers are chosen by the academy Commandant with veto rights granted to the academy director. Officers are typically chosen for the position based on their perceived expertise in the field although no formal entrance examination or requirements are necessary to prove proficiency or mastery with the exception of instructors for baton and oleoresin capsicum, firearms, motor vehicle, and defensive tactics instruction (New Hampshire Police Standards and Training Council Training...
Calendar, 2014). As no instructorship certification process for general instructors exists, there is no need to recertify, and officers typically continue to serve in their instructorship role until they either choose to discontinue teaching or a curriculum modification renders their lesson plan obsolete.

**New York.** The state of New York requires all law enforcement officers desiring to serve as police academy instructor’s to minimally; possess a high school diploma or its equivalent and have successfully completed both the basic academy and a 64 hour instructor development course approved by the commissioner. The instructor development course prepares officers to research, prepare and communicate knowledge in the field of law enforcement to new recruits. “Lessons focus on setting instructional objectives, factors that influence adult learning, communication skills, the instructional process and methods of evaluating course effectiveness” (New York Department of Labor – Police Instructor, 2015, para. 1). Instructor certifications are valid for five years after which point the officer must undergo an evaluation by an approved instructor evaluator during the year the certification is set to expire.

**Vermont.** The state of Vermont requires all law enforcement officers who desire to teach at the Vermont Criminal Justice Training Academy to have a minimum of two years of law enforcement experience, successfully compete a 40 hour instructor development course approved by the Council, complete a pre-requisite “train-the-trainer” course, and demonstrate professional skills in the intended area of instruction (Vermont Police Academy Certification and Training Program, n.d.). The instructor development course includes specific training in the areas of lesson plan development, development of performance objectives, instructional techniques, testing and
evaluation and use of available resources. Instructors must renew their teaching license every three years by completing a recertification course and instructing at a minimum, at least one course during the year of recertification (University of Vermont Department of Police Services, 2003).

**Virginia.** All law enforcement officers in the state of Virginia desiring to serve as police academy instructors must complete a 60 hour (40 hours of in-class work and 20 hours of out of class assignments) General Instructor course where the “goal of the program is to prepare the criminal justice trainer with the *basic skills* necessary to research, design, prepare, present, and evaluate a block of instruction” (Hampton Roads Criminal Justice Training Academy, 2015). The course covers five primary subject areas: “the adult learner, the instructor role, lesson preparation, presentation and application” (Training by DCJS – General Instructor, 2015, para. 3). After completing the course, those officers desiring to instruct must observe courses taught in the subject matter of their intended teaching area, teach in that same field under observation and be evaluated by an instructor evaluator prior to receiving certification. Instructor candidates must be at a minimum; 18 years of age and have served as a law enforcement officer for at least three years. Once obtaining certification as a police academy instructor, they must complete a recertification course every three years to maintain their ability to teach in the academy setting (Training by DCJS - General Instructor, 2015).

**Comparator Instructional Preparedness**

Although law enforcement academies are unique in both their student composition and intended outcomes, they also share many similarities with
comparator institutions such as fire and emergency service academies, military boot camp training and higher education university environments. Elliott (1991) identifies that every professional training organization should “contain conceptualizations of the following dimensions: (1) the occupational context; (2) the nature of the professional role; (3) professional competence; (4) professional knowledge; (5) the nature of professional learning; and (6) curriculum and pedagogy” (p. 310). A review of some of those comparator institutions identifies whether Elliot’s expectations are feasible given the unique elements in existence within a police academy structure (see Figure 2).

Figure 2: Comparator Institutions

<table>
<thead>
<tr>
<th></th>
<th>Fire &amp; emergency service academies</th>
<th>Military boot camp training</th>
<th>Higher education university environments</th>
<th>Police academies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Voluntary</td>
<td>☑</td>
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<td>National training standards</td>
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<tr>
<td>Militaristic or Academic in nature</td>
<td></td>
<td>☑</td>
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<td>☑</td>
</tr>
<tr>
<td>Group or Individual focus</td>
<td>☑</td>
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</tbody>
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*emergency services academies: fire, emt.* Although at one time separate entities, today’s fire and emergency service academies are almost indistinguishable as most cities have combined these two agencies into one (Barr & Eversole, 2003). Responding to legislative demands, fire departments began to professionalize by requiring all members to including local volunteers, to attend and successfully complete academy training. Leading the charge is the United States National Fire Academy, that serves as the “national focal point for advancing the training and
professional development of the fire and emergency services and allied professionals to deal more effectively with fire and related emergencies” (U.S. Fire Administration, 2014, para. 1). Unlike law enforcement which lack national training standards, fire academies have specific mandates that are universal encouraging best practices and up to date training. While the training academies vary in style, size and duration; similar to law enforcement academies, many firefighters identified that as a result of the large amount of information that must be learned in a short period of time, many fire academy graduates recognize a gap between the operational world of firefighting and the information learned in the classroom (Karp & Stenmark, 2011). This issue is currently under investigation as fire academies seek to create a more stable training environment in which instructors may be assigned on a more permanent basis allowing for greater training in teaching practices and strategies and not just in the area of subject knowledge acquisition (Butler, 2014; Ontario Firefighting Provincial Curriculum, 2014).

**Military.** According to Johnson (1998), the army is one of the largest, most proficient and greatest preparatory programs in the country. When identifying comparator institutions, many closely associate law enforcement basic academies with these military recruit boot camps recognizing that both contain a rigid structure that some argue is not conducive to learning (Chappell, 2005). Both programs share similar structural components and are required for admission into a closed society of which graduates are given power by the government over a section of society and charged with the responsibility to serve and protect them at a moment’s notice with the application of force if necessary (Kunselman, Vito & Walsh, 2013). Sir Robert
Peel himself maintained that “the police must be organized along military lines to ensure stability and efficiency” (Roberg, Novak, & Cordner, 2005, p. 41) and as a result, the military model of command and control has become the principal archetype for law enforcement academy instruction in the belief that it provides the greatest institutional order and internal control (Jones, Owens & Smith, 1995; Kunselman, Vito & Walsh, 2013). The similarities of the two institutions breakdown to the ultimate responsibilities and desired characteristics of the graduating individuals. While the military seeks to churn out graduates who work well in large group efforts, and are able to follow orders without question, police departments seek graduates who are capable of independent decision making and single person response without the benefit of a supervisor readily on hand to provide direction or assistance.

As a result, the teaching methodologies employed and instructor characteristics sought in a military boot camp setting can be contradictory to the ultimate goals of a law enforcement academy (Birzner & Tannehill, 2001). The adoption of this model results in academies that can be “characterized by an authoritarian and centralized command structure, with a highly adhered-to chain of command, and rigid rank structure of superior–subordinate relationships where control is tightly maintained and initiative is discouraged” (Kunselman, Vito & Walsh, 2013). Law enforcement however requires an officer to utilize discretion, work within society in such a manner as to establish trust and rapport with the citizenry and as Johnson (1998) noted, to moderate the power entrusted to them with good judgment.
Similar to law enforcement academies, military boot camp instructors are drawn from the ranks of veterans who have gone before them (Clark & Sloan, 1964, Goldstein, 1977). Johnson (1998) characterizes these individuals as ranking soldiers who are not specifically gifted in the area of instruction or leadership but are often assigned to the role without any specific training or preparation with the understanding that it is a temporary assignment that allows them to gain and establish rank before moving on to their next evolution. This constantly rotating teaching roster prevents instructors from developing the experience and expertise in instructional practices (Barker, 2011) constraining them to repeat the model from which they learned relying heavily on physical discipline, regimentation, unquestioning obedience, extreme conformity and rote memorization (Renahan, 2005; Van Creveld, 1990; Weinblatt, 1999). Chappell (2005) goes even further, describing the normative climate as an us versus them mentality between instructor and students that has lasting repercussions impacting the way officers interact with the citizens they will eventually come into contact with.

*higher education institutions.* Similar to higher education institutions such as community colleges, four year programs, and graduate schools, law enforcement academies are also comprised of older students ranging in age from in some cases as young as 18 to older than 70 years of age. Capitalizing on Knowles theory of Andragogy and the internally self-motivated learner, law enforcement recruits tend to span the gap with a foot in both the andragogical and pedagogical world with a desire to learn the material but in a setting that is compulsory if they intend to keep their current job or remain in the occupational field of policing. Adult learners also have
additional responsibilities outside of the classroom to include familial and employment obligations that impact the amount of time and effort they can dedicate to learning (Van Creveld, 1990).

While it may be unusual for instructors in the other comparator institutions to have specific training around instructional best practices, higher education institutions set the standard for teacher preparation, evaluation, continual development, and instructional excellence (Nilson, 2010). Kathyn Adams (2002) has conducted extensive research around the expectations and requirements for incoming higher education faculty. She confirmed that higher education educators must not only be knowledgeable in their field of study but must also be skilled in teaching that information to others, recognizing the cognitive needs and learning styles of each individual student (Nilson, 2010). Once having achieved professorships, these educators are required to stay current in their field conducting scholarly research and service projects in their particular area of study or in areas related to their assigned department (Hattie & Marsh, 1996).

**Current Practices and Intended Research Inquiry**

As the nature and role of law enforcement has changed over the last several centuries, the training for both new and veteran officers has become more intense and complex (Pray, 2006). However, as Vollmer (1933) noted decades earlier, police academies make great strides forward and then stop advancing, becoming content with having made a change, not altering their approach again until they are significantly behind other educational institutions resulting in graduates with poorly developed interpersonal and academic abilities (Renahan, 2005) Barker (2011) likewise supports
this assertion remarking that the current police academy instructional model dates back to as early as 1986 (Birzner & Tannehill, 2001). Changes in these academies can be difficult to achieve as many law enforcement officers are resistant to change and closed to new training ideas subscribing to the notion that “we the police know best” (Adlam, 2002, p. 25). Furthermore, unlike in education where the federal government has established overarching authority through the Department of Education and other similar agencies, law enforcement does not have a federal governing body monitoring law enforcement that can identify areas in need of improvement and work to correct them through legislative action.

Having already established the significant role the academy plays in the indoctrination, culture, socialization, and education of new police officers; it would be natural to assume that the instructors at these institutions would be culled from the top law enforcement officers in the nation (Lundman, 1980; Renahan, 2005). Van Creveld (1990), asserts however that despite these assumptions, academy recruits “are very seldom exposed to really first-class instructors except during occasional guest-lecture basis” (p. 87). Instructors are often chosen for their teaching position based on their success in the field in one particular topical area or another, without adequate consideration being paid to their ability to then effectively disseminate that information to others in an educational setting (Chappell, 2005; Chappell, 2008; Goldstein, 1977).

While some of this problem can be alleviated through the creation of a strong, clear curriculum, and the utilization of good texts and support material, “teaching aids and texts – even teaching machines – are mere tools. No matter how ingenious and
well-conceived they may be, their effective use depends on well-trained instructors.” (Clark & Sloan, 1964, p. 93). Chappell (2005) contends that because most police instructors have no “formal training in teaching methods…many of the current instructors are not always effective in communicating the material to the recruits” arguing that “Instructors who are trained in teaching methods will be more effective at relaying the relevant information to the recruits” (Chappell, 2005, p. 144).

For those academy programs that do have a clearly designed academic program, many recruits reported a missing link between the identified learning objectives and the curriculum, handouts and PowerPoint lectures (McDermott, 2012). This was justified by academy instructors who reported to be using lesson plans from which they had not been involved in the creation of, and were unfamiliar with the layout of the content, or what learning theory should be employed forcing them to resort back to a more comfortable information dissemination approach, lecturing (Barker, 2011; Chappell, 2005). Furthermore, a lack of national standards around the prerequisites required for police basic recruit academy instructors has resulted in a wide range of preparedness levels across the nation with many academy instructors reporting no formal training in curriculum design or implementation, instructional preparation, information dissemination, or methods and strategies for measuring student learning (Barker, 2011; Rocco, 1992). In support of this assertion, a review of adult education pre-requisites for higher education students in a college setting frequently includes both knowledge of the core subject material and a working understanding of educational instruction as opposed to law enforcement academies which stress only core subject knowledge (Renahan, 2005; Rocco, 1992).
As a result of this lack of knowledge of educational theory and practice by veteran officers instructing at basic recruit academies, many graduates are completing their initial training program and returning back to their assigned agency without retaining the information imparted to them during their tenure at the academy. This is likely attributed to the fact that unlike other academic settings where teachers and administrators are qualified in instructional theory and overseen by supervisors with advanced academic credentials, police academy instructors are supervised by individuals whom themselves do not typically hold advanced degrees or have training in educational development, theory, practice or assessment (Brown, 2006; Niederhoffer & Blumberg, 1970). Instructors who are informally selected, continue to teach from year to year with little assessment or feedback on their instruction as assessment tools are poorly designed or nonexistent and the recruits who are tasked with evaluating their instructors performance have little training in proper assessment practices and often do not feel free to provide a true assessment without fear of reprisal or physical punishment for a poor performance review of current instructors (C. Miller, personal communication, 2014; McManus, 1970). McManus (2011) also explains that this problem is further compounded by a rotating staff of instructors whose average instructorship tenure at academy during his period of research, was less than three years.

The state of New Hampshire basic recruit academy, run and organized by the Police Standards and Training Council, has specific requirements for instructor certification only in the areas of baton and oleoresin capsicum instruction, firearms, motor vehicle, and defensive tactics (New Hampshire Police Standards and Training Council, 2006).
Council Training Calendar, 2014). These five categories comprise 10.4 percent of the academy instruction while the remaining 43 academic topics, to include subjects such as use of force, search and seizure, investigations, ethics, drug laws and others, have no identified instructor certification requirements for those officers teaching the academy recruits. A review of the courses for the five subject areas requiring certification reveal that the certification course emphasizes insuring that instructors can properly perform the techniques, not that they can properly instruct, or disseminate the necessary information in a meaningful way.

In contrast, the Department of Criminal Justice Services in the state of Virginia, requires all basic recruit academy instructors to have a minimum of two years of law enforcement experience and must successfully complete a fifty hour general instructor training “to prepare the criminal justice trainer with the basic skills necessary to research, design, prepare, present, and evaluate a block of instruction” (Instructor Training Course Announcements, 2012, para. 4). These requirements apply to all instructors to include baton and oleoresin capsicum instruction, firearms, motor vehicle, and defensive tactics instructors who must maintain additional certification requirements above and beyond the general instructor school as well. After completing the general instructor course, those wishing to teach at the academy must first complete an internship process with a current instructor in the intended subject matter that involves; observation of an instructors course, a student teaching practicum, classroom observations, instructional critiques, and a sign off by the certified instructor acknowledging the apprentice’s successful mastery of the general instructor course objectives (personal communication, S. Barlow). Even with these
enhanced requirements, instructors reported that the majority of the instructional time was spent on avoiding civil liability and methods for mitigation, with only a minute allotment of time dedicated to teaching best instructional practices and strategies or classroom management techniques (personal communication J. Sandhofer, 2014; personal communication V. Godderbort, 2014).

Barker (2011) is one of the few researchers who has studied the field of police academy instruction. During her investigation, she spoke with several police academy directors about the instructional methods utilized in their various programs. Her research, building off of the 1983 Perkins Study and the 1979 Marksman Study, concluded that many of the directors were unable to identify the specific instructional strategies employed by the instructors in their academies, and those that were, identified that they were chosen either because that was the way they had received instruction, they were “the most up to date and cost effective” (p. 78), or had no explanation for the specific instructional strategies chosen. She also discovered that none of the academies researched collaborated with local colleges in the design of their instruction or the assessment tools utilized to evaluate recruits. Henceforth, it is imperative that recruits be exposed to instructors with a varied instructional approach that addresses diverse learning needs because “the result of having police officers without special education skills teaching nearly all of the classes is that classes are often boring, unorganized, and lack variation” (Chappell, 2005, p. 144). Barker’s questions of inquiry focused on whether “we need to teach cops differently because they have different characteristic traits” (p. 28), and if so, what methods of instruction and assessment should be used to instill the greatest learning and achieve the most
success? While Barker’s research laid the groundwork for examining the impact of specific instructional methods or approaches on the overall recruit experience, the field of education is a constantly changing environment in which educators must continuously adapt to new best practices, instructional methods, assessment tools and curriculum transformations and research on one particular instructional method has limited long term use (Bar-Yam, M., Rhoades, Sweeney & Bar-Yam, Y., 2002; Morrison, 1988; Popkewitz & Fendler, 1999; Renahan, 2005). Recognizing that educators make the single greatest lasting impact on student learning (Darling-Hammond, 2000; Hattie, 2012), this study seeks to take a step back further to the foundation of teaching with a focus of inquiry not on the impact of one particular method of instruction or another, but on the basic recruit academy experience, and the educators who deliver the information, in order to determine if they are adequately prepared to deliver effective instruction. For the purpose of this study, adequate preparation will be evidenced through the instructor’s ability to master the newest methodology, approach, and curriculum or assessment tool presented in order to improve student learning and minimize the need to re-educate the recruit post-graduation and ensure that graduate officers are “fundamentally equipped to start the job” (Renahan, 2005, p. 11). Although some critics argue that research studies have shown that teacher training results in little to no impact on student learning (Gilbert & Gibbs, 1999), Minor (2005) would argue to the contrary contending that, high quality training programs are critical for police officers, especially in an age where legal liability often boils down to whether the officer received adequate initial training to perform their job and a failure to have properly trained officials conducting that
training, results in serious safety concerns for communities at large who depend on these individuals to protect them (Barker, 2011).

Although there are more than 700 different police academies across the nation (Barker, 2011), all law enforcement share one common goal, to prepare individuals who upon graduation, are ready to protect and serve the communities under their charge. The training necessary to achieve that tenet begins at the academy where it is vital that new recruits receive superior, unparalleled instruction. Werth (2009) summed it up best when he called on all police instructors to “look beyond the confines of traditional training practices to investigate what is the best method to prepare student officers for a life of service to their communities and society as a whole. In a training profession where stepping outside the established boundaries is often greeted with skepticism, you are evidence of the truth of the statement *damnant quod non intellegunt*, they condemn what they do not understand” (p. iv). This study is the first step towards expanding those boundaries.
Chapter 3

Research Design and Methodology

Introduction

The field of education has established best practices for instructing adult learners that is based on a variety of research studies around American educator Malcolm Knowles theory of andragogy. Knowles introduced the four primary assumptions about the characteristics of adult learning in 1980; self-concept, adult learner experience, readiness to learn, and orientation to learning which were then modified in 1984, to include a fifth assumption, motivation to learn (Knowles, 1984). Adult learning programs have implemented these principles of andragogy in various fields to include the military, medicine, and fire services with great success. While few studies have been conducted on law enforcement academy instruction, the small amount of published material identifies a gap between the information and skills garnered in attendance and recruit’s preparedness for duty at commencement. Recognizing that educational academies are bifurcated into two primary components, curriculum – or the information being taught, and instruction - the manner in which the material is disseminated to the students, it was important to conduct further research in these areas to determine whether law enforcement academies are teaching recruits effectively. The significance of determining whether police recruits are being taught effectively cannot be overstated, as the police academy is the one constant that all new officers must complete and master before moving forward in the career of law enforcement. While we intuitively know that effective teachers and instruction can
result in an enriching effect on police recruits, empirical evidence must be gathered to
demonstrate whether the intended outcome is being achieved.

The International Association of Directors of Law Enforcement Standards and
Training (IADLEST) recognized the importance of effective teaching in police
academies when they identified that “our officer’s strength comes from the training
they receive, but right now our men and women in uniform aren’t united as one. Law
enforcement training programs and standards differ from state to state requiring every
department to manually pick which training methods to use” (Iadlest, 2015). While
the lesson plans vary, the basic curriculum is fairly consistent from one academy to
another with accommodating variations for state specific ordinances, laws, and
regulations. This is evidenced through the waiver process, also referred to in some
states as a law package, available in academies across the nation that allow individuals
who are full time certified police officers in one state, to transfer their certification to
another state, receiving credit for prior equivalent training via a reciprocity agreement.
To address the concern around the training methodologies currently being utilized,
discussion around the creation of a National Certification Program project with the
intention of establishing training norms across the United States for academy
programming has begun (Harvey, 2015).

The effort to evaluate police academy instruction is supported by the notion
that similar to college students, fire and emergency service cadets, military recruits,
and others; law enforcement recruits attending the police academy are adult learners
striving to master the knowledge and skills necessary to successfully perform a job
post graduation. The prevailing framework that has been identified by education
theorists as the preeminent method for “helping adults learn” is that of andragogy (Knowles, 1990, p. 54), which differs significantly from the traditional pedagogical military model used in many academies across the nation. Applying Malcolm Knowles (1984) principle of andragogy to Howard Gardner’s (1999) theory of multiple intelligences, Knowles asserts that adult learners must be instructed differently than child learners. Adult specific education recognizes that the subject matter, student motivation, hurdles, instructional strategies, and teacher student relationship are inherently different for the adult learner necessitating an alternative approach to the traditional pedagogical paradigm employed in the K-12 setting (Delahaye, Limerick & Hearn, 1994; Rachal, 1983; Smith, 2002).

The need for changes to instructional approach to insure and enhance overall teacher effectiveness that Knowles refers to extends across the age groups starting as early as the K-12 education setting, as exemplified in the No Child Left Behind Act (NCLBA), which included a provision entitled Highly Qualified Teacher (HQT) aimed at establishing national standards for teacher effectiveness that aimed to improve classroom instruction in schools across the nation. While the definition of what a highly qualified teacher is, or whether highly qualified equates to highly effective, was not nationally established (No Child Left Behind Act, 2011; Simpson, Lacava & Graner, 2004); it did initiate a conversation around instructional reform with the ultimate goal of increasing student achievement (Berry, 2002).

While these national certification standards do not apply to post-secondary instructors, a study of the minimal requirements for college level professors typically necessitates, according to the Bureau of Labor Statistics (2014), an advanced degree,
specifically that of a Ph.D, current published research in their field of expertise and experience in instruction. Similar to their four-year institution counterparts, instructors at two-year schools must also have knowledge in their field albeit, the requirement for an advanced degrees is often reduced to that of an Associates or Master’s degree, supplemented by extensive experience in the field (Career profiles, 2013; Career overview, 2014).

While acknowledging that police academies are not four-year, two-year, or K-12 education settings, it is important to recognize that they do encompass many of the same attributes, goals, and efforts of those institutions (Bradford & Pynes, 1999; Carter, Sapp & Stephens, 1989). Seeking to educate and inform adult learners, police instructors must assist recruits with successfully completing a predetermined curriculum with sufficient mastery to obtain certification (Carter & Sapp, 1990). Lacking a national standard for police academy basic instructor certification, most states have implemented statewide instructor requirements in the kinesthetic tactile areas of learning: firearms, defensive tactics, and motor vehicle operation. Very few states however, have instructor certification or recertification requirements for general academic instruction which encompasses the majority of the instruction at the academy; and those that do, are not consistent from one state to another (National Law Enforcement Academy Network, 2014). Recognizing this need, the International Association of Directors of Law Enforcement opened up discussion in July of 2014 around the formation of a project of inquiry into the creation of an academy accreditation program that would focus on establishing national standards for all police academy training programs in the United States. Instructor methodology has
been identified as one of the eight key elements of focus in the certification process training category (Association of Directors of Law Enforcement Newsletter, 2014).

Acknowledging the role of andragogy in effective adult learning, one of the key elements to a successful program evaluation and certification project was research into the presence of andragogy in current paramilitary basic law enforcement academy training programs. To that end, this study contributed to that knowledge by determining to what extent the principles of andragogy are currently integrated into the academic instructional blocks at law enforcement basic recruit academies on the Eastern seaboard of the United States.

Given that the basic police academy is entrusted with providing “the core knowledge necessary for new recruits to work as a police officer” (New Hampshire Police Standards and Training Council, 2013, para. 3) in the field of law enforcement, it is imperative that the instructional delivery be conducted in a superior fashion as it is the primary tool for information and skill implementation in a new police officer’s career. Police academies have traditionally been taught in a lecture style compartmentalized unit format with standardized testing as the primary means of evaluating recruits understanding of the material provided (Birzer, 1999). Recognizing the failures of these traditional pedagogical instruction and assessment methods, many other employment specific educational institutions such as medical schools and the United States military, have successfully implemented andragogical principles and assumptions into their instructional approaches to facilitate content knowledge and cultivate the “development of communication, problem solving, critical thinking, collaboration, and self-directed learning” skills (Barrett, 2010). Even
more importantly, these institutions have placed a greater emphasis on teacher training so as to best prepare the instructors to more readily educate the individuals with whom they are charged, by focusing on the “application of principles of learning; instructional methods, strategies, and techniques; effective communications, oral questioning, and presentation technique” (Navy Instructor Training Course Manual, 2014, p. iv).

Police academies however, have been slow to adopt new teaching methodologies and approaches preferring to focus on successful internal control, uniformity, and paramilitary structure over the mastery of academic content and the implementation of andragogical principles (Jones, Owens & Smith, 1995; Krank, 2001).

Police officers hold a critical position in society and desperately need to improve their educational system to fulfill their complex and changing duties. Understanding the natural process through which police officers learn what they must know to perform their duties, is a first step (Association of American Colleges and Universities, 2002; Rocco, 1992, p. 2) to teaching and engaging with them in a way that will better support and enhance their learning and prevent the current disconnect that contemporary recruits are identifying with the current methods of instruction.

Police officers are trusted with one of the most sacred responsibilities, that of protecting the greater public. The Honorable Edward Levi, the Attorney General for the United States of America articulated this in his speech to the 100th graduating class of the FBI National Academy,
“As law enforcement officials, you, more than anyone else, represent the power and quality of the state. You hold a unique and difficult position of enormous responsibility to our society. It is by watching you that many of our citizens learn what kind of a country this is” (Levi, 1975, p. 2).

While many evaluation approaches, standards, and assessment tools exist for evaluating K-12 and higher education schools and colleges, no such program exists for law enforcement to determine whether the best practices of andragogy, which has been identified as the exemplary model for instructing adult learners, are being implemented in academies in order to create the optimum experience. Having already established the significance of the initial training that they receive through the police academy as necessary for providing the core knowledge required for successfully mastering the job, Rocco’s (1992) summation that the training and education received at police academy is “at best haphazard” (p. 1) coupled with Lorinskas (1973) estimation that it currently provides recruits with only 10 to 15% of that which they will need to know to successfully engage in their profession, underscored the need for a careful review and examination of current academy educational practices; and more importantly the preparedness levels of the educators charged with providing instruction to new police recruits.

At the heart of every educational institution are the instructors who transmit knowledge from the experienced veteran to the burgeoning recruit. Be that as it may, Berry (2002) explains that these instructors must have more than mere subject knowledge in order to be effective teachers; they must also know “how to organize and teach their lessons in ways that assures diverse students can learn those subjects”
If subject matter knowledge was sufficient in and of itself, then students would, as a result of the relative ease of access to technology and the Internet, no longer need instructors as they could gain all necessary information by reading documents and other primary source information (Saha & Dworkin, 2009). Rather, the approach, instructional methodology, classroom management skills, assessment tools, and other basic teaching principles are more impactful in the instructional environment than merely the subject matter knowledge of the instructor (Gardner, 2010).

Police academy instructors are comprised of individuals from various walks of life, many who have come to the profession without a degree or having obtained only a few credits from two year or technical institutions (Hudzik, 1978; Sanderson, 1976). Given the lack of college educated officers, most academy instructors who are drawn from the ranks of veteran law enforcement, have little to no formal instruction on educational philosophy, theories, or methodologies, having earned their teaching position as a result of their subject matter knowledge in the discipline being taught and not as a result of their teaching skills, approach to imparting that knowledge to others, or having obtained certification in adult learning instructional methods (Kemper, Kam-Por & Ledesma; 2001). These instructors are responsible for educating the thousands of law enforcement officers who enroll in academies across the nation. Officers who upon graduation are charged with enforcing more than 30,000 laws (Bent & Possum, 1976) in various situations that are non-prescriptive and complex (Lorinskas, 1973). As each situation they encounter is different in nature, and often requires an element of discretion, they must “possess a variety of skills and aptitudes to deal with the complexity of the police role” (Rocco, 1992, Baldwin, 1977) that
extend far beyond simply applying a law to an action and determining whether an individual who has engaged in a violation, should be held accountable, and if so, to what degree (Cianciolo, Grover & Bickley, 2011).

The need for research in this topical area is exacerbated as a result of the fact that law enforcement facilities are closed secure sites that are not available for public access or to extra jurisdictional law enforcement officers without prior approval of the director, chief, or commissioning board. As a result of the high level of security and controlled access, there is a paucity of available research on instruction and assessment at these facilities (Manning & VanMaanen, 1978). Those studies that have been published on law enforcement academies have been generally focused on an evaluation of the competence of graduates post commencement, and the career retention indicators present in recruits during their academy tenure, without concern or regard for the facilitation process used for the acquisition of the content being transmitted (Marion, 1998). The small amount of research that has been conducted typically lacks quality (Lorinskas, 1973) as there is a “well known animosity on the part of the police sub-culture towards the academic community” preventing a true picture of the instruction and actions that occur behind the academy walls (Rocco, 1992, p. 6). For those few internal academy instructor assessments that are occurring, they are most often conducted by current recruits engaged in the program who must also consider the impact of their evaluation of the instructional staff on their remaining time at the academy. Research has shown that many of these recruits have expressed concern regarding retribution on themselves and the other recruits for a poor performance review of current instructional staff resulting in inaccurate, watered down
survey responses that do little to provide substantive critique and analysis of the instructional staff (personal communication, Director Zulu, 2016).

Seeking to expand on the information surrounding the role of andragogy in paramilitary academy basic recruit programs, this study provided a significant contribution of original knowledge in an area that is generally closed to the public; law enforcement academies. Although directly addressing police academies, the knowledge obtained has direct applications for other similar non law enforcement environments to include, nursing and medical schools, fire and emergency service personnel training programs, and even our nation’s military academies.

The purpose of this research study was to contribute to the knowledge surrounding law enforcement academy instruction methodologies, with particularity concerning determining to what extent the principles of andragogy are present and integrated into law enforcement basic academy training programs.

**Research Questions**

To what extent are the principles of andragogy present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States? In order to understand and develop the answer to this question, it was explored through the following sub questions.

- What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions surrounding their ability to direct, plan, and assist, in their instruction while enrolled in a basic paramilitary police academy?
• What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions around the impact that their prior academic and life experiences played in their learning at the academy?

• What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the relevance of the information they learned at the academy, to their job as a law enforcement officer?

• What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the academies success and or failure of the use of internal and external motivators?

**Design**

In order to design a study that would best serve to answer these important questions, a variety of design approaches were considered. There are four primary approaches to conducting a research study: quantitative, qualitative, pragmatic, and emancipatory. While each approach has its strengths and weaknesses, there is an identified value based on the phenomenon of interest relative to the question being studied.

In a quantitative study, the researcher is charged with collecting objective data that will be converted to numerical form and calculated to the extent necessary for summative conclusions to be constructed (Creswell & Clark, 2007). Researchers begin with a hypothesis and use various instruments to compile statistical evidence to
support or refute it. The data collected is obtained following a strict procedural format so that the researcher can properly express the extent of a relationship between two variables (Creswell, 2013). Quantitative studies are conclusive in nature and demand objectivity from the researcher in a highly controlled environment. Utilizing a top down approach, the researcher moves from general to more specific gathering data from a representative sample of the target population that once analyzed provides projectable results to a larger population (Neuman, 2005).

While this method is systematic and conclusive in its outcome, serving to quantify the problem, and understand its prevalence, the empirical investigation is concerned with gaining knowledge through direct observation or experience. The strict procedural format necessitated for a successful quantitative study was not conducive to obtaining the data necessary for investigating this particular research question, and the necessitation of a lack of bias was not feasible given the researcher’s present career field. Furthermore, the basis in numerical data as the primary informer did not speak to this particular study which was directly influenced by a socially constructed reality, personal lived experiences and human perceptions, which are difficult to capture in a numerical or statistical format. For example, a pursuit of research in this manner via the research instrument of a survey, may result in the population sample choosing the best available of the provided preset answers, allowing for the study to surmise a conclusion that may in actuality be only a close reflection of officer’s perceptions and not a direct representation, or one that is directly influenced by the researchers pre-judging answer set options.
While quantitative data can describe data numerically, it cannot and does not go one step further, as qualitative inquiry does, and first make sense of what is being observed, then understand it, and lastly discover the meaning through detailed explanations that do not exist in quantitative studies (Velez, 2008). Qualitative studies in contrast rely on a method of inquiry that is exploratory in nature and focused on the socially constructed nature of reality (Bryman, 2006). Seeking to understand people’s experience, this methodology is subjective in nature and relies less on numerical data and more on a descriptive interpretation of the subject matter being researched (Patton, 2005). Examining the jointly constructed understanding of the world, qualitative studies are open ended and inductive in nature, shifting from the more specific to the more general, allowing for the exploration of the nuances of the problem being researched (Verd, 2004). Running opposite to quantitative studies, in a bottom-up less formal approach, the qualitative study allows for greater flexibility, gathering data in its context via direct observation and interviews (Anderson, 2010). This was conducive to this particular study which sought data via direct observation of police academy instruction and via open ended interviews. This style of research was chosen in particular as a result of this examiners personal understanding of the guarded nature of law enforcement when asked to evaluate their own programs and instructors and the necessity of a lengthy rapport building process with the subject being interviewed in order to obtain true, unfiltered beliefs and observations on the topic of inquiry (Collins, Lincoln & Frank, 2002).
One of the most significant disadvantages of qualitative research is the subjective nature of the approach and the unavoidable bias that is built into it. Having already addressed issue in the previous section, the more pressing matter of concern for qualitative research relative to this study was the notion that research studies can be difficult to replicate causing some classical scholars to question the validity of the findings obtained. Given that each police academy is unique and their fails to be a national curriculum or standard instructional approach, it could be argued that the data obtained via this study was not directly applicable in an individual context from one academy to another as a result of the unique variants; providing an easy excuse for academies to dismiss any controversial or current approaches utilized which were contrary to the resulting findings. While this concern exists, the study intentionally researched multiple academies of varying size, demographic composition of attendance, and geographic locations over a period of time in an effort to mitigate that concern.

In a pragmatic study, the researcher is not limited to one particular philosophical paradigm but utilizes a mixed method combination of techniques and procedures for collecting and analyzing quantitative and qualitative data, sampling from each of the methodologies as is most appropriate for the question at hand (Velez, 2008). This research approach uses a variety of data sources, researchers, and interpretive perspectives to understand and answer the question through an integrated approach (Creswell, 2013). Researchers are free to use whatever technique best meets their individual needs and are not constrained by one method of data collection.
allowing them to focus on the practical application of the research (Johnson & Onwuegbuzie, 2004).

This approach provides an in-depth understanding of the research topic that is more comprehensive and complete than either quantitative or qualitative approaches alone. The combined approach serves to offset the weaknesses of the other methods and is concentrated on the research question itself and less on the particular approach being used to study it (Morgan, 1998; Velez, 2008). This allows researchers to sample from both quantitative and qualitative paradigm assumptions as appropriate for the particular research question being queried (Creswell, 2003). Despite these advantages, the pragmatic approach has several disadvantages which particularly spoke to the nature of this study. A pragmatic research study requires extensive time and resources to complete. Law enforcement academies in several of the states researched host three or fewer basic academies a year (IADLEST, 2015). The lack of available academies under a pragmatic research study would require a data collection phase longer than was feasible for this study. Furthermore, due to the lack of primary data in existence currently on the topic, it would have been difficult to resolve any discrepancies that appeared in the study findings to achieve a fully integrated conclusion.

In an emancipatory study, marginalized groups are utilized as research subjects with the ultimate goal of creating reform and improving the lives of the research subjects (Smith & O'Flynn, 2000; Watson & Watson, 2011). This method is often referred to as an advocacy model that defies neutrality, and unlike the quantitative approach which strives to eliminate bias in the examination, the emancipatory model endeavors to give vulnerable individuals a voice and empower them, partnering with
them and eliminating the imbalance of power that often exists between researcher and study participants in the other approaches (Mertens, 2007).

The inherent bias nature of this approach served as an inhibitor to the acceptance of the resulting research findings. Furthermore, while police academy basic recruits do exhibit some of the same traits as marginalized groups needing advocacy, the data collected and summative findings were not likely to change the social dynamic of the academy environment which is intentionally designed with a power imbalance favoring the cadre, staff, and instructors. This imbalance is utilized to create a clear understanding of the hierarchical approach necessary in emergencies and critical incidents that officers are likely to face post academy completion (Sullivan, 2004).

In order to further inform the design, the four predominant qualitative design strategies were explored to investigate to what extent andragogy is present in law enforcement academy instruction. Choosing the proper research methodology is vital to conducting a successful research project. After careful consideration of the four methodologies presented above, a qualitative research methodology was selected to be employed for this study. The SAGE handbook of Qualitative Research defines qualitative research as a “situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible (Denzin and Lincoln, 2000, p. 3). Seeking to understand meaning, and the intangibles of experience, ideals, perspectives, and beliefs as they occur in a law enforcement academy; the statistical focus of quantitative research and the necessity of an initial theory or hypothesis from which to test for verification or refute would not
correlate well with a subjective research study influenced by human perceptions, beliefs and social constructs.

Furthermore, given the existing power imbalance permeating paramilitary law enforcement academies along the eastern seaboard, qualitative research provided a more reliable vehicle for obtaining the stories and hearing the voices of the research participants in context. Seeking to understand the world of law enforcement academy instruction from the perspectives and the experiences of the recruits, instructors and staff; qualitative research presented the strongest means by which to provide answers to the identified research questions.

**Considerations of Qualitative Methods**

M. Patton (2002) identified 12 major characteristics of qualitative research that he summarized under the sub-classifications of design strategies, data-collection and fieldwork strategies and analysis strategies. The characteristics and a brief description are as follows:

**Design strategies,**

- Naturalistic inquiry. The study of truth and real life situations in an inductive manner, without outside interference or manipulation.
- Emergency design flexibility. The researcher begins with a loose framework and adapts the study in a responsive manner as data is collected, refusing to be limited by preconceived design structures or notions.
- Purposeful sampling. The researcher chooses specific targets to research that are representative of the problem being studied.
Data-collection and fieldwork strategies,

Qualitative data. The data obtained in a qualitative study is detailed and descriptive, capturing the experience of those being studied in an in-depth matter that relates the subjects lived experience to their present social context.

Personal experience and engagement. The researcher does not present themselves as an outsider but instead considers themselves as a member of the group being studied, sharing common interests.

Empathy neutrality and mindfulness. The researcher obtains information in a neutral manner without passing judgement and is attentive to the impact the study may have on the participants.

Dynamic systems. The researcher must recognize that change is a natural component of the research study and must be aware of outside influences and the impact they can have on the study and adapt as necessary to accommodate.

Analysis strategies

Unique case orientation. The researcher must recognize the uniqueness of each case involved and capture the true essence in exceptional detail in order to achieve an accurate analysis for cross case comparisons and findings at the conclusion of the data collection process.

Inductive analysis and creative synthesis. The researcher will examine the data in its entirety so that the patterns and themes which emerge can be noted, documented and used for cross-comparison analysis.
Holistic perspective. Unlike in quantitative studies, the researcher will acknowledge that each piece of data or information uncovered is interrelated with each other and cannot be viewed independent of the other variables.

Context sensitivity. The researcher must recognize and acknowledge the context of the research setting and its impact on any findings relative to the transferability of any conclusive summations.

Voice, perspective, and reflexivity. The researchers own voice is present in a qualitative study. Being careful not to allow personal bias to impact the data collection or summary analysis, the researcher reflects on their own role and impact on the study, striving to present the most fair and balanced answer to the matter queried.

These characteristics have been further classified into five general approaches to qualitative research: Ethnography, Case Study, Grounded Theory, Narrative Research, and Phenomenology (Patton, 2002).

**Qualitative Approaches to Research**

The first approach, ethnographic research, is conducted when a researcher systematically seeks to understand the cultural characteristics of a group of people or of a particular scene in a rich and holistic manner by studying the shared beliefs, values, practices, attitudes and the interrelationships that are shared (Anderson, 2009). Researchers utilizing this approach closely study participants over extended periods of time to capture their experiences and understand the information obtained in its
appropriate cultural context; placing a human face on sterilized data sets through full immersion into the shared experience.

Researchers choosing to employ this method of research must be cognizant of ethnocentrism and not fall prey to the tendency to make judgements of one culture based on the standards of their own culture (LeCompte, 1987). As this researcher has a shared culture with similar value structures, the challenges of employing ethnocentric research are less around ethnocentrism immersion and more likely related to nativism and the tendency to identify to closely with the subjects researched thereby impacting the researcher’s ability to maintain objective. Many researchers have indicated that a high level of personal involvement with, or connection to research participants, resulted in their missing the phenomenon or negatively impacted the validity of the findings discovered.

A purely ethnographic study was not chosen as the research methodology for three primary reasons. The first being the need to study participants in their own environment. Although some data collection occurred at police academies with current recruits, initial research with potential study participants during this researchers externship assignment, indicated that current recruits would be hesitant to provide honest feedback of their learning environment while currently enrolled in a basic academy program for fear of physical reprisal in the event they provided negative feedback or a poor review. Furthermore, taking into account the Hawthorne effect which contends that individuals will alter or improve their behavior when they are aware that they are being monitored and or observed, the likelihood for raw true data to be obtained under this research paradigm is reduced (Cherry, 2003). Building
off that same concern, the second reason for eliminating this qualitative approach was articulated in Donald Kirkpatrick’s (2009) apprehension identified in his four levels of learning evaluation model where the ability for a participant to adequately evaluate a program they are still engaged in without having fully completed it was brought into question. The third and final reason for elimination from research consideration was the amount of time required to properly conduct an ethnographic study. These studies often extend over several years during which time the researcher is expected to remain a part of the culture. The timeframe allotted for this study, did not allow for an extended collection component. While a purely ethnographic research study was not conducted, ethnographic like strategies were employed in a mixed methods approach in an effort to mitigate the potential actualization of the Hawthorne effect.

The second approach, case study research, is an in depth examination and analysis of the characteristics of a specific case, or a cross comparison of specific cases via a multifaceted approach (Hsieh, 2004). This method of research is particularly useful when the particular details of a specific site, individual, or program, are important to capture. Robert Stake (1995) categorized this method of research into three different subcategory classification types: intrinsic, instrumental, and collective.

While the case study methodology does provide a systematic method of looking at a subject and analyzing data so that a full descriptive picture of the participant’s experience can be obtained, it fails to allow for generalizations to be made that would be directly applicable to multiple contexts as case studies are typically site specific (Hsieh, 2004; Yin, 2009). As the intent of this research study was to investigate the presence of andragogy in law enforcement academies along the
eastern seaboard, a single or multi case study research project would directly impact only the one or two site subjects analyzed but would not allow for broad impacts or determinations to be made regarding police academies as a whole. Seeking to make rigorous conclusions with broad impact potential, a case study design would result in findings unique to the specific institution or academy and not to the greater whole as the cause and effect determinants would be non-representative and heavily subject to the researchers and participant’s subjective interpretations.

The third approach, grounded theory research, is a bottom up approach rooted in empirical data gathered through observation and experimentation. It is an inductive effort used to generate and develop a theory that describes or explains a particular phenomenon based on data that was systematically gathered and analyzed (Strauss & Corbin, 1994). Researchers utilize this approach to create a theory that explains how and or why a system operates in the manner that it does, offering an explanation to the main concern of a specific population (Glaser & Strauss, 1967). Grounded theory can also be used to evaluate an existing program so that it can be determined whether the particular program was successful or not and to understand how a particular social process and inter-relationship issues are handled and resolved.

This methodology is particularly useful when the researcher has a theory of which they wish to advance which is then tested via data collection, interviews, and data analysis (Charmaz, 2000). In this particular research project, while many law enforcement officers have advanced the theory that the academic instructional approach is lacking in quality and sufficiency, the empirical data to support that has not been tested and published in any studies. It was the goal of this researcher not to
advance a theory but to collect the data which once analyzed would create a theory regarding the presence of the elements of andragogy. This will allow future researchers to evaluate the current status of sufficiency regarding academic instruction presently utilized in paramilitary academies along the eastern seaboard of the United States, but was not useful for the preliminary investigation being conducted by this researcher.

The fourth approach, narrative research, is a qualitative approach to investigation that utilizes stories, journals and personal life experiences to understand human knowledge, how it is transferred, and its value (Andrews & Squire, 2013; Connelly & Clandinin, 1990). This methodology looks at stories that are transferred via the written or spoken word in an effort to understand the lives of participants as told through their own experiences (Lieblich, Tuval-Mashiach & Zilber, 1998). It relies heavily on linguistic data gathered through stories, which at first glance appeared to be a natural fit for investigation into the lives and experiences of law enforcement officers who are known for their love of storytelling as much as fisherman, counselors, and educators (Maynard-Moody & Musheno, 2003). The resulting data however speaks more to the cultural language of the participants and their linguistic competence rather than producing data sets that could be utilized to form a theory regarding the adequacy of instruction. Furthermore, the potentiality for individual interpretation and personal bias of the participants to impact the accuracy of the study data increases in this approach (Borland, 1991). As such, researchers argue that the data gathered should not result in summative findings but are more reflective of individual experiences and generalizations that do not extend beyond the individual
participant’s views (Pavlenko, 2008). This was not beneficial for this particular study as the research question sought to understand a broader context, examining the role of andragogy in law enforcement academy programs, with the intention of making the resulting data sets and conclusive findings available to academies at large for future academic and instructional consideration.

The fifth qualitative research approach, phenomenology, is the “descriptive study of how individuals experience a phenomenon” (Koul, 2009, p. 85). Researcher’s using this approach are most interested in discovering the lived experience of the participants and seek to understand in a vicarious manner, their individual perspectives. Within this philosophy is the belief that a common reality or interest is shared by each of the individuals or groups studied. In depth interviews are commonly used to capture this information and once collected, the researcher focuses on identifying the commonalities uncovered rather than highlighting the differences through a de-contextualization and re-contextualization analytical process (Starks & Trinidad, 2007).

Those seeking to obtain a complete and well informed understanding of individual phenomena, utilize phenomenology to mine rich data from the experiences of the study participants. The disadvantage of this method is the challenge of establishing reliable and valid conclusions from data that is primarily subjective in nature and often gleaned from a small subject sample. Moreover, the researcher’s connection to the career field being studied, and her position as a current New Hampshire police academy instructor, made it more challenging to detect or deter researcher induced bias. The contrasting benefit of this shared connection to law
enforcement served to counter the potentiality that participants would moderate their own answers and be afraid to express their true feelings to an outsider to the career field. Furthermore, in an effort to encourage accurate and descriptive feedback without fear of retribution, the researcher altered her instructional role at the police academy to one of information dissemination only, and elected to be excluded from all recruit academic and physical rankings, and evaluation processes.

This particular study was a qualitative phenomenological research examination that utilized a descriptive survey research design with direct observations and interviews to determine to what extent andragogy is present in law enforcement academy instruction. The Stanford Encyclopedia of Philosophy defines phenomenology as “the study of structures of consciousness as experienced from the first-person point of view (Zalta, 2003). In essence, phenomenology refers to the direct exploration of an individual’s conscious perception of a specific event, action, or program that they experienced and its meaning. Seeking to understand participants subjective shared experience and how they experience it, a researcher gathers their individual experiences and makes generalizations based on the data generated. Van Manen (1990) referred to this as an inquiry into how individuals construct meaning. This methodology was chosen as it allowed for an exploration into law enforcement officers perceptions of the presence of andragogy in the basic recruit academy while acknowledging and restricting the existence of researcher bias in the process, which phenomenologists acknowledge cannot be detached from a researchers presuppositions (Hammersley, 2000).
Phenomenology

The origins of phenomenology trace back as far as the Buddhist examination of the states of consciousness, to Plato and his theory of Platonic idealism which examined the study of appearances rather than reality (Churchill & Wertz, 2001). While the term phenomenology was coined in the 18th century by Johann Heinrich Lambert, phenomenology is most commonly attributed to Edmund Husserl a 20th century philosopher who argued that personal consciousness impacts reality and is the only true absolute data. Beginning from a first person point of view, individuals describe an experience, interpret it based on past interactions or cultural understandings, and then analyze it seeking to incorporate both an understanding of the conscious experience, the semi-conscious and even the unconscious mental activity through their own cultural lens (Churchill & Wertz, 2001). Building from this notion, another 20th century German philosopher, Martin Heidegger, reinterpreted the notion of phenomenology arguing that subject-object relation is only readily apparent when something goes wrong and is otherwise a transparent “ready to hand” action that occurs without conscious knowledge (Zalta, 2003).

Looking at both the conscious and unconscious experiences, phenomenological research which focuses on the study of how things appear, and not necessarily how they are, takes into account perception, emotion, imagination, memory, desire, thought, volition, and action. It is useful for studying experienced phenomena of several individuals lived experience free of preconceived presuppositions. Phenomenology is broken down into five distinct types that each seek to interpret an
experience by listening to the different stories and the perspectives of the participants; existential, transcendental, hermeneutic, realist, or philosophical (Willis, 2007).

Existential phenomenology expands on Heidegger’s original theory arguing that the observer is not capable of separating himself from the world as Husserl insisted and as such, a truly detached viewpoint is not achievable (Thorpe & Holt, 2007). It examines concrete human experience to include the role of free choice in decision making and its impact on lived experiences.

Transcendental phenomenology, which Edmund Husserl later defined, takes the intuitive experience of a particular phenomenon and works to extrapolate the general essence and essential features absent any relation to the natural world and condense the data down to common themes which “convey an overall essence of the experience (Creswell, 2007, p. 60).” Some of the more renowned theorists who ascribe to transcendental phenomenology include Oskar Becker, Aron Gurswich, and Alfred Schultz (Mastin, 2008). These individuals emphasize the significant role bracketing plays in obtaining a comprehensive view of the phenomena. Martin Heidegger questioned however whether a researcher can truly limit their own personal bias and approach the study with the open unbiased mind necessary to elicit raw data without influencing the collection and or analysis by their own experiences and personal perspectives. This realization led to the articulation of a new type of phenomenology, hermeneutic.

Hermeneutic phenomenology, which began as a study of texts such as the Bible or the Talmud has expanded to include research into “understanding human action in context” (Willis, 2007, p. 104). It seeks to build data by eliciting in depth
narratives that cumulatively express the essence of an experience and how people engage with the world around them. It differs from the other phenomenological research methods in that it looks at all aspects of a phenomenon, to include the seemingly insignificant details of a story with the goal of understanding not only the stories told but the context by which the phenomena is experienced through in an interpretive fashion (M. Van Manen, 2011). It acknowledges the role of the researcher and in doing so creates failsafe’s in the data collection, sampling, target population determination, and analysis phases of the research process to dilute the impact of research bias while still acknowledging its impact and existence.

Each of these methods seek to describe an experience, interpret it relative to our known context, and then analyze it for further understanding via bracketing, intuiting, analyzing, and describing (Groenewald, 2004). While researchers argue that a step by step preconceived framework approach to conducting a phenomenological research is unsuccessful and counterintuitive to the goals of phenomenology; bracketing and intuiting were necessary to, limit personal bias from a researcher who is by nature, a member of the culture being studied and, to assist with the careful demographic selection of the research participants inorder to locate the universal nature of the shared academy experience (Holloway, 1997).

**Terminology**

**Andragogy**: The theory, practice, methods and techniques used to teach adults (Merriam, 2001).
**Basic recruit police academy:** An educational setting where individuals who desire to become police officers obtain the necessary initial training for certification (Connolly, 2015)

**Cadre:** A select core group of police officers who are responsible for the day to day training and control of police recruits while they are in attendance at the academy.

**Commandant:** A commanding officer who is responsible for all aspects of the basic recruit academy from training to organization, leadership to discipline. The commandant is the final authority on all academy decisions and can only be overruled by the Director or governing council (Millett & Shulimson, 2004).

**Eastern Seaboard:** Using the United States Census geographic division’s definition of Eastern Seaboard, which combines two smaller subdivisions within its classification, Northeast and South Atlantic, to define the territory, the following states will be classified as fulfilling the necessary qualifications for inclusion in this research study: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida (United States Census Bureau, 2014).

**Paramilitary:** A militarized model of policing where the training and culture are comparable to those of a professional military (Wakefield & Fleming, 2008).
Phenomenology: A first person point of view study that examines an individual’s lived experience (Zalta, 2003).

Data Collection and Instrumentation

Target Population and Sample

The target population for this study included recruits and graduates of full-time paramilitary law enforcement academies on the eastern seaboard of the United States. While the surveys were inclusive of states across the broader eastern seaboard, the site visits were conducted in five states which were representative of a diverse geographical coverage area of the Northeast, Mid-Atlantic, and the South. Additionally, the academies in these states were representative of the two schools of thought in existence for academy student composition: single state comprehensive (Foxtrot, Hotel) and individualized departmental / county specific (Alpha, Bravo, Charlie, Delta, Echo, Golf, India). The single state comprehensive academies are the sole basic training facility for all police officers in the state. The individualized departmental and county specific academies are a mix between regional academies that share the responsibility for training officers from smaller police agencies located within a close geographical proximity of one another and department specific academies that provide basic training only for those officers within their own agency. Lastly, the above academies were chosen for their cross-section representation of student housing classification, to include residential (Foxtrot, Hotel) and commuter (Alpha, Charlie, Echo, Golf, India) schools with both day, and evening (Bravo, Delta) classes. Utilizing relationships created during the researcher’s externship and as a result of mutually investigated criminal cases, approval was secured from the directors
and commissioners of each of the academies for research to be conducted at their academy.

**Population defined.**

According to the National Law Enforcement Memorial Fund (2014), in 2014, there were more than 900,000 sworn law enforcement officers in the United States. Each of these officers would have successfully completed a police academy in order to obtain the title of sworn officer. In order to conduct population sampling, as it was not feasible in this study to research all 900,000 officers, a subset of subjects that was representative of the population were drawn from this number. While the National Law Enforcement Memorial Fund “maintains the largest, most comprehensive database of line-of-duty officer deaths, which serves as a national information clearing house on the topic” (United States Department of Justice, 2011, para 1), this statistical data does not delineate, between full and part-time officers, as was necessary for this particular study population which was hyper focused on full-time academy instruction.

Given this limitation, definitions and statistical data for police officer estimates were gleaned from the Federal Bureau of Investigation police employee data, which also serves as the research base for the Bureau of Justice Statistics, and the Department of Justice; which are responsible for collecting, analyzing, publishing, and disseminating data related to crime in the United States (Bureau of Justice Statistics, 2011). While the most recent published available data is two years older than the National Law Enforcement Fund information, the 2012 statistics were collected, analyzed, and published in such a way as to allow for a numerical break down between full and part time officers, sworn and non-sworn police employees. The
recorded figures for the number of full-time sworn officers in the United States are gathered from federally required annual reports that are submitted annually to the UCR program. Using these reports, the Federal Bureau of Investigation quantified the number of full-time sworn police officers serving in the United States in the year of 2012 as 670,439; representing 648 state and local law enforcement training academies and 14,006 law enforcement agencies in 50 states (See Appendix A for Full-time law enforcement employee data statistics, Bureau of Justice Statistics, 2012).

While the Federal Bureau of Investigation data helped to narrow the overarching population category to more accurately reflect the officer grouping from which this research study sampled, it does not categorize officers, agencies, or academies by regions. Using the United States Census geographic division’s definition of Eastern Seaboard, which combines two smaller subdivisions within its classification, Northeast and South Atlantic, to define the territory, the following states were classified as fulfilling the necessary qualifications for inclusion in this research study: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida (United States Census Bureau, 2014). Within these 18 states are 220 academies, 5,711 police agencies, and 320,056 sworn law enforcement officers.

Endeavoring to further define the target populace, the 220 academies, 5,711 police agencies, and 320,056 sworn law enforcement officers must be differentiated amongst themselves into two final categories, those that attended a paramilitary academy from those that attended an academic one. It is important to note that while
the number of recruits and entrants can be accurately quantified, the number of graduates within the 320,056 sworn police officers serving within the eastern seaboard region have an unquantifiable variability. This is as a result of various law enforcement reciprocity or equivalency agreements which allow for some academy graduates to transfer their certification from one state, or department, to another without having to repeat basic academy training for the new agency (See Appendix B as a sample example of police academy waiver guidelines used for Vermont full-time certification). While the number of transfer or waiver officers could be obtained from academy rosters in an effort to make a percentage estimate, there is no data collection method for identifying the waiver officer’s prior academy classification of paramilitary or academic to further assist with this study.

Seeking to further refine the total population from which this research study drew its representative sample, the three largest United States law enforcement data collection organizations, the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the International Association of Chiefs of Police (IACP) and the Commission on Accreditation for Law Enforcement Agencies (CALEA), were queried regarding academy classification data. While IADLEST is currently engaged in a project titled, IADLEST Sourcebook which when complete will provide descriptive statistical information regarding law enforcement training and standards organizations, they along with the IACP and CALEA were unable to provide data regarding the breakdown of academic and paramilitary academies in the United States. As a result, the academy classification breakdown was obtained by contacting cadre staff at each of the 220 academies on the eastern
seaboard and conducting direct inquiry into the modality of training: academic or paramilitary. To insure consistency in classification, the definition of paramilitary and academic were defined, for as Tony Jefferson (1990) remarked, there is “a degree of confusion about the significance of various aspects that we regard as characteristically paramilitary (p. 2)” resulting in a lack of universal agreement around the true definition of the term. To rectify that issue, the following definitions were used to define the two types of academy training models:

- Paramilitary: “the application of quasi-military training, equipment, philosophy and organization (Jefferson, 1990, p.16)” with centralized command and control under an authoritarian style of management.

- Academic: An educational environment where law enforcement skills and information are taught in a setting that most closely mirrors that of a college or similar educational institution (Gundy, 2007).

Of the 220 academies on the eastern seaboard, 48% self-classified as paramilitary. This was consistent with the Bureau of Justice Statistics (BJS) (2013) findings in their two-year examination of state and local law enforcement training academies (Reeves, 2016). It should be noted however, that a statistical variance continued to exist as a result of both waiver officers and intrastate department transfers that are not accounted for in the BJS statistics.

Criteria for participant selection.

Academy recruits. Any individual 18 years of age or older currently enrolled in a full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America.
Sample methodology: Probability random sampling was used with this population to insure that the individuals researched were representative. This served to increase the credibility and reliability of the study by insuring that the characteristics of the total population were reflected and the equal chance of selection in the study reduced any bias in the selection sample that could potentially influence the research results. It should be noted that participation in this study was voluntary and some recruits self-selected not to participate, which had the potential to result in a reduced understanding for the researcher of the true lived experience.

Sample size: Interview: 15 recruits
Survey: 37 recruits

Direct observation: This number was difficult to estimate at the start of the research process as academy numbers vary based on composition, geographical coverage area and the timeframe the academy is being studied. Furthermore, direct observations and artifact gathering that occurred at the start of the academy class program had more recruits in attendance for observation then at the end, as a result of attrition. The BJS estimated that from 2011 to 2013, only 86% of the recruits who began a police academy program completed it, and for the recruits in paramilitary structured police programs, those percentages are even smaller (Reeves, 2016). Furthermore, while some academies maintain consistent numbers of recruits from one academy to the next, departmental or county specific academies run on an as needed basis, for which enrollment is determined by the number of open positions within the
agency. At the conclusion of this research study however, 304 recruits were directly observed during their police academy program.

*Data collection tools:* Non-directive descriptive interviews, survey, direct observation

*Academy entrants.* Any individual 18 years of age or older who within the last five years, was enrolled in a full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America, for any period of time, but did not successfully complete the program for any reason, whether by withdrawing under Drop On Request (DOR) or by termination.

*Sample methodology:* Nonprobability convenience sampling and snowball sampling was used with this population. Recognizing that this methodology of data collection does not lend itself well to total population inferences and generalizations, efforts to increase validity were made by approximating random selection to avoid introducing bias into the sample. This sampling methodology was as a result of a lack of a comprehensive database that identifies individuals who began but did not successfully complete police academy. As this information is also classified by the federal government as protected information under the Family Educational Rights and Privacy Act (FERPA), academy cadre were similarly unable to provide a list of individuals who were once enrolled in the program but did not successfully complete it. It should be noted that participation in this study was voluntary and some recruits self-selected not to participate, which could have resulted in a reduced understanding for the researcher of the true lived experience.
Data collection tools: Non-directive descriptive interviews

Academy graduates. Any individual 18 years of age or older who attended and successfully completed, within the last fifteen years (using 02/15/2001 -02/15/2016), a full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America and continues to remain employed by a law enforcement agency in the United States of America.

Sample methodology: Probability random sampling was used with this population ensuring that the individuals researched were representative. This served to increase the credibility and reliability of the study by confirming that the characteristics of the total population were reflected and the equal chance of selection in the study reduced any bias in the selection sample that may have influenced the research results. It should be noted that participation in this study was voluntary and some recruits self-selected not to participate, which may have resulted in a reduced understanding for the researcher of the true lived experience.

Sample size: Interview: 25 graduates
Survey: 135 graduates

Data collection tools: Non-directive descriptive interviews, survey

Focus group. A random sampling from the recruits, entrants, graduate, and instructor participants that meet the above defined criterion and voluntarily agreed to pre-study participation as a pilot study for data collection and instrumentation evaluation, with consideration to the ability to find mutually acceptable schedules. The focus group used for this research study included a member of the sheriff’s office, a member of the state liquor commission, three municipal police officers, a campus
police officer, and a state trooper. Of that group, three held certifications as Field Training Officers and three have earned the rank of supervisor; two of whom have achieved the rank of Sergeant, and one of whom has earned the rank of Chief of Police.

*Sample methodology:* A stratified sample was used to recreate a miniature facsimile of the total population being studied with efforts made to insure that the individuals chosen to represent each of the above classified groupings was made without bias so as to have the least external influence introduced into the research preparation. It should be noted that participants in this focus group were gleaned from individuals whom are personally known by the researcher. To encourage accurate feedback regarding the data collection tools, participants received extensive education concerning the importance of straightforward and honest feedback, and all data collected from the focus group was randomized for anonymity.

*Sample size:* 7

*Case study sample.* Any full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America.

*Sample methodology:* A targeted sample was utilized to conduct direct observations of police academy instruction. Given the fact that police academies are traditionally closed environments that do not allow outside access to the instructional phase of the program, in some cases to the extreme exclusion of all outside contact to include electronic communication, news and print media, family, and community members for the duration of the evolution; direct connections to staff, directors, and officers serving in various capacities at the academies whom the researcher had pre-
established relationships with, eliminated the access barriers that could prevent this study from furtherance.

Sample size: 9 academies

Participant Exclusion Criteria.

Age: Individuals under the age of eighteen years of age were not eligible for participating in the research study as a result of the necessity of informed consent, the statutory requirements for signature contract authority, and the requirement that participants will have enrolled in a police academy, of which the minimum age is 18.

Knowledge: Individuals who have never been employed by a law enforcement agency, or whom have never been enrolled in a law enforcement basic training academy were also ineligible as the intent of this study was to research basic training law enforcement academy instruction as perceived by law enforcement officers.

Position: Police officers who attended a part-time or waiver school academy, but did not enroll in, or graduate from a full-time paramilitary law enforcement basic training academy were ineligible as the focus of this study is full time paramilitary law enforcement basic academies.

Type: Police officers who were enrolled in police academies that do not meet their states criteria for paramilitary designation were excluded from this study in an effort to eliminate the variables that might influence participant response in the event an alternative approach was utilized.
Relevance: Individuals who were enrolled in a law enforcement basic training academy prior to 02/15/2001, were ineligible for this study as the researcher’s intent is to gather current data surrounding law enforcement instructional practices and the presence of andragogy in paramilitary police academy basic training programs.

Bias: Immediate and extended family members (aunts, children, first cousins, grandparents, parents, siblings, spouses, uncles, and any step relatives that fall within the aforementioned categories) of the researcher were not permitted to participate in the study to assist with insuring that equal value be placed on each participants responses.

Language: As a result of the limited language capabilities of the researcher, non-English speaking populations were excluded from this study.

Recruitment

Recruitment of police academy graduates occurred via several methods to include: advertisements in the form of posters (see Appendix C for a sample research study recruitment poster), e-mail messages, web pages, social networking pages, internet based list serves, in person, and via telephonic communication. Recruitment requests were distributed via the Chiefs of Police (COP), International Association of Directors of Law Enforcement Standards and Training (IADLEST), list serves with a request that they be posted adjacent to or included with the roll call trainings. A web page detailing the study was accessible to all parties who are capable of accessing the World Wide Web and was directly linked to the COP, IADLEST, and International Association of Campus Law Enforcement (IACLEA), the Commission on
Accreditation for Law Enforcement (CALEA) and the related state Police Standards and Training Council or POST websites. The social networking site was an unrestricted group, accessible by any user who has access to the World Wide Web and is registered with the social networking organization Facebook. In person requests occurred at various police departments along the Eastern Seaboard of the United States of America, and at the Police Standards and Training Councils in the various participant’s states. These Criminal Justice Services Agencies also served as the recruitment identifiers for academy entrant and academy recruit study participants.

Academy Recruit. Recruitment of police academy recruits occurred in person at the Police Standards and Training Councils in the target states. Recruits were advised of the participant opportunity via their commandant, assigned academy cadre, and or the commandant’s designee prior to the researcher’s arrival. The informing entity used a provided consent form and project summary to pre-inform potential recruit participants of the purpose of the study, the voluntary nature of their participation, and the lack of personal benefit, either in or out of the academy, to participation other than the personal intrinsic benefit of having partaken in a criminal justice education study that has the possibility of enhancing law enforcement education in the future (see Appendix D for Project summary sheet).

Academy entrant. Recruitment of police academy entrants occurred via several methods to include: e-mail messages, web pages, social networking pages, internet based list serves, direct referral requests, in person, and via telephonic communication. Recruitment requests were distributed via the Police Standards and Training Council or POST list serves. A web page detailing the study was accessible
to all parties who are capable of accessing the World Wide Web and the social networking site was an unrestricted group, accessible by any user who has access to the World Wide Web and is registered with the social networking organization Facebook. Current and retired law enforcement officers served as the direct referral agents for potential entrant study participants and received a consent form and project summary to pre-inform potential entrant participants of the purpose of the study, the voluntary nature of their participation, and the lack of personal benefit from participation other than the personal intrinsic benefit of having partaken in a criminal justice education study that has the possibility of enhancing law enforcement education in the future.

Academy graduate. Recruitment of police academy graduates occurred via several methods to include: advertisements in the form of posters, e-mail messages, web pages, social networking pages, internet based list serves, in person, and via telephonic communication. Recruitment requests were distributed via the Chiefs of Police (COP), International Association of Directors of Law Enforcement Standards and Training (IADLEST), list serves with a request that they be posted adjacent to or included with the roll call trainings. A web page detailing the study was accessible to all parties who are capable of accessing the World Wide Web and was directly linked to the COP, IADLEST, International Association of Campus Law Enforcement (IACLEA), the Commission on Accreditation for Law Enforcement (CALEA) and the related state Police Standards and Training Council or POST websites. The social networking site was an unrestricted group, accessible by any user who has access to the World Wide Web and is registered with the social networking organization
Facebook. In-person requests occurred at various police departments along the Eastern Seaboard of the United States of America, and at the Police Standards and Training Councils and Criminal Justice Services of the related states. These Criminal Justice Services Agencies also served as the recruitment identifiers for academy entrant and academy recruit study participants.

**risks.** The risks of probable harm or discomfort resulting from participation in this study were potentially moderate in terms of psychological and social risks and minimal in regards to other risk factors.

*physical.* None however, as with any research study, there may be additional risks of participating that were unforeseeable or difficult to predict. In the event a participant was injured as a direct result of participation in this study, they must demonstrate that the injury was a direct result of participation in this study and not their own human error. Written notification must have been given to the researcher within 72 hours of the completion of the survey, interview, or observation period. Any claim for reimbursement required the accompaniment of supporting documentation. No notifications or reports of physical injuries resulting from this study were reported.

*psychological.* Participants were advised that they may experience emotional discomfort during the interview, survey completion, or observation process as a result of the invasive topical questions. Furthermore, taking part in more than one research study may be harmful to the participant. If the participant was already taking part in another
study, they were told that it is imperative that they advise such at the initial contact with this researcher. This was facilitated via direction questioning regarding the topical area. None of the research participants indicated this conflict was present.

mitigation efforts: Participation in this study and the subsequent data collection was strictly voluntary and participants were permitted to withdraw their participation at any time without prejudice, penalty, or loss of any care or benefits to which they were otherwise entitled. Should a participant decide to withdraw from this study, they were advised that his/her data would be expunged and destroyed electronically and via shredding. Participants were encouraged to consult a counselor and/or life coach in the event they experienced a negative emotional response resulting from their participation in the research study that extends beyond the date of the interview. A compiled list of local counseling centers, life coaches, employee assistance programs and other local resources is included was attached to the proposal. No notifications or reports of psychological injuries resulting from this study were reported.

social. Participants were informed that they may experience harassment, badgering, or discomfort in professional or social settings as a result of participation in the study.

mitigation efforts: To mitigate social harm, they were informed that any individual recruited to participate in the study that declined participation would not be coerced or cajoled to do so by the researcher, police department
employees, or administrators. Participating research participants were not publicly identified, nor did the researcher confirm or deny whether specific participants were contributing to the research study. All recruit interviews took place on site at the recruit’s current academy placement in a private room in which only the researcher and study participant were present. This requirement was utilized to encourage candid answers from academy recruits.

The research participants were informed of the purpose of the study and were provided an option to self-select out of participation but remain in the room for the length of time provided for the interview so that their choice to withdraw from participation would not be evident and would only be apparent to the participant and the researcher, if they so choose. It should be noted that as a result of the setup and design of the academy which is built on uniformity, recruits who chose to participate in the study were identifiable to both the cadre and fellow recruits as a result of their absence from the rest of the academy class in that all recruits do all activities together as an expectation of the program. It is not possible to prevent this from occurring as meal times, classroom breaks, morning preparations, restroom facility use, and sleep hours which are traditionally unaccounted for time in other educational settings, is strictly controlled and is conducted in an all-inclusive environment. The anonymous surveys were distributed on site at the recruit’s current academy placement in a private room separated from the remainder of the academy with the same opt-out opportunities identified above for the interview data gathering process.
Graduate and Entrant interviews were conducted at a mutually agreed upon location between the researcher and the study participant. The interviews were conducted in-person with the aid of hand written note taking devices only. The interviews were not recorded as police officers are often skeptical and weary of audio and video taped interactions, which is known to this researcher as a result of her membership in the law enforcement community and as is evidenced by the current well documented discussion and controversy around the use of body cameras for law enforcement officers. The researcher has more than ten years of experience in report writing and conducting interviews and interrogations with certifications from the New Hampshire Police Standards and Training Council and the Reid School of Interview and Interrogation establishing her competence in the skill set necessary to perform the assessment measure. In addition to the above certifications, she has served for nine years with the New Hampshire Department of Justice as a special investigator for sexual assault, domestic violence, and juvenile victim crimes, a specialty investigation classification in which best practices dictate non-audio or visual recorded interviews resulting in multiple unrecorded interviews having been conducted throughout her law enforcement career (Best practices in student sexual assault investigations, 2015). A sample notetaking sheet utilized during a participant interview has been included with the final dissertation publication (see Appendix E for a sample note taking interview sheet).
economic: None however, as with any research study, there may have been additional risks of participating that were unforeseeable or difficult to predict.

* Mitigation efforts: To mitigate any potential adverse effects on recruit participant’s employment status, multiple efforts were employed to ensure confidentiality of the information provided so that once aggregated, it was not possible for the published data to be specifically connected to any one individual. These efforts are described below under legal risks.

legal: Although rare and highly unlikely, participation in this study may have posed a risk for breach of confidentiality.

Mitigation efforts: To minimize the breach of confidentiality risk, the researcher did not use the participant’s name, police department, training academy or other personal or identifiable information during or after their completion of the study or on any study records. Instead, a unique random study number was assigned to each participant as generated by the Random Project accessed at: http://www.random.org/, which was used on study documents that relate to the participant to establish anonymity of data. The researcher stored the list, electronically, of participant names and corresponding unique study number, in a secure, locked, password protected server and subsequently backed up weekly on a secure, locked, password protected terabyte drive S/N: WCAZA3928087. One year from the conclusion
of the study or on 12/31/2017, whichever comes first, the list will be deleted from both the server and the external drive.

Institutional and principal investigator liability was reduced by obtaining approval of the instrumentation and methods utilized via the Plymouth State University Institutional Review Board (IRB) which served as an independent review committee to approve and monitor research studies to insure that participants are not being harmed physically, psychologically, economically, or socially, unnecessarily and their participation in the project is voluntary and well informed. Furthermore, the researcher successfully completed the National Institutes of Health (NIH) Office of Extramural Research human subjects training course prior to beginning any research.

The researcher was conducting this study as an individual student of the Plymouth State University doctoral program and despite her academy teaching positions, dual state certifications, position as a law enforcement consultant, and multi police department employment status, this study was not affiliated with any academy, firm, police officers standards and training council, or police agency.

**Benefits:** Research studies are designed to obtain new knowledge which may help shape and redesign the training processes for new police officers in the future. While participants did not receive any direct benefit from being in the research study; the indirect benefit of a more sufficiently prepared police force will benefit society as a whole, and in particular local residents within specific communities of which the
participants may benefit as a result. Participants of the study were also provided access to the final evaluation report.

Recruit participants were advised that participation in, or refusal to participate in the study would have no effect on their academy ranking, squad assignment, recruit position, academic or physical rankings. Entrant participants were similarly advised that participation in this study held no bearing on their ability to reapply, or reenter their previous or future law enforcement basic training academies.

No compensation, monetary or otherwise, was provided for participation, and any travel costs incurred or loss of paid work time was the responsibility of the participant without the expectation of, or opportunity for, reimbursement.

Prior to conducting the research study, the researcher obtained approval of the instrumentation and methods being utilized via the Plymouth State University Institutional Review Board (IRB) (See Appendix F for a complete copy of the Institutional Review Board application and approval form). The IRB serves as an independent review committee to approve and monitor research studies to insure that participants are not being harmed physically, psychologically, economically, or socially, unnecessarily and their participation in the project is voluntary and well informed.

**phase I:** For the quantitative portion of the research, data collection via recruit, entrant, and graduate police officer surveys, academic grading results, curriculum summaries, and FTEP’s was combined with the qualitative results of phenomenological research conducted via police officer recruit, entrant, and graduate
interviews, case studies, direct academy observations and recruit post class evaluations.

_Data collection._ The first phase of the study focused on identifying police academy recruit, entrants, and graduates perceptions surrounding the adequacy of instruction they received while in attendance, their preferred modes of instruction, and the presence of andragogy in the police academy. While the study initially set out to include a fourth topical area around the officer’s preparedness level for duty upon academy graduation, the focus group correctly identified that the role of the academy is only one component in the preparation process and at its completion, officers must still complete a field training officer program at their sponsoring agency prior to being released for active duty. As such, it was eliminated from consideration in this research study.

A cross sectional survey collected data via a questionnaire that contained multiple assessment format modes to include, multiple choice, multiple selection, true / false, scale rated, and open ended question formats. The survey was organized into four sections addressing each of the three categories identified above, and a fourth miscellaneous category for demographic data gathering purposes. Surveys were predominantly conducted via online methods however, a pen and paper version was available for those participants wishing to participate that did not have access to, or preferred, not to utilize web based programming. All participants completed an informed consent waiver prior to participating in the study to include seven sample participants, who completed the survey prior to its distribution to establish reliability and validity of the survey. Revisions to the survey occurred based on the feedback
obtained from the pilot study focus group (see Appendix G for the Informed consent form).

Prior to collecting any data, a trial run of steps one and two of the study was conducted with a seven-person group. Each individual was issued a consent form prior to providing any data; and participation in the trial group did not preclude an individual from volunteering to be in, and or participating in, the actual IRB approved study. The Flesh-Kinkaid grade level of the law enforcement consent form is 12th grade. The researcher is aware of the advanced level of comprehension that was required for participants to understand their rights and responsibilities as participants however, the intended audience for participation recruitment must have successfully achieved at a minimum completion of the 12th grade, or successful attainment of a GED or high school completion equivalency examination, in order to be eligible for a position as a law enforcement officer and should therefore have been capable of reading and understanding the informed consent form.

Data organization. Data was organized and categorized with the assistance of Google Doc survey forms and Microsoft Word and Excel formatting, and is available in aggregate form to participants and those interested in further study for up to one year post dissertation defense.

Procedure

Seels & Richey (1994) defines evaluation as “determining the adequacy of instruction and learning” (p.53). With this premise in mind, the researcher utilized a subset of research questions to assess whether the four assumptions of andragogy are currently integrated into instructional practices in paramilitary basic police academies
on the eastern seaboard of the United States. Knowles (1989) used these assumptions as a conceptual framework to create a model for evaluating adult education and more precisely, “how teachers and students should behave” (Savicevic, 1991, p. 198). Prior to collecting any data, a trial run of the study was conducted. The trial run was conducted in an effort to ensure that the categories identified by the researcher were all inclusive and representative of the target population desired to be researched, that the language used was clear, concise, and likely to elicit the information being sought, and that the risk concerns were correctly identified and sufficiently mitigated to encourage study participation.

Each individual was issued a consent form prior to providing any data; and participation in the trial group did not preclude an individual from volunteering to be in, and or participating in, the actual IRB approved study. The Flesh-Kinkaid grade level of the law enforcement consent form was 12\textsuperscript{th} grade. The researcher is aware of the advanced level of comprehension that was required for participants to understand their rights and responsibilities as participants however, the intended audience for participation recruitment will have successfully achieved at a minimum completion of the 12\textsuperscript{th} grade, or successful attainment of a GED or high school completion equivalency examination, in order to be eligible for a position as a law enforcement officer and should therefore have been capable of reading and understanding the informed consent form. The population being studied has a natural declination towards self-reflection and evaluation, and as such, an improperly worded survey or interview would appear demeaning and disrespectful to potential study participants.
Summative findings of the assumptions are as follows:

Tenet 1 – Involved learners: Knowles declared that the educational climate should be one of “adultness” (1980, p. 47) in which students actively direct and assist in the planning of their own learning and are “accepted, respected and supported” with “a spirit of mutuality between teachers and students as joint inquirers” (1980, p. 47). This was supported by Houle (1996), who argued that educators should “involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn (p. 30) as they have transitioned from a dependent learning style to a self-directed one. In order to determine the presence of Tenet 1 in the academy experience two goals of data gathering were established.

Goal A: Identify the study participant’s perceptions concerning their ability to direct, plan, and assist, in their instruction while enrolled in a basic paramilitary police academy.

Timeframe: The identified sampling number from the recruit, entrant, and graduate research groups were interviewed and surveyed between February 24, 2016 and February 20, 2017. This timeframe allowed for a more representative sampling of study participants from the recruit category given the academy class initiation and commencement dates which span the above identified timeframe. Recruit study participants were gleaned from two different academy classes (ex: the 168th and 169th New Hampshire police academies) within the same state, county, or municipal academy program (http://www.pstc.nh.gov/schedule.htm, 2015).

To encourage a full spectrum understanding of recruit perceptions, the timeframe encouraged both formative and summative perception responses as some
recruits were nearing completion of their basic academy experience while others had just begun. The exact day, month and year of the completion of these interviews and surveys fluctuated as a result of the rotating police academy training class schedules and officer availability.

*Assessment tools:* Anonymous surveys, non-directive interviews, and direct case study observation were used to accumulate data. All recruit interviews took place on site at the recruit’s current academy placement in a private room in which only the researcher and study participant were present. This requirement was utilized to encourage candid answers from academy recruits. The research participants were informed of the purpose of the study and were provided an option to self-select out of participation but remain in the room for the length of time provided for the interview so that their choice to refrain from participation was not evident and only apparent to the participant and the researcher, if they so choose. Graduate interviews were conducted at a mutually agreed upon location between the researcher and the study participant.

The interviews were conducted in-person with the aid of hand written note taking devices only. The interviews were not recorded as police officers are often skeptical and weary of audio and video taped interactions, which is known to this researcher as a result of her membership in the law enforcement community and as is evidenced by the current well documented discussion and controversy around the use of body cameras for law enforcement officers. The researcher has more than ten years of experience in report writing and conducting interviews and interrogations with certifications from the New Hampshire Police Standards and Training Council and the
Reid School of Interview and Interrogation establishing her competence in the skill set necessary to perform the assessment measure. In addition to the above certifications, she has served for nine years with the New Hampshire Department of Justice as a special investigator for sexual assault, domestic violence, and juvenile victim crimes, a specialty investigation classification in which best practices dictate non-audio or visual recorded interviews resulting in multiple unrecorded interviews having been conducted throughout her law enforcement career (Best practices in student sexual assault investigations, 2015).

The anonymous surveys were distributed on site at the recruit’s current academy placement in a private room separated from the remainder of the academy with the same opt-out opportunities identified above for the interview data gathering process. The survey used closed and open ended assessment inquiries to accumulate data relative to the above identified goals. The rating scale data was then evaluated on a four point scale; 4-Always, 3-Regularly, 2- Occasionally, 1-Never. The survey questions and interview questions were aligned to check consistency in responses and ensure trustworthiness of findings.

Evaluative measures:

Interview Question: To what extent are (were) you able to self-direct or assist in the planning of your own learning during your time at the basic academy?

Survey Questions: (See Appendix H for full survey)

1. Are (were) you able to set your own specific learning goals?
2. Are (were) you able to choose your own learning method or strategy?
3. Are (were) you able to focus on accomplishing the goal of learning rather than competitive outcomes?

4. Did you develop a deep interest in the topic absent tangible reward or punishment?

5. Are (were) you able to moderate the pace of instruction?

6. Are (were) you able to independently monitor and self-correct your performance?

7. Do (did) you have the ability to modify the length of time spent on specific learning topics?

8. Can (could) you seek help and / or access resources to assist your learning process?

9. Can (could) you play a role in developing and implementing the curriculum or curriculum changes?

10. Do (did) you have an opportunity to design learning materials, exams and activities based on your learning needs and wants?

11. Are (were) alternative assessment and instructional approaches available / offered?

12. Are (were) you presented with a choice of learning activities?

13. Are (were) you responsible or accountable for your own learning? What does (did) that look like?
14. Are (were) you told why you needed to learn material before you were instructed in it?
15. Are (were) you informed how instruction would be conducted?
16. Are (were) self-directed study group opportunities available? Did you utilize them? Why / why not?
17. Identify what percentage of instruction each method comprised: lecture, group discussion, independent work, scenarios, memorization, tactile hands-on, power point, handouts, role play, group work

**Goal B:** Identify the study participant’s perceptions concerning whether the basic paramilitary police academy environment created a climate conducive for them to learn in.

**Timeframe:** The identified sampling number from the recruit, entrant, and graduate research groups were interviewed and surveyed between February 24, 2016 and February 20, 2017. This timeframe allowed for a more representative and well-informed sampling of study participants from the recruit category as identified above.

**Assessment tools:** Anonymous surveys, non-directive interviews, and direct case study observation were used to accumulate data. The survey and interview process mirrored the same process identified above.

**Evaluation measures:**

Interview Question: Is (was) the climate at the police academy, conducive to your learning?
Survey Questions:

1. Does (did) the physical design and placement of objects in the room promote your learning?

2. Is (was) cooperative learning encouraged without the loss of healthy competition?

3. Is (was) the climate flexible to diverse learning needs?

4. Is (was) the instructor’s general attitude positive or negative?

5. Does (did) fear of the instructor or instructor imposed consequences impact your learning? If so identify whether you perceived the impact to be positive or negative.

6. Does (did) the academy environment create a safe place for learning successes and failures?

7. Does (did) the instructors meet the needs of a diverse group of learners?

8. Is (was) a climate of mutual respect present within the instructional classes?

**Tenet 2 – Experience:** The second principle of andragogy is the belief that adult learners are not a blank slate but instead, bring a host of their own personal life experiences, both positive and negative, in addition to a wide knowledge base, to bear on their academic learning. This reservoir of life experiences, and past successes or failures, in prior educational settings can be an educational tool that assists or inhibits adult learners with attaining mastery of the material presented while at the academy.
(Forrest & Peterson, 2006). These experiences present classroom instructors with a
diverse audience representing a variety of differing backgrounds and skill sets that
must be considered when designing and implementing curriculum and instructional
approaches.

In addition to the adult learner’s varied educational experiences, classroom
instructors must keep in mind that many officers, as noted in a 2013
lawenforcementtoday.com poll, choose the field of law enforcement out of a desire to
right specific wrongs or injustices. This desire can be fueled by trauma that the officer
has experienced themselves or vicariously through a relative or close friend to include
sexual or physical abuse, an untimely death or physical, social or emotional injury
resulting from substance abuse. These experiences also influence the adult learner as
it forms a basis for their learning activities, beyond their educationally obtained skill
set as adult learners focus less on the end result and more on the educational process.
In order to determine the presence of Tenet 2 in the academy experience the following
goal of data gathering was established.

**Goal:** Record the study participant’s perceptions around the impact their prior
experiences (intentionally uncategorized and undefined) played in their learning at the
academy.

**Timeframe:** The identified sampling number from the recruit, entrant, and
graduate research groups were interviewed and surveyed between February 24, 2016
and February 20, 2017.

**Assessment tools:** Anonymous surveys, non-directive interviews, and direct
case study observation were used to accumulate data.
Evaluation measures:

Interview Question: Did your prior academic, social, physical, spiritual, or emotional experiences influence your learning at the academy? If so, please explain or describe the experience, identify whether you perceived it to have a positive or negative impact, and why.

Survey Questions:

1. Do you have a preferred style of learning?
2. Did you consider the career field of law enforcement as a result of a specific experience?
3. Are you more successful at finding a new location that you have never been to by looking at a map or hearing directions.
4. Is the majority of your classroom instruction visual (ex: PowerPoint), auditory (ex: lecture), or kinesthetic (hands on)?
5. Recollecting on your experience as a student in high school, would you categorize yourself academically as a good student, bad student or average student?
6. Do (did) you have opportunities to relate your past experiences to the new material being learned at the academy?
7. Did you plan before entering the police academy to do something different from, an academic standpoint, then you
have previously done in other academic settings? If so, what was it, were you able to implement that change, and did you find it to be a success, failure, or result in no change? What prompted the desire to make a change?

8. Are (did) you use specific skills learned prior to attending the academy to assist with your learning efforts in the program?

9. Are (were) you given the opportunity to use past experience to enhance the instruction you received?

10. Is (was) the instruction predominantly memorization based of project and exercised base?

11. Are (were) opportunities for discussion and sharing past relevant experiences made available during the instructional components of the academy?

12. Did pre-academy experiences influence your learning?

**Tenet 3 – Relative and Impactful:** Knowles (1980) declared that adult learners are most interested in learning material that is relevant to them and has an immediate application to their employment or personal lives. Shifting from a content oriented pedagogy to an andragogic problem centered approach, adult learners demand an explanation as to why specific material must be learned and how it will be directly applicable in their daily lives (Kearsley, 2010). This shift is not a sudden one but a gradual change that becomes apparent across the educational spectrum as is evidenced by an elementary student’s willingness to learn material without questioning its
application or how soon it will be useful, as opposed to a secondary student whose
demand for relevance and a deeper understanding as to why the material being
presented is important to addressing the problems they will regularly encounter. In
order to determine the presence of Tenet 3 in the academy experience, two goals of
data gathering were established.

**Goal A:** Discover the study participant’s perceptions around the relevance of
the information they learned while in the classroom portion of the training, at the basic
training police academy, to their job as a law enforcement officer.

**Timeframe:** The identified sampling number from the recruit, entrant, and
graduate research groups were interviewed and surveyed between February 24, 2016
and February 20, 2017.

**Assessment tools:** Anonymous surveys and non-directive interviews will be
used to accumulate data.

**Evaluation measures:**

Interview Question: What percentage of the information that you learned
during the academic classroom portion of the basic training academy would
you classify as relevant to your job as a police officer? (0-20%, 21-40%, 41-
60%, 61-80%, 81-100%)

Provide two examples of information that you considered relevant, and two
examples of information that you considered superfluous.

Survey Questions:

1. Were you able to directly apply the material you learned at
   the academy to the field? If so, please describe.
2. Would you describe the majority of instruction that you received as practical or extraneous facts and figures?

3. Are (were) real world examples and scenarios integrated into the instructional phase of the academy?

4. Are (were) you prepared to learn the material presented?

5. Do (did) you believe that the information you learned at the academy will help you perform your job on the street better?

**Goal B:** Discover the study participant’s perceptions around the relevance of the non-classroom instruction activities, conducted while in attendance at the basic training police academy, to their job as a law enforcement officer.

**Timeframe:** The identified sampling number from the recruit, entrant, and graduate research groups were interviewed and surveyed between February 24, 2016 and February 20, 2017.

**Evaluation measures:**

Interview Questions: What percentage of the activities that you participated in outside of the academic classroom portion of the basic training academy would you classify as relevant to your job as a police officer? (0-20%, 21-40%, 41-60%, 61-80%, 81-100%). Provide two examples of information that you considered relevant, and two examples of information that you considered superfluous.

Survey Questions:

1. Do (did) you believe that the non-academic activities that you participated in at the academy will help you perform your job on the street better?
Tenet 4 – Motivation: Knowles (1984) recognized that as a person matures, their motivation to learn is internal rather than external. This is not to diminish the impact of external motivators such as financial gain or job promotion but instead serves to underscore the supposition that adult students must understand the reason for each learning module, activity, and assessment, seeking emotional related goals over knowledge related (Lang & Carstensen, 2002). While elementary students may not question why an assignment must be done in a group, adult learners will question the validity of a teaching approach when not provided with the desired goals and objectives ex: teamwork, collaboration and leadership skills. Adult learning settings are traditionally voluntary and as such, the student has a natural interest or motivating impetus behind their presence in the classroom (Taylor & Kroth, 2009). Police academy recruits while having voluntarily attended the academy, are a unique branch of adult learners as while their attendance is voluntary, their successful completion is mandatory as a requirement of the career field. In order to determine the presence of Tenet 4 in the academy experience the following goal of data gathering has been established.

Goal: Discover the study participant’s perceptions around the success and or failure of the use of internal and external motivators to assist a recruit of paramilitary basic training academy in learning the academic information.

Evaluation measures:

Interview Question: Were you motivated to learn the instructional material at the academy? Why or why not?

Survey Questions:
1. What motivates you to learn? Are (were) these elements present at the police academy?

2. Do (did) you enjoy the instructional components of the academy? Why / why not?

3. Did the instructor utilize extrinsic motivators to encourage you to learn? If so, provide an example and summarize the context in which it was used.

4. Did the instructor utilize intrinsic motivators to encourage you to learn? If so, provide an example and summarize the context in which it was used.

5. Identify which of the following qualities are more attractive to you:
   a. Job satisfaction or job promotion
   b. Improved self-esteem or better job
   c. Better quality of life or a higher salary
   d. Highest grade or improved self confidence

6. Did any of the motivational strategies used have an adverse effect on your learning?

7. Do (did) you believe that the information you learned at the academy will help you perform your job on the street better? Why or why not?

Recognizing the significance of directly observed data, the researcher is also keenly aware of the potential for research subjects to modify their behavior or
responses to create an impression that they perceive the researcher is seeking. This is reinforced by the learning approach in which objectives are often not stated but inferred or hinted at by instructors, forcing academy recruits to read between the lines and deduce the answer that the instructor desires over that which they may actually believe or feel. An incorrect answer or one that differs from the expected result may incur physical punishment or additional hours of repetition or memorization. For example, during a Full-Time police academy training session at Academy Hotel, the platoon leader was asked at the end of a completed run whether she and the rest of the academy were done running, to which she responded “Sir, yes, Sir.” This answer resulted in the entire academy being referred to by the commanding Cadre as “lazy” and other undesirable terms, and being forced to run additional laps. The following day when the same question was posed again, the platoon leader responded with “Sir, no, Sir” regardless of the fact that the run had in fact been completed. This serves to exemplify the potential that academy recruits may subconsciously answer a question in the way they believe the researcher or other commanding individual desires, rather than as they actually feel or believe. To avoid this, the onsite case study observations and field notes were imperative and served to support or refute the gathered interview information.

**Phase II: Qualitative.** Seeking to gain a better understanding of the presence of andragogy in police academy curricula, an empirical investigation was conducted via case study academy recruit class observations, with a strict focus of inquiry seeking to establish assertions that could be furthered in post-doctoral research. Focus groups and case studies complemented the quantitative research with direct evidence.
supporting or refuting whether the principles of andragogy are present in police academy curriculum.

**data collection.** The second phase of the study focused on whether a correlation, similarity or dissimilarity existed between the responses received in the surveys and interviews and the observed behaviors and practices actually employed at police academies. Focus group interviews and case studies were utilized to collect the quantitative data. A case study is an ethnographic exploration that uses data collected from multiple sources of information to provide a rich understanding of the focus of inquiry.

**Assessment tools:** Anonymous surveys, non-directive interviews, and artifacts of practice observation and examination were used to accumulate data.

**Interviews.** Recruits were given the opportunity to volunteer to be interviewed by the researcher via an announcement conducted by the academy cadre, director, or director’s designee. This was done to allow those who did not wish to participate in the study as much anonymity as possible so that even their personal names could not be recorded as refusals for the study, and to similarly allow those interested in participation, to identify such without being directly evidence to their fellow recruits or academy staff. It should be noted however, that as Jones, Owens & Smith (1995) correctly identified, academies rely on uniformity and as such recruits spend the majority of their day together. Any recruit who chooses to participate will be evident as absent from other activities and could be identified by their fellow recruits as a voluntary participant. Given the deliberate nature of an equal unified academy, this is unavoidable. In the event the number of recruits volunteering to
participate in an interview exceeded the desired amount anticipated, the volunteers were each assigned a number beginning with one and extending upwards numerically as necessary until all had been assigned. Using the random.org number generator, the appropriate amount of numbers were chosen and the corresponding voluntary participant name temporarily assigned to that number was afforded an opportunity to participate. Recruits who were chosen to participate were informed by their cadre, director, or the director’s designee.

All recruit interviews took place on site at their current academy placement in a private room, separate from the other recruit’s in an area that does not contain audio or video recording, or in which the recording can be disabled. Only the researcher and study participant was present for the interview and preparation process. This requirement was utilized to encourage candid answers from academy recruits, with full recognition that the rooms varied in composition, furniture, and appearance from one academy to the next based on site setup and design however, there was no indication that the design of the interview room impacted the evidence collection process.

Once in the interview room, the research participants were re-informed of the purpose of the study via the project summary sheet and were provided a second option to self-select out of participation but remain in the room for the length of time provided for the interview so that their choice to refrain from participation would not be evident and would only be apparent to the participant and the researcher, if they so choose. Recruits were then provided with and asked to read the informed consent form so that they were more aware of the risks and benefits of participation in the
study. Participants were given an opportunity to ask questions about the research study and the associated process, and were advised that they may take as much time as they feel necessary to deliberate over their options, and may consult with academy staff regarding their possible participation. They were not permitted to contact family members, close friends, or trusted advisors prior to participation as telephone use is restricted while enrolled at several of the police academies being studied, as a part of the program protocols.

In the event a participant chose to participate in the study, met the criteria for participation, and signed the informed consent form, they were move to the interview phase. The interviews were conducted in-person and completed with the aid of hand written note taking devices only. The decision to conduct non-recorded interviews was included as a result of the fact that police officers are often skeptical and weary of audio and video taped interactions, which is known to this researcher as a result of her membership in the law enforcement community and as is evidenced by the current well documented discussion and controversy around the use of body cameras for law enforcement officers. To mitigate concerns regarding the accuracy of data collection in a non-recorded setting, it is important to note that the researcher has more than ten years of experience in report writing and conducting interviews and interrogations with certifications from the New Hampshire Police Standards and Training Council and the Reid School of Interview and Interrogation establishing her competence in the skill set necessary to perform the assessment measure. In addition to the above certifications, she has served for nine years with the New Hampshire Department of Justice as a special investigator for sexual assault, domestic violence, and juvenile
victim crimes, a specialty investigation classification in which best practices dictate non-audio or visual recorded interviews resulting in multiple unrecorded interviews having been conducted throughout her law enforcement career (Best practices in student sexual assault investigations, 2015).

Interviews were conducted in a consistent format with the researcher providing the participant with a name identifier sheet and demographic questionnaire. Once completed, the researcher reviewed the information to insure accuracy and legibility and the participant was issued a random number generated from the Random Project. That number was entered on the name identifier sheet, the demographic questionnaire, and the interview note taking sheet. The participant was given the list of predetermined questions and encouraged to review it, and the associated definitions, prior to the start of the interview. The researcher then inquired as to whether the participant had any questions relative to the interview structure and format, key term definitions, confidentiality, the voluntariness of their participation or any other lines of inquiry. For those that did, the researcher stopped and answered whatever questions were posed until the participant was satisfied or declined to participate in the study.

The researcher then read each question of the interview (see Appendix I for a complete list of interview questions presented to recruit, entrant, and graduate participants) out loud progressing from tenet one to tenet four, reading the questions exactly as they were written and allowing for the participant to interpret them however they so choose. Participants were permitted to skip and or revisit any of the questions asked and were given an opportunity at the end of the interview to provide any additional information that they desired. During the interview, the researcher recorded
handwritten notes and allowed the participant to view them prior to leaving the room if they so choose. None of the participants chose to do so. At the conclusion of the interview, the participant interview notes were sealed in an envelope with the demographic questionnaire and the random number assigned to the participant was recorded on the upper right hand corner of the envelope.

Study participants were issued a business card with contact information in the event they desire to follow up further post-interview. At the time of publication, only one research participant requested a follow-up post interview, and the nature of the follow-up was an inquiry into what the final results of the study revealed. Due to academy regulations, the business card and project summary form were left with the academy cadre for the recruit to pick up the next time they were released for home visitation. The participant was not told whether the answers they provide were consistent with, or inconsistent with, other participant’s answers. They were however reminded that the project summary sheet has information for obtaining a copy of the final data sets and results at the conclusion of the study post dissertation defense.

Graduate and entrant interviews were conducted at a mutually agreed upon location between the researcher and the study participant but was conducted in an identical fashion to the recruit interview in a private location that does not allow for audio or video recording.

**Surveys.** An anonymous cross sectional survey collected data via a questionnaire that contained multiple assessment format modes to include, multiple choice, multiple selection, true / false, scale rated, and open ended question formats. The survey was organized into four sections addressing each of the tenets of
andragogy identified above, and a demographic questionnaire for data gathering purposes. Surveys were predominantly conducted via online methods through the internet based software program Google Forms however, a pen and paper version was available for those participants who desired to participate that did not have access to, or preferred, not to utilize web based programming. All participants completed an informed consent waiver prior to participating in the study. The target responses of the survey included a minimum of 100 total participants with at least fifty representing each of the participant groups. The goal of at least fifty per participant group was established in order to ensure that the survey would support the triangulation of data in this study. All participants were be asked the same questions however, the syntax was modified based on whether they were recruits or graduates.

Recruits were given the opportunity to volunteer to participate in the research study survey via an announcement conducted by the academy cadre, director, or director’s designee. Said individual provided a copy of the project summary sheet and participant response form. The response form contained two check boxes, one of which identifies their willingness to consider further participation in the study, the second indicates declination. Recruits who indicated an interest in participation, were asked to write their first and last name on the form, while recruits who declined, were asked to write the words “police academy” on the line identified as “name” after checking “no” in the box. This was done to allow those who did not wish to participate in the study as much anonymity as possible so that even their personal names could not be recorded as refusals for the study, and to similarly allow those
interested in participation, to identify such without being directly evidenced to their fellow recruits or academy staff.

The anonymous surveys, computers, and writing utensils were distributed on site at the recruit’s current academy placement in a private room separated from the remainder of the academy with the same informed consent and opt-out opportunities identified above for the interview data gathering process. The survey used closed and open ended assessment inquiries to accumulate data relative to the above identified goals and could be completed via google forms on an electronic device that was supplied by the researcher, or in pen and paper format. Once completed, the online survey could not be revisited by the participant to modify answers once it was submitted.

At the conclusion of the survey, the participants who chose to complete hand written surveys placed them, and the demographic questionnaire, into the provided envelope which was sealed and returned directly to the primary investigator. It was left up to each sponsoring academy to determine whether the recruit was permitted to leave the room once the survey was completed or whether they were required to remain until all recruits had finished. The random number assigned to the participant was recorded on the upper right hand corner of the envelope and the study participants were issued a business card with contact information in the event they desire to follow up further post-interview. Due to academy regulations, the business card and project summary form were left with the academy cadre for the recruit to pick up the next time they were released for home visitation. The participant was not told whether the answers they provide were consistent with, or inconsistent with, other participant’s
answers and no answers or information provided was released to the other recruits or academy staff. The recruits were reminded however, that the project summary sheet had information for obtaining a copy of the final data sets and results at the conclusion of the study post dissertation defense.

Graduate and entrant surveys were conducted both online and in a pen and paper format option that mirror the recruit survey process expounded on above. The online survey were accessible via the Internet through multiple channels, links, and social media applications, with downloadable and printable PDF consent forms and primary investigator contact information cards.

In the event the number of graduates volunteering to participate in the survey exceeded 150, the submitted surveys were each assigned a number beginning with one and extending upwards numerically as necessary until all had been assigned. Using the random.org number generator, 150 numbers were chosen and the corresponding participant survey temporarily assigned to that number was selected for inclusion in the study. This protective measure was unnecessary as 135 graduate participants completed surveys, falling below the maximum number allowable.

The online format allowed for participants to complete the survey at a time and location that was convenient for them and further helped to mitigate the infusion of researcher bias into the data collection phase that can occur during phenomenological studies. Given the hesitancy that some officers may experience when evaluating their own academy program, the online format also allowed for participation in a manner that provided an additional layer of protection against peer recognition or study participant identification. As with any study that utilizes the Internet as a data
collection point, there are drawbacks specifically around the ability of the researcher to confirm that the demographic and participant criteria are true and accurate information relative to the individual completing the survey. To increase the validity of results, and mitigate against the likelihood of false information or survey participants who do not meet the required criterion, a component of the graduate participant criteria mandated that the participant be a currently employed police officer. This allowed for the researcher to confirm with the police standards and training council or state POST that the name provided and year of initial certification did in fact correspond with a certified officer in the state.

**Focus group.** As a means of triangulation of data and to ensure interview and survey accuracy and reliability, a stratified sample was used to recreate a miniature facsimile of the total population being studied with efforts made to make certain that the individuals chosen to represent each of the above classified groupings was made without bias so as to have the least external influence or bias introduced into the research preparation. A random sampling from the recruits, entrants, graduate, and instructor participants that met the defined criterion and voluntarily agree to pre-study participation as a pilot study for data collection and instrumentation evaluation composed the focus group. It should be noted that participants in this focus group were gleaned from individuals whom are personally known by the researcher. To encourage accurate feedback regarding the data collection tools, participants received extensive education concerning the importance of straight forward and honest feedback, and all data collected from the focus group was randomized for anonymity.
Artifacts of practice observation and examination. In an effort to create a consistent format for observing active recruit academies, the following procedures were undertaken when collecting artifacts of practice and observation. Eligible academies for observation were required to be full-time paramilitary police academy basic training program on the eastern seaboard of the United States of America. Given the fact that police academies are traditionally closed environments that do not allow outside access to the instructional phase of the program, in some cases to the extreme exclusion of all outside contact to include electronic communication, news and print media, family, and community members for the duration of the evolution; direct connections to staff, directors, and officers serving in various capacities at the academies whom the researcher had pre-established relationships with eliminated the access barriers that had the potential to prevent this study from furtherance. During this research study, nine academies in five states were directly observed (See appendix J for the Classroom observation matrix).

Upon arrival at the intended observation academy, the researcher made contact with the cadre, director, or director’s designee and reviewed the intended observation procedure and academy visitation rules and regulations. The researcher was attired in uniform or professional civilian attire and observed the academy for a four to six-hour block during which time I was not officially introduced to the academy and had no direct contact with the recruits. This was done in an effort to prevent the study participants from acting in a different manner then they might normally as a result of their being observed for an academy study. It should be noted that a component of each of the academies being observed is the expectation that recruits acknowledge any
non-recruit officer they pass or whom are present in a room when they enter by saying “Good morning Mam” or “Good evening Sir” and by giving way to said officer any time they walk down the hall or through a doorway. This incidental contact is an expected part of the study and unavoidable, but did not significantly impact the observation or data collection process.

The researcher took only hand-written notes, with no audio or visual recording aides. Any and all digital images were approved by the academy cadre prior to being captured, any identifiable faces were obscured, and the academy cadre, director or director’s designee approved all images before leaving academy grounds. Unapproved images were immediately deleted in the presence of the academy cadre and or directors. The handwritten observation notes were not made available to the recruits, academy staff, or director however, the participants were provided with information for obtaining the aggregated study data at the conclusion of the study post dissertation defense. The completed observation notes were issued a research study number in the following format: YYYYMDD(REGION)(RND#).

**Timeline**

The original anticipated timeline for conducting the study was fluid based on the rotating nature of basic police academy training assignments. For example, the state of New Hampshire conducts three full time basic police academy training programs annually with a cap of 60 recruits each. In the states of Virginia, New York and Florida however, academy training programs are conducted on an as needed basis based on hiring needs and duty reassignments with recruit attendance numbers varying from 10-100. Academy graduate, entrant and instructor data could be collected at any
given time and commenced after having obtained IRB approval, in February of 2016. All data collection concluded by the end of February 2017 with organization and analysis occurring concurrent with the data collection and subsequent collection conclusion.

The identified sampling number from the recruit, entrant, and graduate research groups were interviewed and surveyed between February 24, 2016 and February 20, 2017. This timeframe allowed for a more representative sampling of study participants from the recruit category given the academy class initiation and commencement dates which span the above identified timeframe. Recruit study participants were gleaned from different academy classes within the same state, county, or municipal academy program: Ex: The FL Palm Beach County BLE-184th academy began 01/25/2016, while the BLE-183rd commenced on 04/29/2016 (http://www.palmbeachstate.edu/programs/criminaljustice/upcoming-academies.aspx, 2015).

To encourage a full spectrum understanding of recruit perceptions, the research time frame encouraged both formative and summative responses as some recruits were nearing completion of their basic academy experience while others had just begun. The exact day, month and year of the completion of the interviews and surveys fluctuated as a result of the rotating police academy training class schedules and officer availability. Graduate and Entrant interviews occurred within the same timeframe at varied time and date intervals as determined by the participant and researchers schedule availability.
**Summary descriptors of sample locations.**

*Academy Echo.* Academy Echo, launched in 1972, is a four month regional 40 hour a week academy of approximately 30-40 officers that provides basic training and certification to 42 different police agencies in a Monday through Friday paramilitary day academy environment (Coordinator David, personal communication, January 28, 2014). The academy is governed by a 52 member council and is staffed by a director, assistant director, and four staff members. Recruits are required to be attired in battle dress uniform (BDU’s) and department issued polo shirts or jumpsuits for the entirety of the four-month program. They must successfully pass both academic and practical examinations in order to graduate and having done so, they are awarded with state certification to enforce the laws of the commonwealth. Committed to furnishing “the highest achievable level of professional criminal justice training and other related services to our partner organizations,” (“About Academy Echo Training Academy,” 2012). Academy Echo is responsible for all initial basic training and continuing education, professional development of the officers within their jurisdictional coverage area.

*Academy Charlie.* The Academy Charlie Law Enforcement Training Academy (LETA) is

“dedicated to teaching the basic police academy as well as providing specialized advance police training for all law enforcement agencies. LETA offers state of the art classrooms, a library, a 20-station computer lab, a large cardiovascular (weight) room, a gymnasium, a cafeteria and a 300 seat auditorium complete with surround sound”
and is known as an exemplar police academy in the region (LETA - Law Enforcement Training Academy, 2014, para. 1). Students are attired for the full 24-week academy in duty boots, BDU’s, and duty vests, and are each assigned a notebook, binder of supporting material and an IPad that contains the lesson plans, a manuscript of the instructional material and an verbal oration of the material.

**Academy Hotel.** The Academy Hotel Police Standards and Training Academy is a 14 week residential academy responsible for training every new sheriff, municipal and university police officer, state trooper, fish and game officer, and liquor investigator in the state. Utilizing intensive paramilitary training, recruits are instructed in lecture based classroom and scenario based learning complimented by a challenging physical activity program designed to provide mentally and physically sound police officers. Recruits are attired in BDU’s and academy issued attire throughout the length of the academy receiving instruction in an amphitheater style classroom setting.

**Academy Foxtrot Criminal Justice Training Council Police Academy.** The Academy Foxtrot Basic Training Police Academy is a sixteen week, Monday through Friday, residential academy responsible for training all law enforcement officers in the state regardless of their department affiliation or particular assignment. Focusing on both physical and academic discipline, a consistent staff of teaching cadre are supplemented by experts in the field for various instructional topics. Students are required to maintain a minimum of a 70% academic average with no more than four cumulative failures allowed on any graded assignment. The academy is paramilitary
in nature and recruits may only attend after having been hired and or sponsored by a law enforcement agency in the state.

**Academy Delta.** The police academy is a twenty-seven week program that incorporates academic, physical, and practical training in a non-residential paramilitary environment. During the day, recruits attend classes where in addition to the stated curricular expectations, they are taught self-discipline, teamwork, and how to perform in high stress environments (Academy Delta County Police Academy, 2016).

**Academy Bravo Law Enforcement Training Academy.** The Academy Bravo Law Enforcement Training Academy which operates under the auspices of the state Department of Law Enforcement and the Criminal Justice Training Institute is available to individuals interested in the field of law enforcement but does not require employment by a police agency as a requirement for admittance. The 770 hour Basic Recruit Training Program is offered in both a full-time and part-time format. Full-time students attend classes during the day, Monday through Friday, over a 26 week period. Part-time students complete the same curriculum requirements in the evenings, and on weekends, over a 40 week timespan (Criminal Justice Institute Community College, nd). Instruction is conducted by practicing experts in the field of law enforcement in a paramilitary format.

**Process**

In order to gain access to police academy recruits and cadre / instructors, an intensive letter writing campaign and direct communication via telephonic means was launched seeking permission from the necessary chiefs of police, commissioners,
governing boards, councils and state governors. Recognizing that this would be a lengthy and arduous process, the timeline for initiating this process began immediately after advancement to doctoral candidacy. Each of the above identified academies, among others, approved site visits for doctoral research purposes (see Appendix K for a Site visit request letter).

**Establishing Credibility**

As with any research study that utilizes case studies and focuses groups, exact replication is impossible. However, to establish credibility for the study and increase the likelihood of replication, the researcher’s positions, assumptions and bias have been outlined. Furthermore, the data obtained was triangulated through the analysis of the quantitative data mixed and merged with the qualitative data. The observations, interviews and surveys supported the terms of the data sets and the resulting facts and findings.

**Ethical Considerations**

As a certified police officer and police academy instructor, no field observations occurred at a police academy of which this researcher had directly instructed the current class of recruits being observed. Furthermore, this researcher abstained from teaching any police recruit classes from the inception of the study to its conclusion in an effort to mitigate any potential ethical concerns resulting from personal connections with the recruits or recruit classes.

**Summary**

Using interviews, surveys and direct observation, data was collected from law enforcement officers and police academies in an effort to determine to what extend the
principles of andragogy are present in the basic training recruit academies on the eastern seaboard of the United States. This information was triangulated and analyzed to determine what patterns of information exist from which conclusions and recommendations were made.
Chapter 4 – Analysis of Data

The purpose of this study was to determine to what extent the principles of andragogy are present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States. This task was undertaken as a result of best practices in the field of education which have identified the theoretical and conceptual practices of andragogy as the preeminent method by which to educate an adult population. While this methodology has been confirmed in research studies to be present and utilized in a variety of adult education career fields that share similar challenges and hurdles to that of law enforcement, such as the military, medical fields, and fire services; there was little research on whether this model of adult learning, anchored on the notions of self-concept, experience, readiness to learn and the internal motivation of adult learners to learn existed within the instructional process at paramilitary law enforcement academies. In order to understand and develop the answer to this question, it was explored through four sub questions designed to elicit information that would reveal the presence, or lack thereof, of each of the tenets of andragogy. Those sub questions were:

1. What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions surrounding their ability to direct, plan, and assist, in their instruction while enrolled in a basic paramilitary police academy?

2. What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States,
perceptions around the impact that their prior academic and life experiences played in their learning at the academy?

3. What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the relevance of the information they learned at the academy, to their job as a law enforcement officer?

4. What are police academy recruit, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the academies success and or failure of the use of internal and external motivators?

To research this phenomenon, a phenomenological qualitative approach was utilized, mining data from three different sources: site visits, interviews, and surveys. During the time span of March 2016 to December 2016, nine site visits were conducted at paramilitary recruit police academies in five states, which included observation of training and academy life. In an effort to produce an elucidated and comprehensive understanding of the topic, forty interviews were also conducted with academy cadre, patrol officers, field training officers, and police department training and command staff members of the academies sending police departments, and one-hundred and seventy-two surveys were collected from police academy recruits and graduates to help facilitate a deeper understanding. Six themes emerged from these data sets and triangulated research analysis: climate of adultness, application of past knowledge and experience, readiness to learn, relevance of curriculum and instruction, motivation, and the disconnect between andragogic principles and outcome needs.
In qualitative studies, which are designed to provide a rich detailed account of personal experiences, providing anonymity to research participants is a particular challenge, especially in the closed community of law enforcement where deductive disclosure had the potential to unintentionally occur because of the paucity of law enforcement training centers and their academy specific programs and behaviors. In this study, to facilitate anonymity and protect confidentiality, the academies studied are represented by pseudonyms drawn from the law enforcement and military phonetic alphabets, as opposed to their actual academy name. To reduce confusion for the reader, the academy designations utilize the military phonetic alphabet (Alpha-Bravo-Charlie), while the individuals listed, are identified by the law enforcement phonetic alphabet (Adam-Boston-Charlie). It should be noted that the officer name designations utilized are not gender specific but were assigned via the corresponding law enforcement phonetic spelling, and were distributed in the order of the officer appearance in the manuscript. As a result, a female officer may be listed as Officer George or Robert in this study regardless of her gender. Pseudonyms were used to protect the identity of the participating officers, staff members, and academies, to allow for anonymity and maintain confidentiality of the research participants. The next section will introduce readers unfamiliar with para-military policy academy settings to the world of law enforcement via mini snapshots of this researcher’s observations during the academy site visits.

Academy Sites

Atten-hut! With one spoken word, more than 50 police recruits, all engaging in side conversations jolted into action, springing up from their chairs into the position
of attention. All conversations abruptly concluded and each right forearm hung bent suspended in the air at a crisp 45-degree angle. It was exactly 0600 hours, the start of the next evolution for these young men and women seeking entry into the field of law enforcement. Despite having graduated from police academy ten years’ prior, this researcher was immediately transported back to her own memories of academy and the accompanying feelings, emotions, fears, and triumphs that accompanied it.

Knowing that I was on sacred ground, a world where every movement, thought, and action is critiqued, and where few citizens may make entry, I was honored and humbled by the opportunity to conduct site visits at nine police academies in five states representing the three regions of the eastern seaboard. These states were chosen as they are representative of Eastern Seaboard police academies geographically, in student composition, by housing classification, recruit populace, and academy duration.

Law enforcement facilities are closed secure sites that are not available for public access or to extra jurisdictional law enforcement officers without prior approval of the director, chief, or commissioning board. As a result of the high level of security and controlled access, there is a paucity of available research on instruction and assessment at these facilities and it became apparent that creative measures would be necessary in order to gain access to these secure sites. It has been said that “law enforcement is all about who you know” (R. Delloro, personal communications, January 31, 2014), referring to the availability of employment opportunities, professional development options, and general access to the law enforcement community.
In order to obtain the necessary contacts and approvals to complete the onsite research, it was critical that I had both direct access to the academy recruit classes, and the political clout necessary to facilitate the initial contact. The extensive bureaucratic process took several weeks of letter writing, email transmissions, telephone calls, and face to face conversations in order to procure permission from the relevant state council, regional commissioning boards, academy directors, and police chiefs. Once permission was obtained for a site visit to be conducted, arrangements were made for attendance within the approved date parameters.

As a law enforcement officer, I was cognizant of the structure and design of police academies which are protective of their curriculum, instruction and assessment methods, their staff, and their recruits. Neither a police cadre nor the command staff is ever wrong or pursuing anything other than the best course of action within the confines of the academy grounds (Vadackumchery, 1999). To question an action or command levied is tantamount to insubordination and the concept of investigation and inquiry into current practices runs contrary to the established oligarchical means of command that rely on tyrannical obedience through oppression rather than as a result of the implementation of andragogic based practices.

Understanding these barriers, it was critical to establish a strong baseline of trust with the staff and recruits in order to obtain the information sought. Prior to attending each academy, letters of request were submitted to the director and or agency head responsible for supervision of the academy. Once permission was obtained for a site visit to be conducted, arrangements were made for attendance within the approved date parameters.
At each academy, I conducted my observations while attired in a Class B duty uniform, absent my assigned cover, to allow for assimilation into the environment. This insured that I would not stand out or distract from the intended instructional process academy, allowing me to be fully immersed participant observer. The class B uniform is the typical daily attire worn by law enforcement officers across the country during their regularly scheduled patrol shift. It includes dress pants and a button up shirt made of a wool, polyester, or poly blend fabric. The shirt sleeve length is determined by the calendar date with the majority of eastern seaboard departments commencing the wearing of the long sleeve uniform on October 15th and concluding on April 15th annually. Officers are expected to wear the assigned tie, black leather duty boots, police badge, emblems and insignia, along with a leather duty belt and accompanying assigned equipment.

For each academy visited, I spent the full day with the staff and recruits, sitting in on classes, observing hallway interactions, conversing with command and lead staff, and interviewing officers, staff instructors, recruits, and directors. For those academies that were in their initial phases of training when recruits were restricted from verbal communication and or eye contact with other individuals, no discussion with recruits took place so as not to impact the natural intended training environment or process. For those academies in the latter phases of their training program, or where permission was granted by the training cadre or command staff, recruits were questioned about various aspects of the training in an effort to gain a better insight into the lived experience of the recruit academy.
It was discovered through the site visit process that while the lead staff had the most direct contact with the recruits and a superior understanding of the information the researcher was seeking to obtain, it was necessary to begin with the highest-ranking officer at the academy and work backwards through the chain of command to avoid violating protocol (Appendix L – Academy Alpha site visit thank you letter). Just as a police officer is trained that when conducting a motor-vehicle stop of a rider participating in a motorcycle gang ride, not to approach the actual violator but to speak with the operator leading the pack of motorcycles to obtain permission to speak with the violator (Molnar, 2014), so to was it expected, that the highest-ranking officer be approached and offered an interview opportunity in order to be properly vetted for release to speak with the lower ranking officers and or recruits. This protocol of respect took considerable time and energy as in some cases four or five interviews had to take place at the same facility before the actual desired interviewee was granted permission to speak with this examining researcher. Despite these challenges, considerable insight was obtained regarding the current practices utilized at police academies.

The academies listed below have been arranged in chronological order based on the percentage of the academy completed at the time of the site visit, with site visit observations spanning from day one of the academy to the day before graduation. This organizational strategy was employed to assist readers in better understanding how the academy experience progresses over time. The academy experience while different at each institution, share a common theme of progression in which during the initial phase of the academy, typically the first third of the program, recruits are
strictly controlled with limited privileges, and undergo a significant amount of corrective action employed by academy staff. As the programs progress, recruits are granted additional opportunities and freedoms and presented with opportunities to demonstrate their ability to control their own thoughts and actions while meeting a predetermined set of group expectations. As the academies draw towards the close of their programs, recruits are given broad freedoms with greater individualization. These privileges and opportunities, restrictions and limitations, cannot be defined in one overall summation as one academy may restrict all unauthorized conversations between recruits for the first three months of a program while another academy may allow casual conversation during breaks and after classes on the very first day of the academy. In order to understand the progression and the relationship between academy instruction and the intent behind academy staff interactions and relationships, site visits were conducted at academies in five states. These are their stories.

**Police Officer Training Academy Alpha.** Academy Alpha is a single department academy open only to police officer recruits who have been hired by the city police department which is housed in a city of approximately 245,500 residents, located in the Mid-Atlantic region of the eastern seaboard. Recruits complete a rigorous screening and selection process in order to be selected for the academy. Minimum standards for application require that the applicant possess a valid driver’s license, a high school diploma or GED certificate, be a minimum of 20 years and six months of age at the start of the academy session, and in the event, they have served as a member of the Armed Forces, they must possess an honorable discharge. Applicants who successfully complete the initial application process must then pass a series of
assessments to include a written examination that assesses reading comprehension, a physical agility test that determines whether the applicant can successfully complete specific physical activities, a polygraph examination to verify the applicant’s personal history and their veracity, and a background investigation to evaluate the applicant’s prior employment history, family life, personal relationships, criminal record, drug use, and other specific life events. Applicants who successfully complete these examinations must then pass an oral board examination where they are interviewed by a series of police department personnel. If selected from the pool of applicants, they must then pass a drug screening, medical evaluation, psychological evaluation, and complete an acknowledgement form in which they pledge to refrain from any use of tobacco products once hired whether on or off duty. This is especially significant because according to the 2015 National Agricultural Statistics Service (NASS), Academy Alpha resides in the fifth largest tobacco producing state in the United States of America. In an area in which tobacco plays such a significant role, the contract to abstain for life is indicative of the recruit’s strong commitment to the department. Applicants who successfully complete each of these steps and are offered a full-time hire position and are then enrolled in the twenty-two week certified police officer training academy as a recruit. Recruits earn an annual base salary of $30,391.00 from the date of hire through academy graduation at which point they receive a 6.3% raise, bringing the total to $32,311 annually at the completion of the recruit academy, not including any monies earned from detail shifts or overtime assignments. It should be noted that as the academy is a single department training program, applicants who are hired soon after the completion of an academy graduation, may serve the department
in a civilian intern capacity until a sufficient number of recruits have been hired to meet the academy class minimum numerical quota. This also allows for the officers and supervisory staff to conduct preliminary assessments of the incoming recruit class prior to the start of the academy.

The six-month academy takes place at a restricted site that is not accessible to the public. The academy facility includes multiple classroom style rooms with desks arranged linearly in a traditional grid format, a firing range, driving pad, defensive tactics room, workout facility, and scenario rooms that are designed to look similar to real world locations such as a bank, residence and doctor’s office. There are no residential quarters at the academy as it is a 40 hour a week commuter academy with varying days and times to accommodate the diverse training needs such as night driving and low light shooting. Recruit instruction is divided into three primary topical areas: classroom, physical fitness, and practical training. Each of these components are important to understanding the curriculum and possible methods of instructional delivery. Classroom training is conducted on a variety of law enforcement related topics such as search and seizure, criminal investigation, ethics, and report writing. These classes are conducted in the traditional lecture and PowerPoint approach with periodic pen and paper multiple-choice and fill in the blank assessments to evaluate their success in learning the required academic instructional content. Physical fitness is a daily requirement that assesses aerobic and anaerobic conditioning via rigorous physical fitness training and strength training related activities that parallel the skills and abilities necessary to serve as a police officer. The third area of instruction is a hands-on police situation simulation training which
includes defensive driving, defensive tactics, firearms and water safety. Recruits are instructed by department police officers with two or more years of service in law enforcement, who have been chosen by their department command staff for excellence in their field or extensive topical knowledge. Each instructor has successfully completed a general instructor certification course, an instructor apprenticeship program, and are required to complete a recertification training every three years after initial certification. The forty-hour instructor course is reported to contain a hyper-focus on civil liability and methods for mitigation which significantly outweigh the time spent on instructional strategies and classroom management (p. 2, interview Instructor Boston, January 2014). All five of the academies studied during this researcher’s externship\(^1\) research in 2014, identified a challenge in finding qualified instructors recognizing that an officer’s superior performance in a subject area or skill did not necessarily translate over to a successful ability to instruct on their craft (Frank, 2014).

\textbf{A day in the life: Recruit class 99 – Day one.} At 0800 hours, 37 recruits attired in business attire and flat heeled shoes sat at attention in rows of tables in a large open classroom at Police Academy Alpha. At the front of the room, a female officer attired in a Class B police department uniform instructed the recruits to accurately and with integrity, complete an initial packet of paperwork and the name tent they had been provided. As this was occurring, eight Academy Alpha Police Department members sat in the back of the room and or stood to the side as the recruits completed their assignment. As they wrote, one male recruit stood at his seat

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\(^1\) An externship is an experiential learning opportunity that provides practical experience, and data collection and observation opportunities, around a topic of interest related to a student’s dissertation topic.
and stated, “Recruit [XYZ], may I ask a question Ma’am (p. A1, Academy Alpha site visit, June 2016)?” The instructor responded by requesting for the recruit to project his voice and after doing so, he reported that he did not know his blood type and inquired “should I just pick a random one (p. A1, Academy Alpha site visit, June 2016)?” Responding in a sarcastic elevated tone, one of the observing police officers standing on the side spoke up and responded, “Yeah, just pick one. No, of course not – take a seat (see appendix M - p. A1, Academy Alpha site visit handwritten note page sample, June 2016).” The female instructor at the front of the room re-addressed the recruit in an even toned conversational voice and inquired, “Do you know why we ask you to know your blood type? Do you know why it could be important?” The recruit nodded his head in the affirmative and the class as a whole responded, “Ma’am, yes, Ma’am,” although no check for understanding was conducted to confirm this was correct. The recruits continued to complete their paperwork, were issued 3-ring binders, manuals, and change of address forms for those recruits who had recently relocated their residence as a result of their law enforcement hire; an expectation of the hiring process which required residency within the community they served by the academy graduation date. As the recruits submitted their completed packets, one of the recruit’s packets was incorrectly completed and she was issued a new form and advised in an irritated but even level voice that the error would “…cost 75 burpees² for the entire class by lunch. Go ahead and sit down...” Recruits were then informed that

² A burpee is a traditional exercise used in law enforcement training regiments in which an individual begins in a standing position, and on a four count, drops into a squat position with both hands placed palm down flat on the ground, kicks their feet backwards simultaneously into a plank position, completes a push-up, returns to the squat position, and then jumps into the air and completes the exercise in the standing position.
failure to follow orders, failure to listen, failure to correctly complete assignments and or tasks, would result in mandatory physical exercises for both the recruit individually and for their classmates. The recruits returned back to completing their packets and were not rushed to complete it. Once finished, they turned in the packet to the police officer at the front of the room and returned to their seat, where they remained without talking to one another. The recruits were then given an opportunity to use the bathroom where they were reminded to check their hair, straighten their ties and make certain their shirts and attire was \textit{squared away}, a commonly used law enforcement term that denotes an individual whose performance and or appearance is consistent with, or above, acceptable levels of expectation. As the recruits returned, the instructing officer pulled two recruits to the side and quietly informed them in a hushed voice, “I expect you to be leaders. I expect more from you.” It was later discovered that these two individuals had served as interns for the police department prior to their admission into the recruit academy and that during the academy class break, they had left for the restroom without assisting the other recruits with understanding the process for how to obtain access to the secured area where the restrooms were, forcing many of them to wander aimlessly around the back of the room until they could gain access to the area.

After all of the recruits had returned back to the classroom and had been seated, the police department command staff including the Chief, Assistant Chiefs, and department chaplain entered the room. All of the recruits rose and stood at attention and after the Chief’s opening remarks and a prayer by the reverend, the recruits returned to their seats for the official welcome administered by the assistant chiefs of police. During the welcome and opening remarks, the chiefs took the
opportunity to note that the recruits had “…chosen to enter policing at a critical time” where the career requires “…more than just investigating crimes and arresting. We are now being asked to deal with the mentally [ill], the homeless, it is a 365 days a week, 24-7 job where you will miss your family, evenings, and holidays…” Recruits were instructed to “…treat every human being with dignity and respect regardless of whether they are arresting them or they are a civilian.” The chiefs concluded by expressing a desire that they “…hope this is the first class where everyone graduates. Some of you will fail, and if you try to do this as an individual, you will not make it here or on the job (June 2016).” The chiefs then thanked the police department officers in attendance for their presence and exited the room. The recruits appeared comfortable in their seats, several sat so that their back rested against the back of the chair and their hands were at varying positions, some in their laps, some resting on the table and others in the recruit’s pants and suit jacket pockets.

One minute after the command staff exited the recruit classroom, the primary instructors and secondary instructors who were to serve as the cadre for the academy entered the room. Their presence initiated a noticeable change in the recruits as the tension they brought was palpable. Entering the room with swift force, they marched in step, took their positions at the front of the room and then immediately swarmed the recruits, yelling corrective action that included directions as to how the recruits should sit, stand, look, and even breathe, all from approximately 12 inches away from several of the recruit’s faces. The instructors then one by one introduced themselves to the recruit class.
In an effort to demonstrate the manner by which this is conducted so that the reader can feel immersed in the unique academy culture, the introduction of the Range Sergeant has been depicted and summarized. The Range Sergeant is a 46-year-old Caucasian 6’-2” male weighing approximately 220 pounds. He has a shaved head, bulging biceps, and speaks in a command voice that has a tone, cadence, and snap, that demands attention and an immediate response. After providing a brief oral recitation of his resume that includes his law enforcement experience, military service with tours overseas, he informed the recruits that they will see him twenty-two times during the course of the recruit academy for range specific instruction. He then advised that “the oxygen you’re fucking sucking is important.” He continued on in an elevated voice that to the civilian world sounds like a yell, but is in fact a carefully modulated law enforcement and military style sound, with just the right blend of distinctiveness and inflection to simultaneously command attention and instill fear. The range sergeant continued on to inform the recruits in a string of evocative quotes that when

“your skinny little asses… put on the [Academy Alpha] jersey you do it to win. Nobody cares if your spouse hates your guts, nobody cares if you had a bad day, you win. We don’t pay you to lose. We don’t pay you to tie. We pay you to fucking win… I don’t care what you look like. I don’t give a shit, you will be punished and rewarded based on your performance…[I] don’t care if you’re a Jew, Gentile, black, white, male, or female (see appendix N - p. A2, Academy Alpha site visit, June 2016).”

A recruit attempted to raise his hand to ask a question at which point he was informed by the range sergeant,
“…Anytime you see me and words pass through your filthy lips I run it through two filters. This job is not for everyone…Pack your shit in a nice little bag and get the fuck out….. If you think you know anything when you come in here, fucking forget it. You know nothing. The second filter, this job is a privilege and not a right. The second you think in your tiny little pea brain that you have a right to be here or that the city is lucky to have you, leave. It is a privilege, not a right. You think we owe you something? Jack of shit. We don’t owe you anything because you are nothing until we make you something you little shits (Observation, June 2016, Academy Alpha, p. A2).”

The range sergeant concluded his introduction with a series of facts and statistics regarding how many police officers had been killed in the United States in the last year, how many department officers he had helped bury, the number of homicides that had occurred in the city this year, and the number of shootings that occurred over the weekend: six. He concluded with the words, “This job is the best thing I ever did (Observation, June 2016, Academy Alpha, p. A3)” and left the room.

In one perfectly choreographed movement, as the range sergeant exited the room, his hulking figure was replaced by another male of similar stature and descriptors, and a 5-4 Caucasian female with a voice that defied her size, and I would later learn was considered by the training staff to be one of the fiercest and most challenging instructors and held the title of the Assistant Training Director for the academy. Recruits were instructed in between screams of various orders to take off their jackets, hang them on the back of the chair they had been seated in, and move to the training room. Still processing the introductions of the instructional staff and
attempting to follow multiple successive orders being yelled at them at a range of intense decibel levels, the recruits began to lose their composure tripping over one another, and attempting to move to many people through the door at the same time, resulting in a wedge that prevented all forward movement by any recruit unfortunate enough to still be inside the classroom.

Regardless of their inability, through no fault of their own, to exit the classroom in an expedited fashion, they were instructed, “You’re not moving fast enough for me” (Observation June 2016, Academy Alpha, Sergeant India, p. A3) which incurred an immediate punishment of push-ups, wall sits\(^3\) and the infamous front leaning rest\(^4\) position.

The recruits rejoined their classmates in the training room where they formed a circle around the outside ring of the room. Recruits were instructed to assume a push-up and ordered to complete the exercise on command of the instructors. As one of the recruits began to struggle with the exercise, her arms wavered and her body began to lower to the ground, the instructor got down on one knee and yelled in her face, “no one on the street gives a shit you’re a female (Observation June 2016, Academy Alpha, Sergeant India, p. A3).”

Six instructors occupied the center of the room and provide vocabulary instruction defining terms such as “move” and “preparatory command,” words that

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3 The wall sit is a commonly used law enforcement physical training exercise in which an individual sits with their feet shoulder width apart and their posterior unsupported. Their back rests against a wall so that their legs form a right angle at the hips and the knees and the individual remains in that position for a pre-determined extended period of time.

4 The front leaning rest is a commonly used law enforcement physical training exercise in which an individual moves from the position of attention to the squat position. They then thrust their feet backwards into a plank position maintaining straight body alignment from head to heel while supporting their weight on the balls of their feet and their hands which are positioned shoulder width apart.
moments earlier the recruits seemed to understand but now struggled with comprehending these directions. While some of the instructors performed the push-ups with the recruits while calling out cadence, others bounced back and forth identifying the weakest performers of the group; calling them various names that included a variety of swear words and derogatory references. Recruits were repeatedly informed while being asked to complete these physical exercises, “you are not special” and “I don’t want someone that quits. You are a fucking quitter. I can see that in you. We don’t want you. You will not make it through this.”

As the recruit’s transitioned from push-ups to an exercise commonly referred to as “on your belly on your backs” in which individuals are required to lay on their backs with their arms and feet raised upwards in the air, and then on command, switch to their stomach, the instructors called out these commands at a rapid pace that was difficult for the recruits to maintain, causing several individuals to find themselves on their backs when they should have been on their stomachs and vice versa. The instructors took notice of the lack of synchronicity and instructed them, “figure it out or get the fuck out.” As this occurred, the first recruit breakdown began and sensing this moment of weakness, five of the instructors encircled around the one recruit like sharks around a bleeding prey. One instructor inquired “why exactly did you decide to join the police department?” Before the recruit could answer another instructor barked an inquiry as to “did you do anything at all to prepare for this?” As the recruit began to reply, one instructor screamed “you are the weak link” and in unison, all but one of the instructors turned their back on the recruit and walked back to the center of the room to rejoin the instructor calling cadence and physical fitness commands. The
remaining instructor leaned down close to the recruit and in a conversational voice, that sounded hushed in comparison to the screams and yells that had become the new normal, the instructor advised, “Anytime you want to quit, that’s ok. Just let me know, we will not make fun of you (Observation June 2016, Academy Alpha, Sergeant India, p. A4),” and with that opportunity presented, at 0935 hours, the 99th recruit academy class had their first dropout, Recruit ABC, DOR, Dropped On Request.

**Police Officer Training Academy Bravo.** Academy Bravo is located in the Southeast region of the Eastern Seaboard of the United States, in a city with a population of 369,000 people (U.S. Census Bureau, 2015), and serves as the primary training facility for all sheriff’s deputies in the county. Individuals interested in becoming a deputy must complete an online application and submit letters of references from friends, family, past employers, and neighbors. They must successfully complete a background investigation, credit history check, polygraph, physical, medical and mental screening assessments and show evidence of proof of graduation from an accredited high school. Applicants are then given testing dates where they must complete the Physical Efficiency Battery (PEB) examination, which measures their aerobic capacity, core and upper body strength through push-ups, sit-ups, a vertical leap, 300 meter run and 1.5 mile run standards based assessments. In addition to passing the aforementioned battery of exams, applicants must also complete a tour of the correctional facility and a ride-a-long with a Sheriff’s deputy to determine whether the career is the right fit for the individual (see appendix O - Academy Bravo Sworn Personnel Hiring Process infographic). Applicants, who
successfully complete each of these steps and are offered a position as a deputy trainee, are enrolled in the Sheriff’s Deputy SOT program and training academy. The process from application submission to date of employment is approximately six months. Deputy trainees will earn an annual base salary of $44,335.20 with a post academy raise to $44,881.20 after successful completion, and a $150.00 a month incentive for fluent Spanish speaking bilingual deputies.

Once hired, the recruit must complete a two-week Sheriff’s Orientation Training (SOT) program, a ten-month police academy, and eight to ten weeks of module training. The SOT program, launched in 2007 as a result of dissatisfaction with academy and the deputies it was producing, is a two-week training camp described as an “in-your-face” (p. B4, interview Instructor Edward, June 2016) tactical assessment program that seeks to instill the culture and shared values of the sheriff’s office into the new recruits, while also teaching policies, procedures, and expectations. Recruits reside at the restricted practical training site, where they are exposed to a battery of physical challenges and stressful scenarios designed to test the will, determination, mental preparedness, courage, integrity and abilities of each new recruit. A full immersion residential training experience running from 0500 to 2100 hours each day, the SOT program demands a high level of discipline and physical ability in order to successfully complete the rigors of the program, so that the recruit may advance to the position of Cadet and transition to the police academy program (Appendix P - Academy Bravo Instructor manual, p. 15). The program is led by Sheriff’s Deputies that have been handpicked by the High Sheriff with recommendations from the Training Division, and is the sole assignment of those deputies during their
employment, as they do not participate in patrol or investigative related duty assignments while serving as a member of the SOT team.

SOT graduates are promoted from the rank of recruit to Cadet and are required to complete a ten-month academy at the local community college for law enforcement, a subsidiary of the Criminal Justice Institute (CJI) under the authority of the state department of law enforcement. Unlike most police academies that have a single approach academy, Academy Bravo can be competed either as a full-time or part time student. Full time students attend classes Monday through Friday from 0800 hours to 1700 hours in a commuter style academy, with some evening requirements. Part-time cadets attended classes Monday through Thursday from 1800 hours to 2200 hours and Saturday from 0800 hours to 1700 hours.

Regardless of the format, all cadets are instructed at the academy in law enforcement related topics such as legal, communications, human issues, patrol, crime scene and criminal investigations, driving under the influence (DUI) traffic stops, traffic crash investigation, vehicle operations, first aid, firearms, defensive tactics, and physical fitness among many others. Unlike the SOT program which is restricted only to those recruits hired by the County Sheriff’s Department, the police academy is open to cadets hired by various police agencies across the state, and to self-funded tuition students who have successfully passed the required background, criminal clearance, mental and physical fitness checks, creating a regional academy.

Instructors at the academy include law enforcement officers, attorneys, and public safety officers from across the state. Classes are held in the traditional academic classroom style with cadets seated at rows of tables. Cadets are required to
address all instructors as Ma’am and Sir, square their corners when marching and take
the position of attention when an instructor or uniformed officer enters the room.

After successful completion at the police academy, cadets are still considered
civilian employees and are required to complete four months as a deputy trainee and
then eight to ten weeks of module training before they are promoted to the position of
Deputy Sheriff. The module training is designed and instructed by Sheriff’s
department Field Training Officers (FTO) who rotate into the academy as instructors
teaching the cadets specific practical based scenario instruction such as how to
properly complete and issue a traffic citation, write reports, how to utilize the
computer records system, and proper use of the police radio.

A day in the life: SOT class 41 – Week two. It is 7:45 AM and the recruits had
already been up for three hours. During that time, they had showered, made their
beds, cleaned the barracks, completed morning physical training (PT) and consumed
breakfast. Having successfully completed “hell week,” the 28 remaining recruits
bonded together and support one another by “buddy checking” each other before
morning inspection. One recruit is found to have a stray piece of string that when
removed from his uniform by his fellow recruit, resulted in a hailstorm of remarks
from his squad members about the need for preparation and attention to detail, to the
point that an outsider might well have assumed that the recruit had been found in
possession of illegal contraband. This discovery resulted in a more thorough recruit to
recruit inspection until 0800 hours when each one snapped to attention and assumed

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5 The term Hell Week is utilized in law enforcement settings to denote the most rigorous week of police
academy in which law enforcement recruits are taken to their physical, mental, and social extremes to
test their resilience and preparedness for enduring the stressors of life as a police officer post academy.
their assigned position along the wall of the hallway for inspection by the commanders.

At 0800 hours sharp, the entry door opened and the instructors, attired in crisp, high starched uniforms and pressed campaign hats entered the room. Marching in unison to cadence, they methodically approach the cadets while the lead instructor fell out and took stock of their uniforms and noted any deficiencies to a second instructor who took copious notes. The recruits stood upright with the back of their heels two inches from the edge of the wall, making efforts to control all eye movement, several appearing not to take a breath as the instructor evaluated their uniform creases and boot shines.

It is clear that it was “boot day,” for as the instructor finished his inspection; he moved to within inches of the failing recruits faces and yelled from one to the other about their incompetence and failure as a team. Spit could be seen flying from the instructor’s face onto that of the recruits who were expected to stand by and maintain the position of the attention or face the physical punishment of repetitive forced exercises or the requirement that one hold their arms, legs, or other body parts up in the air for extended periods of time without breaking a predetermined plane.

The recruits, who were already aware that as a result of multiple boots which were not shined to the commander’s expectation, prepared for the impending consequences. They were ordered to “lock and load” resulting in a fury of activity as the recruits scrambled to find enough space in the already overcrowded hallway to move their body into a push up position, resulting in a chaotic scattering of planked bodies that looked similar to the opening move of a game of pick-up sticks. As the
recruit’s attempted to find this space, one instructor called out, “take your time,” a phrase which was not lost on the recruits and meant anything but what it says. Moving as one, the recruits lowered their bodies to just a few inches above the ground at the command of the instructor and waited for the command of “up” to relieve their aching muscles. Recruits who only two weeks before had little knowledge of the human muscular and skeletal system had gained an intimate knowledge of each muscle group and could articulately describe the location of the now searing pain in their biceps, triceps, deltoids, extensors, and flexors.

After approximately eight minutes, the barrage of commands and orders to complete various physical exercises from mountain climbers\(^6\) and six inch lifts\(^7\), to side straddle hops\(^8\), the recruits returned to the position of attention. On command, they filed into the classroom calling out “by your leave” as they passed by the instructors from the rear, and located their seat. Each recruit stood behind their assigned chair until the entire class had entered and found their location. As the last of the recruits filed into the classroom, one recruit failed to utter the expected command as he passed by the instructor resulting in the entire class being ordered back into the hallway where they remained in the plank position, arms shaking, sweat dripping from

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\(^6\) The term mountain climbers refers to a physical exercise in which individuals performing the activity place themselves in a push up position with their arms shoulder width apart and the palms of their hands pressed flat against the ground. Lifting one foot off the ground, the individual performing the activity raises one knee to their chest and places the ball of their foot on the ground underneath the hip, and then explosively reverses the position of their legs extending the bent leg straight out and drawing the opposite knee up to the chest, repeating this motion multiple times until a specific count has been reached, or amount of time has elapsed.

\(^7\) The term six inch lifts refers to an exercise in which individuals performing the activity lay on their backs, point their toes towards the ceiling, and lift both of their legs together so that their heels are six inches above the ground. The individual holds this position until a specific amount of time has elapsed.

\(^8\) The term side straddle hops refers to a four count exercise similar to the jumping jack in which recruits jump into the air and spread their feet apart so that they land greater than shoulder with apart and then back to the center. As this occurs, the recruit simultaneously raises both of their hands overhead and back to their sides.
their heads, and several recruits dropping to their stomachs in exhaustion only to be ordered back into position while the commanders took tally of each individual recruits failure to hold the position and added “afternoon leapfrogs” respectively for each failing collapse.

Several minutes later, the recruits reentered the classroom and as one, the class took their seats and awaited the instructor for the next block of instruction. Upon his arrival, the recruits were called to attention by the Class Guide, an appointed position by the academy staff which is given to one recruit who shows early evidence of leadership. The Class Guide maintains this position unless relieved for cause, and is responsible for coordinating the performance of the class and ensuring that they are prepared and on time for each training element. He or she is responsible for carrying the class guidon, a flag that is used to symbolically represent the current academy class.

Once called to attention, the class remained at that position until they were released by the instructor for the start of the instructional block. The recruits, still breathing heavy, several with large pools of sweat showing through their uniforms, took their seats being careful to make as little noise as possible and placed their hands on their lap so as not to accidentally rest them atop the table and incur additional demerits or physical exercise assignments. The instructor shifted from his position at the front of the room, removed his campaign hat and placed it on the table adjacent to the podium. This seemingly inconsequential action signaled a shift to the recruits, when the “hat is on its game on” (P. B1, interview Instructor Edward, March 2016) and vice versa, when the campaign hat was removed, recruits were still expected to
treat the instructor with respect and must begin and end all sentences and inquiries with the terms Sir and Ma’am however, the tension in the room was reduced and recruits were free to ask questions of the instructors when they did not understand a topic or were seeking further clarification. I later learned in interviews with the training staff that this change resulted from a realization that an environment of constant fear is “not a conducive learning environment (p. B2, interview Instructor Frank, March 2016).”

In distinct contrast to the last three and a half hours of their lives, the recruits engaged in a classroom learning environment in which questions were welcomed and a short lecture style introduction lead to a scenario based hands-on instruction water safety day at the dive pool where recruits reviewed water safety and water rescue and recovery operational techniques.

**Police Officer Training Academy Charlie.** Academy Charlie is a single department academy open only to police officer recruits who have been hired by the local police department which is housed in a city of approximately 452,750 residents, located in the Mid-Atlantic region of the eastern seaboard. Interested applicants must complete an online application on the city website and upload digital scans of the necessary documents for initial review. In addition to the standard online application, police applicants must also compete a credit release form, a medical waiver form that has been completed by a medical professional and confirms that the applicant is cleared to participate in the Physical Ability Test (See appendix Q - Academy Charlie Medical Waiver Form), and a 26 page personal history questionnaire (PHQ) (See Appendix R for Academy Charlie personal history questionnaire) that begins with a
page long list of automatic disqualifiers for criminal history, traffic violations, drug use, credit history, integrity, dishonorable discharges from the military, and violations of various degrees to include leaving the scene of an accident, possession of marijuana within the last 12 months, and any conviction of domestic violence. Academy Charlie advises that any convictions the applicant may have had that are listed on the automatic disqualifier form that they had annulled or reduced, will count as disqualifiers for application to the agency regardless of the charge modification.

Applications receive an initial review by the state Department for Human Resources, and if the applicant meets the minimum advertised qualifications, then the application is forwarded to the hiring department within the police agency for further consideration. Academy Charlie has been vocal of its attempts to create a police department that mirrors the diversity of their community, and reports to be making efforts to recruit in particular minorities and women. In a 2011 newspaper article, the author reports that “city police say they are trying to look more like the people they serve and protect, a goal the department, like many others, has struggled to meet. It would need to more than triple the number of female officers it employs and double the number of minorities to match the city’s demographics, according to census data and figures provided by the department.” The 51st graduating class showed a significant move that direction with the most diverse graduating class, 1/3rd of which were female and 11% which were minorities (Hieatt, 2011).

The next step in the hiring process for Academy Charlie applicants is a written test and physical ability assessment. Applicants are assigned a testing date by police department hiring personnel. Applicants who fail to make the assigned testing date
are disqualified from the hiring process and prohibited from reapplying for six months. The written examination is a multiple-choice assessment with two to five answers to choose from. Questions are designed to test the applicant’s skills and abilities in the following areas: practical skills, interpersonal skills, emotional outlook and basic education skills. The section on practical skills focuses on the applicant’s ability to handle the day to day tasks that an officer might encounter and assesses their ability to use good judgement, common sense, think logically and identify, analyze and assess various situations. The interpersonal skill question section evaluates the applicant’s ability to relate to others, display empathy, interact effectively with co-workers and supervisors and engage with a diverse grouping of individuals. The emotional outlook section assesses the applicant’s ability to deal with their own emotions and those of others, and appraises their ability to handle stressful and dangerous situations in an appropriate manner. It also includes a section that measures the applicants understanding of confidentiality and their sense of ethics and morality. The final topical category in the written examination focuses on basic education questions in order to gauge the applicant’s ability to read and write effectively, their ability to observe information, comprehend it, retain it, and recount it in both a written and verbal format. Any applicant who fails the written test must wait a minimum of one year before reapplying to the police department.

Applicants who meet the minimum standards on the written examination progress to the Physical Ability Test (PAT). The PAT measures an applicant’s upper and lower body muscular strength, muscular endurance and anaerobic power. The test is comprised of two parts with the scores of each added together for an overall score.
If an applicant does not meet the baseline scores on either of the two parts, they are excluded from hiring consideration. The minimum baseline scores are: 11 completed push-ups in proper form, 13.53 centimeters in the sit & reach, 72 pounds of pressure in the trunk pull, and 112 seconds in the 300-meter run. These are the minimum acceptable standards, and failure to meet these minimums result in automatic disqualification regardless of the applicant’s overall score. Applicants who achieve only the minimum baseline scores on each portion of the assessment, will not have obtained a high enough cumulative score to pass the overall PAT.

The push-up assessment tests the applicant’s upper body strength and endurance. Applicants must complete as many proper form push-ups in one minute as they are able. The sit and reach assessment requires applicants to sit on the floor with their legs straight out in front of them. With their feet pressed flat against a box, applicants must reach forward and stretch their hands outwards in front of them as far as they are able. Applicants are given one practice reach and will then complete three scored reaches with a 15-second rest in between each reach. The trunk pull assessment is designed to measure the applicants maximum force capabilities. Using their torso, applicants must sit on the floor with their feet pressed flat against a platform. Using their hands, they must reach forward and take hold of a bar with their palms facing downward. When instructed to do so, the applicant will lean backwards, look upwards, and pull on the bar for three seconds. The applicant will repeat this action for a total of three consecutive tries with 30 seconds of rest in-between each set. The last physical assessment in the PAT is the 300-meter run. This test calculates an applicant’s anaerobic power and lower body muscular endurance. Applicants will run
300-meters as quickly as possible and will have only one opportunity to complete the task. This test is designed to simulate the amount of exertion that an officer may be required to use when pursuing a fleeing subject, restraining a person of interest or using force to make entry into a residence. Applicants who fail any portion of the PAT must wait a minimum of 90 days before they can retest, and six months if it is their second failure.

Successful applicants then move to the background phase where investigators review their application, personal history, credit history and department of motor vehicle and criminal history reports. Applicants are personally interviewed, their resources are checked, and a polygraph examination is administered. Applicants who meet these pre-hire requirements are then admitted to a pool that is considered by a committee comprised of officers from within the department who have been chosen by the command staff. A specific number, based on the number of current open officer positions available, are chosen from the pool to advance to the oral board stage.

The oral board is an interview conducted with the applicant during which they are seated in a chair in front of a table of five law enforcement officers from the department who ask the applicant a series of questions and rate their responses. Those ratings and answers are compared with those of the other applicants and the applicants who are rated the highest, are given conditional offers of employment. That offer of hire is contingent on a final medical evaluation, vision exam and psychological test paid for and administered by department approved physicians. All applicants who reach this final stage of the hiring process are given the title recruit and are assigned a mentor, an experienced police officer in the department, who will help to prepare them
for the police academy. The department recommends allowing six months to a year for the full application and hiring process to be completed given the list of requirements that an applicant must successfully complete in order to be hired.

Recruits are then enrolled in a 26-week basic police academy located at a secure facility where they are provided classroom instruction on topics such as criminal law, investigations, diversity, motor-vehicle law and constitutional law. They receive additional instruction and practical training in firearms, driving and water safety. Recruits are issued multiple-choice Scantron™ assessments for which they must achieve a minimum academic average of 85% on each examination of academically oriented training, covering more than 100 course topics, in order to graduate. Failure to do so will result in the recruit being required to take a retake examination that includes only the questions missed on the first examination. Recruits are informed of the questions they missed and are given an opportunity to review their study material and handouts prior to taking the second examination. In the event the recruit does not answer enough questions correctly to meet the 85% standard, they are given a third and final test which is issued verbally. This third test, or second retake as it is referred to by the recruits, is issued verbally by a command staff member “where the instructors ask the recruits the questions and the recruits respond and answer verbally” (p. C12, Interview Officer Paul, January 2014). This process is the same for all of the computer based assessments issued at the academy with the exception of the final examination, as that process is dictated by the state police

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9 The term Scantron™ refers to a multiple-choice assessment answer sheet in which individuals fill in a circular or oval shaped bubble that corresponds to a letter. The answer sheet is then inserted into a machine which uses optical readers to read the markings and determine a score for the assessment relative to a predetermined inputted answer set.
licensing board. Recruits who do not pass the state examination are allowed to retake the test two additional times but must retake the entire examination regardless of how many questions they answered correctly or incorrectly.

In the last academy session, one recruit was separated just one week before graduation as a result of his failure to “grasp the totality” of policing (p. C15, Interview Officer Sam, July 2016). This is not unusual for Academy Charlie that has a “20-25% separation rate” average at their academy (p. C9, Interview Officer Paul, January 2014). To combat this, Sergeant Robert, is working with command staff to design a new curriculum for the academy that would employ problem based learning as an instructional strategy which would allow for the recruits to move from dependent learning to self-directed learning that builds off a foundation of experiences gained prior to, and during, the training academy program. Furthermore, this would serve to alleviate the “death by PowerPoint” that she sees as the “biggest threat” to successful law enforcement training (p. C9, Interview Officer Paul, January 2014).

Sergeant Robert explained that this will demand further instructor development and she intends to expand on the four-hour instructor course by requiring an apprenticeship component to the current certification course that would be required before instructors are released for individual instruction opportunities (p. C19, Interview Sergeant Robert, July 2016). Officer Queen confirmed that this new introduction would not only alter the instructional strategies employed but would allow for the command staff to perform a true assessment of the current instructors so that they can make a better determination as to who should return for future academies.
and who should be released back to patrol functions (p. C18, Interview Officer Queen, July 2016).

The academy building itself is a 55,000-square foot building dedicated only to law enforcement officer training, and closed to outside entities with the exception of vetted guests by the academy director and the police departments chief of police. Within the facility, Academy Charlie has academic classrooms, a fitness facility, computer labs, a cafeteria, a gymnasium, and an auditorium. Recruits are issued an iPad which is theirs to use for the duration of the academy session. iPads are a new addition to the academy and in only their fourth year of use but identified by Staff Instructor and Master Patrol Officer Paul, as an advancement in instruction, noting that, “Millennials prefer” to use the iPads over the traditional pen and paper study materials and it is also supportive of the academies efforts to be environmentally friendly.

The instruction delivered at the academy is conducted in a “strict” format according to Officer Sam, who is a recent hire at the academy. Recruits are expected to be professional at all times and it is understood that they will be placed in high stress environments but must retain their composure and their bearings. As a result, recruits are often subject to intense controlled physical and mental stressors during the instructional phases with an understanding that “if profanity and a little physical fitness is going to bother you in a safe, sterile environment, then this is not the job for you (Interview Officer Sam, July 2016).” To help illustrate this for the recruits, the academy staff utilize GoPro cameras during both instructional and practical exercises so that “you can see what you did wrong” and instructional staff can point out areas
that a recruit may not have noticed at the time, such as the significance of being aware of one’s surroundings and the subtle body cues people display when they are stressed, being dishonest, or preparing to respond aggressively. The use of this technological approach allows the recruits an immediacy of application in which they can view their response to a scenario immediately after completing it, take corrective action to remediate any errors, and instead of having to postpone the application of that knowledge, they are given the opportunity to use the information obtained immediately to perform in a superior fashion to their prior responses.

The academy is a standard of excellence for academies across the nation, as is demonstrated by the attainment of the highest level of certification by the Commission on accreditation for Law Enforcement (CALEA); the Gold Standard of Excellence Award for Law Enforcement Accreditation. The CALEA certification assessment team highlighted the academy’s areas of excellence to include community involvement, community policing and crisis intervention training. The primary CALEA evaluator noted in the final report,

“Community Policing is at its best in the [Academy Charlie] Police Department. Precinct personnel interact with their local community on a daily basis addressing concerns and solving problems…The [Academy Charlie Police Department] is meticulous in seeking feedback on the community’s perspective as to how well the police are meeting their needs and what they can do to improve service,”

These actions were directly attributed to the training officers received during their initial instruction and professional development trainings at Police Academy
Charlie. Despite the lengthy hiring and training process required for all Academy Charlie recruits, an average of “20-25% of the recruits separate [drop out] from the academy” (Interview Officer Queen, July 2016) for a variety of different reasons.

**A day in the life: Recruit class 59 – Week 7 of 26.** At 0900 hours, approximately 50 recruits; five of whom are women and 4 of whom are minorities who self-identify as Black, Asian, and Samoan, enter the 300-seat stadium style auditorium. Marching in crisp, neatly aligned columns, the recruits entered through one of the main entry doors and swiftly moved to the center of the room where they took up positions in the first eight rows of the center section. While the recruits were not assigned specific seats, they were required to sit in the designated section, and expected to choose a location that will assist with their learning (Interview, Officer Sam, July 2016). At the edges of the room sat three academy staff members who observed the class for quality control and behavior management as they entered the recruit points and demerits for the morning room inspections.

Attired in duty boots, Battle Dress Uniforms (BDU’s), matching polo shirts, ballistic vests, and duty belts empty of all gear and weapons, the recruits each carry an iPad and 3-ring binder. The binders and iPads contain the lesson plans, PowerPoint presentations, and a manuscript of the verbal oration of the materials being presented. These items are the responsibility of the recruit and can be taken home at night and over the weekends to be used as study aids as they are assigned to the individual for the duration of the academy. In the front of the room stood the instructor for the next class, the only non-law enforcement instructor for the academy. Attired in a gray patterned suit with a paisley tie, a cream-colored shirt, a mauve pocket square and a
full head of hair that was slicked backwards, he made a stark contrast to the bland
colored recruits sitting before him in their matching uniforms, bald heads, tight hair
buns, and high and tight\textsuperscript{10} haircuts. Utilizing a PowerPoint presentation and a large
poster board flipchart, Attorney Ocean began the next block of instruction; a two-and-
a-half-hour long lecture style process by which he delivered the material to the recruits
that was also digitally recorded from the back of the room.

As Attorney Ocean spoke, the recruits took notes by hand in their binders and
followed along with the presentation via a PDF copy of the material presented on the
larger screen at the front of the room. With a lack of tabletops or wrap around desk
tops, recruits attempted to balance their iPads and binders on their laps while furiously
writing notes as the lecturer spoke. One recruit was less then successful at this task
and dropped his binder and writing utensil onto the ground, shattering the otherwise
silent room with a loud crash. No words were spoken but the recruit immediately
looked to his right and to his left and made eye contact with the academy staff. He
stood up; left his gear, marched to the rear of the room, took up the position of
attention, and began performing leapfrogs. As he did so, four other recruits who were
later determined to have been in his assigned squad, also stood up, placed their gear on
the floor, and marched to the back of the room where they joined the first recruit leap
for leap, until he had finished fifty cycles of the exercise. The rest of the recruits
remained facing forward and continued to listen to the lecture with the sounds of
heavy breathing and the landing of feet serving as the background soundtrack to the
lecture. With the punishment now complete, they all returned back to their seats and

\textsuperscript{10} A high and tight haircut refers to a hairstyle typically worn by males in the military or law
enforcement profession that is similar to a crewcut in which the hair on the back and sides of the head
are shaved down to the skin and the hair on the top of the head is faded into a longer length.
rejoined the lecture that was still in progress. The initial recruit who had caused the disruption, sat in the same chair he had before however, his binder and iPad remained stacked in his lap unopened, where they remained for the next 45 minutes until the first break. While the academy had demonstrated their efforts to create a more learner centered process, the inability to effectively work in the available space resulted in punishment creating a juxtaposition between the new paradigm and the old.

Twenty minutes into the lecture, one of the recruits raised his hand and fully extended his arm so it aligned directly over his shoulder and ran parallel to his head. The instructor appeared to take notice of this but continued to teach. After more than four minutes, the recruit lowered his hand without being recognized. The instruction continued in the same format until 40 minutes into the lecture. Attorney Ocean abruptly stopped faced the recruits from the center of the stage and began a process of checking their understanding by directly questioning the recruit’s comprehension and recall of the material he had covered. Calling them out by the names printed on the front of their shirts Attorney Ocean called on one who once given permission to speak, stood at attention, recognized the instructor by title, identified himself, answered the question and then followed it up with his own question. He then verbally re-recognized the instructor, and remained standing until the question had been answered at which point he retook his seat, the proper format established for addressing and responding to academy instructors.

Captain Tom, the director for the academy explained that,

“There is a reason for everything that we do. When we ask officers to stand and introduce themselves, it is preparing them for when they will have to speak
up in court in front of people. When we require them to acknowledge and salute instructors and command staff in the hallways, it is not an ego trip, it is designed to address situational awareness that they will have to use later on in the field (p. C21, Interview Captain Tom, July 2016).”

As the questioning continued, one of the male recruits in the front of the room responded with an incorrect answer. In response, Attorney Ocean replied in a sarcastic tone, “No, that’s not what I want; but it’s not your fault I called on you.” He continued to call recruits by their last names, asking them a series of questions designed to elicit short one or two word responses or small list recall, each of which were begun and ended with the perfunctory term Sir. During this process, the instructor and class found themselves in an endless loop in which the instructor seeking to obtain the correct answer to the question he had posed, repeatedly stated, “If it’s not this…it’s…” This phrasing was repeated four times in succession after recruit after recruit attempted to conjure up the correct answer. The instructor returned to his lecture and at its conclusion, he informed the class that they had not covered all of the expected material and as such, they were expected to review the previous academies recorded sessions and look over the PowerPoint and supplemental material in their binders to ensure they were prepared for the examination. The recruits properly thanked the instructor and filed out of the room and into the hallway.

As they began to pass through the door and down the hall, the loud booming voice of one of the male instructors could be heard yelling, make a hole, a slang term used in law enforcement in which an individual with authority instructs someone with lesser authority to cease all movement and stand to the side so that he or she can pass
by unimpeded. Throughout the duration of the site visit, a constant battle between new and old was present, as the academy displayed efforts to thoughtfully include and consider the adult learning assumptions of andragogy in their instructional practices, while still maintaining elements of the more conventional pedagogical centered style of academy instruction.

**Police Officer Training Academy Delta.** Academy Delta is a regional academy in the Mid-Atlantic region for which 17 sending departments send officers to receive their initial basic training and law enforcement certification. Academy sessions run twice a year for eight weeks on Monday through Friday from 0830 hours to 1630 hours. Academy Delta is housed in an abandoned high school building that has been converted for use by the local technical institute which also teaches associate level classes at the same facility. The building is two stories tall with two classrooms dedicated for use by the police academy and an outside parking lot available for the optional physical training sessions offered to recruits twice a week. The certifying state entity for Academy Delta does not require a physical fitness examination or fitness standard for officers to achieve or maintain in order to be certified as a police officer. As such, the academy allowed recruits to self-select whether they would like to participate in the physical fitness training. The decision to participate was non-binding and could be modified by the recruit on any given day with no resulting penalties.

To become enrolled at the academy, recruit’s names are submitted by their sending departments and as a result of the number of different sending agencies, recruits within the same academy class will have undergone a variety of different
hiring processes prior to the start of the training program. In the event, more recruit names are submitted for the academy class than Academy Delta has room for, the recruits are given preference based on the date their department submitted their application for enrollment. While waiting for the academy session to begin, some departments allow recruits to work in a limited capacity with senior officers while others require the recruit to first graduate from the academy. This can result in an extended wait period for those recruits who were hired but have an application that was received after the maximum numerical student limit had been reached. Graduates of Academy Delta are eligible to receive college credits at one of fourteen local higher education institutes however, the number of credits granted varies from institution to institution and each of those schools charge an additional credit fee to the graduate as part of the criteria for being granted credit.

Instruction at Academy Delta is conducted by various police officers from the sending agencies who have been requested by the Director and who have volunteered, and received permission from their command staff, to teach a course. As a result of attrition and rotating police assignments, it is not uncommon to have a different instructor each time the class is taught which makes consistency and quality control a challenge (p. D8, interview Director Spencer, June 2016). Instructors do not receive any specific instruction on teaching methodologies, nor are they required to have a teaching certificate or additional licensure beyond their basic academy graduation certificate in order to fill the position as instructor.

The assessments issued to the recruits are pen and paper completion handouts that are a mixture of multiple-choice, short answer, matching and fill-in-the-blank
style questions. Recruits are not given a time restraint for completing these assignments and on selected assessments, they are permitted to use any notes they have taken and or, the handouts they were issued. According to Director Spencer, any recruit who had a documented disability is accommodated, a frequent occurrence at Academy Delta as one of the sending departments is a university police department that works at a private institution for the deaf and hard of hearing (p. D8, interview Director Spencer, June 2016). Some of the accommodations implemented have included modifying instructional techniques, seating locations, allowing recruits to test in alternative rooms that have fewer distractions, allowing for a recruit to have an assessment read to them and or dictate their responses to a recorder who documents their answers. Recruits who score less than 65 on any assessment may retake the exam up to two additional times.

These modifications have led to frustration among some police department training members, as the recruit’s complete academy and begin shift assignments with the expectation that the modifications they received at the academy will continue on at the police department post-graduation. One officer recalled a police applicant who had submitted his application with his high school individualized education program (IEP) plan attached in which one of the listed accommodations was that the applicant was only required to complete half of the expected work, and he was to receive a five-minute break after each ten-minute block of solid effort. The applicant was not offered an opportunity to test for the department’s open position, and became an object of mockery as officers shared the story of his application submission and accompanying documents with others in the department and throughout the region.
The assessments given remain consistent from one recruit class to another as they are not instructor created but rather are designed and approved by a governing board comprised of representatives of the potential sending departments. While not every department sends a recruit to each academy, presence of a recruit in the current academy does not impact the sending department’s role or position in the consortium. Each sending department has an equal voice in the creation and review of academy policies and procedures. From those representatives, a board of trustees is elected to advisory positions and a chair of the advisory board is elected from the advisors. This person serves as the director for the academy and abstains from binding votes unless the advisory board members result in a draw, at which point, the chair serves as the tie breaker. This bureaucratic process insures an equal voice for participating agencies but has the potential to contribute to model stagnation and growth.

A day in the life: No assigned recruit class number – Week 3 of 8. At 0900 hours, I pulled into the parking lot of the academy past a group of five recruits, who had gathered by a vehicle. One of the recruits stood next to the open driver’s side door, leaning against the B-pillar while supporting his inside foot on the frame well. The other four, gathered around him and the open door and they talked and joked with each other in a jovial manner while listening to a song on the radio. Across the parking lot, several pockets of recruits were seen having similar conversations in groupings of two or three. One of the groupings had clearly been designated as the smoking group, as each individual in attendance had a cigarette in hand and it was the only group that had moved to the sidewalk, outside the 10-foot high wire fence that surrounded the academy parking lot. As I exited the vehicle, all attention focused my
way, not an uncommon action in a civilian atmosphere however, unusual for a law enforcement academy environment where officers in uniform are the norm and those in civilian attire appear grossly out of place. The recruits, dressed in academy garb that included navy or khaki colored BDU’s, black boots, and blue polo shirts with police department patches sewn on the sleeves were a stark contrast to my crisply starched Class B uniform with sharp distinct creases along the sleeves and the front and backs of the uniform pants. One of the female recruits had her hair up in a style commonly referred to as the *messy bun*, while another had her hair in a ponytail so that the ends of it hung down just below her shoulders. The male recruits possessed a wide array of hairstyles from the traditional high and tight and completely shaven heads, to those with cornrows. The dichotomy between Academy Delta, and the previously researched academies was striking.

Walking up to the second floor of the Academy Delta facility, I passed two more recruits and met three more in the upstairs hallway and one in the classroom. They hardly noticed my presence, or at least their demeanor would indicate such as they continued on with their conversations and their travels unchanged. Half way down the hall, I observed the director of the academy seated at a small folding table in the hallway that was strewn with piles of handouts and a few binders. In front of him, taped to the wall, was a series of pieces of paper hung horizontally and taped together, that had the academy schedule for the duration of the program listed on it. The instructors for each class, topical areas and physical training days were all mapped out in a calendar style format.
I introduced myself to Director Spencer who led me into the primary classroom where the bulk of academic instruction took place. It was arranged in a classroom style setting with a series of tables in rows running from the front of the room to the back, with chairs located at the back side of each table facing forward towards a podium and projector screen. Perpendicular to the rows of tables were two more tables used for recruit seating which had been squeezed in between the edges of the tables and a large counter affixed to the wall. Several chairs surrounded these two tables in a family dinner style format with only the head of the table missing a seat. This allowed for all of the recruits seated at the table to see the instructor at the front of the room, some of whom had to rotate their seats to allow for a comfortable viewing angle, but restricted their ability to use the table as a platform for note taking. On one side of the room there was a bank of windows, and on the other, the aforementioned counter that held a variety of books, a mini refrigerator, a toaster, several personal bags, a coffee maker, and a variety of other items which were stacked and placed in a haphazard manner.

Slowly the recruits began to trickle back in and prepare for the next block of instruction. All thirty-seven of the recruits, only two of whom were female, found their assigned seats, some took out laptops, a few took out a piece of paper and a writing utensil, most sat and talked with the recruits in close proximity while they waited for the class to start. Lieutenant George entered the room, and introduced herself to the recruit class. Once the side conversations settled down, she provided a short overview of the day’s agenda and began the instruction with a short video clip on consular notification, followed by another one focused on diplomatic immunity.
In an instructor led discussion, recruits were divided into “teams” and handed a pocket guide to consular notification. They were asked to use the guide to determine the correct way for handling a non-US citizen who had committed various crimes that were listed on a handout. As the recruits began to try and determine in their groups what rights the varying listed criminals were entitled to based on their country of citizenship, recruits from the groups exited their seats and walked around, leaving the room and re-entering it freely without interruption. Lieutenant George reacquired the attention of the class, reviewed the answers that the groups had come up with and began a PowerPoint based presentation. During the slides, one recruit stood up on the far side of the room, snaked his way behind the row of recruits seated at his table, and made his way to the opposite side of the room where he poured a cup of coffee from the carafe. The recruit returned back to his seat and the instruction continued in a lecture style, PowerPoint supported format for the next twenty minutes.

Lieutenant George instructed the recruits to “take a break,” of an unspecified length, during which the recruits stood up and milled about the room, the hallways and the stairwells. Two recruits left the building to smoke a cigarette and another recruit opened up a store-bought package of frosted cupcakes and offered them to members of the class. Director Spencer announced that class would be resuming and the recruits returned back to their seats, one now attired in a gray hoodie sweatshirt with strings that hung down and the brand Everlast™ imprinted on the front, over his academy polo. Once seated, Lieutenant George attempted to show another video but had difficulty getting the DVD player to work with the media she had brought. The recruits began to talk amongst themselves and as time began to extend, the volume
level in the class increased steadily until one recruit, in an elevated voice, reminded the rest to “keep your voices low, this is not a break” (p. D5, Observation Academy Delta, June 2016). No change in volume level by the recruits or in action occurred as a result of this advisement and reminder by their fellow recruit. After several minutes of struggling with efforts to get the technology to work properly, Lieutenant George decided to skip the video and returned back to the PowerPoint slides.

As the instruction continued, one recruit accidentally tipped over a soda can that he had placed in front of him, causing its contents to spill across the table. As he worked to clean up the mess, the recruit next to him requested for the instructor to go back one slide so that he could read the information as he had been distracted by the spill. Lieutenant George recommended that he refer back to the PowerPoint that she had provided, at which point she was informed by several members of the recruit class who spoke one on top of the other, that they did not have the PowerPoint. The instructor informed the class that she had provided the PowerPoint to the Director one week prior, to which the recruits again informed her that they did not have possession of it.

The instruction continued and when Lieutenant George came to a slide that had a red star on it, she took that opportunity to educate them about the fact that the slides with the star, were subject areas that would be covered on the test. In response, one recruit used a cell phone he had on his person to take a digital image of the slide. Throughout the remainder of the instruction and until the next break, one recruit stood up and walked to the back of the room where he remained standing, another got up and walked to the corner of the room with a mini binder for note taking, and another
leaned on the counter causing his posterior to jut out into the small expanse of area the recruits at the side tables had to work in. One recruit walked up to the front of the room and past the instructor who was teaching to get access to a large full size free standing refrigerator that had water bottles in it, and another played a tile matching puzzle video game with the sound off on his laptop, while chewing gum and blowing bubbles intermittently.

The recruits were dismissed for their next break and the majority moved to the parking lot where they ate snacks and drank from beverages they had stored in coolers in their vehicles. One male recruit removed his academy polo shirt and hung it over the door frame of his vehicle so that he was now attired in a white ribbed tank top. At the end of the break, the recruits returned back to the classroom, walking in a casual manner, without saluting, squaring their corners\textsuperscript{11} or displaying any marked semblance of a predetermined path or process for accomplishing this return.

Class resumed and one student used his camera to photograph the diplomatic immunity cards that had been distributed as samples to help familiarize recruits with their appearance in the event they are required to interact with a non-US citizen in the course of their public safety duties. As the lecture continued, some recruits took notes, but most stopped after the third advisement by Lieutenant George that the PowerPoint would be made available to them. A recruit spoke out with a question in the middle of Lieutenant George’s instruction and posed a scenario question. She explained, “we haven’t gotten there yet, but we will later on, just hold on.” She then decided to

\textsuperscript{11} The term square your corners, is a phrase utilized in law enforcement and military style academies in which individuals are required to negotiate a turn by placing the full weight of their body on the ball of the forward foot, and then rotate at a 90-degree angle and use the opposing foot to step off in the intended direction of travel.
answer the question regardless and returned back to teaching the pre-determined lesson plan.

As Lieutenant George pointed out the corresponding slide, she referred again to the star in the corner and noted that the material would appear on the exam. This was especially significant, as one of the recruits who only moment before stood up, grabbed his cell phone from off of the top of the table and had begun to walk out of the room with it in his hand. At this advisement, he stopped, read the slide, and then stepped into the hallway where he engaged in a conversation just outside the doorway with an unknown entity on the other end. This was not the only use of superfluous unrelated technology observed during the lecture. On the lap of one individual in the second row of tables, he held a cell phone that he continually glanced down at, while another recruit used his laptop to take notes in one window while surfing the internet for rental properties on various real estate sites.

Lieutenant George continued on with her instruction, and provided real world examples for the recruits to supplement the PowerPoint. These examples included current media releases and newspaper articles about law enforcement interaction with international students and businessmen, to include a current court case pending arraignment in which a deaf international student had been charged with domestic violence on a hearing impaired United States citizen. The recruits and instructor engaged in discussion about these cases during which time one of the recruits referred to a particular location in the city as a shit hole. This brought a round of laughter from the recruits and appeared to have awoken one of the recruits in the back corner who had been supporting the weight of his head in his hand as it laid slightly cocked to the
side with his palm pressed to his cheek and his elbow supporting the weight. He sat upright quickly looked around the room and then interlaced his fingers and pressed them outwards in front of his chest, letting out a loud sigh as he turned his palms away from him and completed a long stretch.

Instructor George reviewed the instruction, conducted a question and answer review test session and threw candy to the recruits as they got the questions correct. The recruits were informed that when they returned back from lunch, they would be taking an exam on the material presented and they were released for an hour with instructions to return with a #2 pencil to use for the exam, as they would be completing a Scantron test that afternoon.

**Police Officer Training Academy Echo.** Academy Echo, launched in 1972, is a four-month regional 40 hour a week academy of approximately 30-40 officers. The academy is responsible for providing basic training and certification to 42 different police agencies in a Monday through Friday paramilitary day academy environment (p. E11, Interview Coordinator David, June 2016). Recruits are required to be attired in battle dress uniform (BDU’s) and department issued polo shirts or jumpsuits for the entirety of the program. They must successfully pass both academic and practical examinations in order to graduate and having done so, they are awarded with state certification to enforce criminal law. Committed to furnishing “the highest achievable level of professional criminal justice training and other related services to our partner organizations,” (“About Echo Training Academy,” 2012) Academy Echo is responsible for all initial basic training and continuing education, professional
development, and the continuum of learning for all officers within the jurisdictional coverage area.

Academy Echo is one of nine regional academies in the state responsible for instructing police officers from several different law enforcement agencies in the region. The agencies included in the Academy Echo catchment zone include departments as small as one person to as large as 50 or more (p. E12, Interview Director Zulu, June 2016). The academy itself runs for four months in a commuter style program which is funded by annual membership dues from each of the sending agencies. Departments are expected to pay their portion of the academy budget, which is prorated by size, regardless of whether they have a recruit currently enrolled in the academy.

The executive director for the academy, Director Adam, explained that one of the challenges that he and the other command staff must address on a daily basis are the constantly shifting needs of the various chiefs and sheriffs that send their officers to him for training (p. E24, Interview Director Adam, January 2014). Unlike a standalone academy that is only responsible for training police recruits from one police department, Academy Echo must balance the needs of each department equally, seeking to provide instruction on a wide variety of topics while avoiding the specific department policies that may add or detract from the initial basic training. This is exacerbated each time a new sheriff is elected or a new department is added to the academy, as each agency and department head has different priorities and are constantly advocating to have their particular area of need emphasized in the training curricula.
Academy Echo is governed by a 52-member council and is staffed by a director, assistant director, four staff members, one lead instructor, and three classroom instructors who work for local agencies that are members of the regional academy. These instructors are assigned to the academy in two or three year stints and must have completed an initial general instructor training course with the state and be up to date on their training certification hours to be eligible for selection. The academy itself runs Monday through Friday from 0900 to 1700 hours, with overnight accommodations available at the barracks for those recruits who are traveling extended distances to the academy. There are no academy expectations for barracks residency other than a restriction on the use of alcohol, illegal drugs, or the possession of firearms on premises. At 0900 hours, all recruits are expected to be in formation for inspection, in their BDU’s and polo shirts.

During the four-month training session, the academy staff is supplemented by outside instructors who provide supplemental classroom instruction and either volunteer their time or get paid their regular shift rate by their own police department in exchange for their service. While the state mandates the academy to cover specific material in 20 broad categories, instructors are given significant latitude as to how much time they spend on each topic. Assistant Director Zulu explained that a curriculum based on state department criminal justice services standards exists for instructors to follow but “the way that is conducted varies from one academy to the next and the exact material is inconsistent in what is taught” because of a constant rotation of academy staff and instructors (p. E13, Interview Director Zulu, June 2016).
Each instructor must possess a General Instructor Certificate (GIC) which is obtained after completing a forty-hour program “to prepare the criminal justice trainer with the basic skills necessary to research, design, prepare, present, and evaluate a block of instruction” (Instructor training course announcements, 2012, para. 5). Once an instructor has obtained certification, the instructional methodology utilized to deliver the material is left up to the instructor and the “state doesn’t care as long as we cover the general requirements.” This allows each individual academy to choose which topical areas they would like to expound on and which they would like to only meet the minimum mandates, as long as the minimum requirements get met (Interview Director Zulu, January 2014).

Defensive tactics instructor Boston explained his approach to instructing the recruits, advising that he utilizes a multifaceted approach. He begins by verbally explaining how to do the tactic, demonstrates it for them and provides a real-life scenario in which it may be deployed. He then demonstrates the tactic again by breaking it down step by step and then has them kinesthetically practice the skill in a slow-motion manner until they are able to master it in its entirety. He finds that “some students can grasp right away by hearing how it is done but most need to see me demonstrate it” and then practice it themselves (p. E26, Interview Instructor Boston, January 2014). Instructor Boston reported that although he utilizes this instructional method for all of his classes, he finds himself in the minority reporting that he is often working with instructors who know their subject material “but do not know how to instruct others, as much of the…general certificate course is about [how to] avoid civil
litigation for sexual harassment, injury, improper training techniques or insufficient training” (p. E26, Interview Instructor Boston, January 2014).

The Department of Criminal Justice Services is the “policy-making body for carrying out the duties and powers relative to criminal justice standards and training. The Department is empowered to establish policy as well as compulsory minimum entry-level, in-service and advanced training standards for criminal justice officers and certified training academies” ([intentionally removed to protect anonymity] Department of Criminal Justice Services, 2012, p. 1). The state department of criminal justice standards has more than 3,000 law enforcement outcomes and performance objectives that must be mastered before a recruit can successfully graduate academy. These objectives, however, are “broad and how much time is spent on the sub-objectives of each primary objective are not standardized” (p. E18, Interview Director Zulu, January 2014). As a result, although the state establishes the minimum compulsory standards, academies can make specific requirements in one area more stringent or require additional training hours in one performance objective over another.

Once an academy has established their curriculum and determined how much instructional time will be devoted to each standard of learning, the instructional methodology for disseminating that information is left up to the individual instructor. The state does however establish the assessment methodology that must be utilized to test the recruits’ comprehension of the material. For example, for performance outcome 4.1
“conduct photographic line-up to identify arrestee/suspects,” the recruit is tested on the following criteria: “4.1.1. Same sex, 4.1.2. Similar size, build, color, race, ethnic background, 4.1.3. Similar background in photo, 4.1.4. Using the number of photos specified in the reference “Eyewitness Evidence, a Guide for Law Enforcement” published by the U.S. Department of Justice, present each photo individually in a sequential manner. Use either black/white photos for all or color photos for all, 4.1.5. Descriptors that victim or witnesses provide (instructor to provide for class), and 4.1.6. Do not use photos that reflect bias toward one person, i.e. mug shots for some and not all ([intentionally removed to protect anonymity]).”

The state department of criminal justice standards specifies that the academy must administer a “written exercise, list factors to consider when doing a photographic lineup” ([intentionally removed to protect anonymity] Department of Criminal Justice Services, 2012, p. 59), whereas for performance outcome 2.6 “Take juvenile offenders into custody,” recruits must be given a written exercise, identify constitutional and state code requirements for taking juvenile offenders” ([intentionally removed to protect anonymity] Department of Criminal Justice Services, 2012, p. 12).

Written assessments are completed by the recruit with pen and paper, and are comprised of multiple-choice, true-false, and fill in the blank questions with a separate Scantron answer sheet (p. E16, Interview Coordinator David, June 2016). Director Zulu stated that regarding the written assessments that recruits must take to prove mastery, the failure rate “should be much higher… this academy is designed for success” (p. E19, Interview Director Zulu, January 2014), and as Coordinator David
noted, the academy has a 1% attrition rate, most of which are for ethical violations, and not for academic failures. When asked for further clarification regarding his statement, he explained that all written exams must be completed with 100% mastery. If a student fails a portion of an exam, they are given time to study and review the material, and then are issued a retest only on the material they missed. If they do not achieve 100% mastery on the portion they missed in the initial examination, they are given remediation and then tested for a third time. This third test is only on the material that the recruit missed on the second exam. If a recruit does not achieve 100% mastery on the third examination, they are severed from the academy (p. E16, Interview Coordinator David, June 2016).

The retest process differs from one academy to another and is not governed by the Department of Criminal Justice Services. According to Director Zulu, some academies will issue the exact same questions missed on each successive retest. Academy Echo however, issues an alternative question in the same topical content area that addresses the performance objective missed but does not use the identical question utilized in the first or second examinations. For those recruits with a documented disability, the academy will offer alternative testing accommodations to include having the examination read out loud to the recruit or eliminating the time restrictions on exams. While the academy does not ask recruits whether they meet this standard, they will make the accommodations if a recruit brings the matter to their attention. While these accommodations are reflective of a new era of instruction, post the introduction of the Individuals with Disabilities Education Act (IDEA) in 1975,
and the reauthorization in 1990, some critics question how these accommodations translate into the field post academy graduation.

Regarding the current police academy in session, Director Zulu advised that the recruits include a “twenty-three-year-old kid with a master’s degree who is good at academics and a retired military staff sergeant who is good with his hands on practical” assessments. At week ten, “ten people are on their third test for one of the objectives, and it is possible that five could walk out the door and be separated from the academy if they do not pass. The three-test process is the same for both academic and practical assessments. Although ethical violations were described by the Director as the reason for the 1% attrition rate, for those severed for academic reasons it was more often a result of their failure to study or prepare, and not from a lack of cognitive ability (p. E16, Interview Coordinator David, June 2016). For those recruits that instructors or command staff believed had limited cognitive abilities, the instructors did not inquire whether the recruit had an identified academic disability but in the event of self-disclosure accompanied by appropriate documentation, alternative testing accommodations have been provided.

Coordinator David explained that at the conclusion of the basic academy training, recruits must complete a state proctored final examination that is comprehensive in scope. Neither the individual instructors nor the command staff have access to the examination before it is administered. Recruits participate in a day long review at the academy prior to taking the examination in which instructors spend considerable time on the subject areas of drug laws, driving under the influence and traffic laws, as they are heavily represented on the state examination. To successfully
pass the examination, recruits must score a 70 or greater and may retake the test three additional times before being dropped from the program. All three retests are conducted at one pre-determined state location (p. E16, Interview Coordinator David, June 2016). The state issued test does not have provisions for disability accommodations regardless of documentation.

_A day in the life: Academy class 16-A – Week 10 of 17._ (See appendix S for Academy Echo site visit handwritten note page sample) It was day two of a three-day crime scene investigation course being instructed by a female Crime Scene Investigation Analyst and former local adjacent city police department Officer Instructor Carol. Of the 26 recruits that began the academy, 23 remained, seven of which were female. The recruits sat attired in khaki colored BDU’s and 5.11\textsuperscript{12} shirts behind four rows of tables arranged linearly across the length of the room in a traditional classroom style setting. Three additional recruits, attired in black polo shirts that set them apart from the rest, had joined the class as part of their “pre-cert training,” a slang term used for officers who had already successfully graduated from an alternative police academy, either in-state or out of state, but were required to take specific courses to supplement their academy experience after having changed police departments.

In the front of the room, Instructor Carol stood behind a podium and projected a PowerPoint presentation on the proper methods for “Dusting for Prints” on a screen behind her. Next to her stood one of her assistant analysts who said little for the

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\textsuperscript{12} 5.11 is a clothing brand name that has become synonymous in law enforcement with tactical and professional law enforcement attire. Similar to the term Band-Aid\textsuperscript{TM} used to refer to flexible bandages or Post-It used to refer to small notes with a re-adherable strip, the brand 5.11 has come to refer to TDU’s, also known as Tactical Dress Uniforms, a more professional appearing BDU.
entirety of the presentation. Instructor Carol explained that the lesson for the day would include a mix of review of the previous day’s instruction and practical application of the skills and knowledge learned. As the brushes needed for the first exercise were distributed, and the recruits removed from their bags a variety of items they had brought from home to try and print, the instructor informed them “we will be walking around helping you because this is a lot of information to take in (p. E1, Observation Academy Echo Instructor Carol, June 2016)” As instruction was provided regarding how to properly use the fingerprint lift tape, the recruits appeared relaxed and talk amongst themselves during the instructional phase. As a result of a problem with the tape, the instructor spent the next 10 minutes attempting to get the tape unaffixed from itself while her assistant ran out to the car to get more. A student that had a knife with him began to use it to separate the tape; leading to a discussion among the recruits sitting next to him on either side about the legality of being in possession of a “blade” in the academy building.

Once the tape fiasco had been resolved, the instructor continued on with the prepared presentation, teaching about latent prints. As she spoke, the recruits talked amongst themselves, some about the subject material and others about their plans for the evening. Six of the recruits began to try and create and lift latent prints before the instruction was completed resulting in their having to obtain new lift tapes as they had completed the activity incorrectly.

After the instruction was complete, the instructor walked around the room and observed the recruits’ efforts, intermittently giving suggestions and recommendations.

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13 Latent prints are the impressions created by the friction ridges in the skin on the hands and feet, which are often invisible to the naked eye.
At the far corner of the room, Instructor Carol observed a particularly good latent print lift. She pointed this out to the class and used it as a demonstration of the “proper way to lift a print” and the desired final product outcome. As this occurred some of the recruits observed and took note of the ideal print however, the majority of the class either continued to dust their various objects or attempted to continue lifting prints. Although this academy class had progressed further in their academy program then the those in the previous site visit, it was apparent from direct observations and interviews that the lackadaisical approach was less of an intended academy progression of increased freedoms and privileges, and more representative of a different educational climate.

As the recruits continued to practice their latent print lifting skills a recruit asked a question regarding a possible method of lifting to which the instructor responded, “try it and see if it works.” After doing so, the recruit looked to the instructor for approval. Instructor Carol responded “I am not going to say it is the technique, I’m going to say it is a technique.” She then reviewed a method for eliminating the bubbles in a latent taped print that included “popping it with a knife” or “rub[bing it] out with a cork (p. E2, Observation Academy Echo Instructor Carol, June 2016).”

As Instructor Carol walked about the room, she inquired, “Does anyone have any questions?” One recruit stated to no one in particular, “How am I supposed to print this? This is stupid” in a frustrated tone and threw his tape down on the table so that it bounced across the top and rolled onto the ground. Instructor Carol responded,
“I am going to address the whole class with this question because I can see people getting frustrated. Prints are not going to be perfect like when you printed each other. If you see even a half way visible print. Take it….Those of you who are getting frustrated and throwing things (page E2, Observation Academy Echo Instructor Carol, June 2016).

She continued on to discuss reducing the amount of fingerprint powder used to obtain a better print and advised that it was her job as an analyst to figure out who the print belonged to and theirs to obtain the print. She then queried, “Everyone feel better about it now?” To which the majority of the class replied, “Yes, Ma’am (page E2, Observation Academy Echo Instructor Carol, June 2016).”

The recruits continued to practice lifting prints and Instructor Carol reminded them that the skill of latent print collection was one that was honed by practice. She then asked whether each of the recruits had an opportunity to experiment with the magnetic powder. All of the recruits on one side of the room indicated that they had not. Print lifting practice continued and as it dragged on, the recruits began to laugh and joke amongst themselves. Two recruits were using their cell phone, one had his head down on the table resting on his crossed arms, and a group of three recruits were joking back and forth with one another, commenting on their print capturing, or lack thereof, abilities. Two recruits left the room, one who went to the bathroom, and the other to an unknown location at the end of the hall, neither of which requested permission nor received permission to leave.

As the recruits continued to practice printing, some students in the front of the room received one-on-one assistance from Instructor Carol while three recruits in the
back of the room who had their hands raised were overlooked. After two minutes of waiting for assistance, they gave up and began to laugh and talk amongst themselves. This boisterous activity increased in volume and energy to the point that one of the recruits tipped over in his chair and spilled his drink. He immediately got back up, righted himself, and left the room only to return a short time later with a handful of paper towels.

As the practical exercise began to draw to a close, one of the recruits approached the instructor and asked, “Do you need to see our prints Ma’am?” He was instructed that she did not as she had seen them already. Four more recruits approached the instructor asking the same question and received similar responses. One of the recruits pointed to another recruit and asked, “was he one of the pouty babies?” Instructor Carol responded, “Yes, he was one of the ones that threw things.” The recruit turned to the other recruit and asked, “You did?” to which he received the response, “yeah, I threw the can (page E2 & 3, Observation Academy Echo Instructor Carol, June 2016).”

The recruits were then instructed to clean up the tables and general area. While some of the recruits sprayed, scrubbed, and wiped down the tables, others sat and watched, one reviewed notes in his binder, two talked amongst themselves and another left the room. After approximately 20 minutes of clean-up, another group of recruits discussed amongst themselves whether they needed to keep the prints they had lifted. As this discussion occurred, Director Adam walked into the room, engaged in a conversation with me in which he welcomed me to the academy, and then exited the room after offering to provide any assistance that I may need during my site visit.
During this interaction with the Director, no appreciable difference in behavior, language, or actions occurred with the recruits.

Instructor Carol moved back to the front of the room behind the podium and asked the class as a whole, “What was the most difficult surface to print?” As the recruits returned back to their original seats, some sat upright, some leaned their chin on their hands and used their elbows to support the weight of their head, and others rested their chins on crossed arms lain across the table in front of them. One recruit answered that a soda can was the most challenging item he had attempted to print as it continually dented as he tried to practice the skill. Instructor Carol then asked, “Do you guys think you just sucked because it’s the first time you did it or do you think we [pointing to herself and her fellow analyst] would have a hard time as well?” Before the recruits could respond, she stated, “Sometimes the print is just not there.”

Instructor Carol returned back to the PowerPoint presentation during which one recruit audibly yawned and another two did so silently. The instructor noted, “you need to know this. Not that it is going to be on a test but you need to know it.” Only two recruits wrote the information down in their binders following this advisement. As the instruction continued, Instructor Carol noted, “You will probably all make the mistake because you are all focused on graduation right now and not hearing anything.” The instruction continued for another 40 minutes after which Instructor Carol asked a series of review questions for which the recruits called out answers.

In the midst of this review process, Instructor Carol directed a question about lifting a print “off a typewriter case” specifically to one of the female recruits in the second row, identifying her not by her name but by the title, “Miss Nappy Nap.”
When the recruit provided an incorrect answer to the question, the instructor surmised, “see, you guys are already forgetting stuff (p. E4, Observation Academy Echo Instructor Carol, June 2016)!” The slide reference to the typewriter not only showcased the informal relationship between recruit and instructor at academy Echo, but it also highlighted the age of the curriculum. In an interview with Instructor Carol (June 2016) regarding this particular issue, she explained that academy curriculum and presentation slides must go through a rigorous proposal and approval process and once it becomes a part of the program it is not uncommon for the same slide deck to be utilized for the next ten years to teach the same content area.

At 1106 hours, the recruits broke for lunch and at 1230 hours, classes resumed. During the break, some students drove themselves downtown for lunch, some sat in the parking lot and ate in their cars, while others ate in the classroom from lunch boxes they had brought from home. At 1230 hours, when the instructor prepared to resume instruction, the class was fairly evenly split with half of them standing around the tables near their seats, while the other half of the class were already seated.

Instructor Carol inquired as to whether any of the recruits had any specific questions regarding the morning session and when they did not, she continued the lesson, focusing on the topic of completing the forensic examination form for evidence submission. Each of the recruits were issued a blank laboratory examination form and line by line, the instructor reviewed each required entry for completion. As the instructor continued, one of the recruits raised his hand and said, “I know I’m that guy right now” to which the instructor responded in a joking manner, “What now?” The recruit queried the methods for restoring serial numbers off of items that had been
defaced to avoid detection and the instructor responded with the best practices for achieving such.

The recruits were then instructed to use the blank form they had been issued to complete a sample lab request. As they did this, one recruit laid his head sideways down on the binder so that he was still facing the instructor, one recruit asked a question and received one-on-one assistance, another leaned back in his chair and had his eyes closed for an extended period of time, another supported his head with his hands and also closed his eyes and another recruit called out a question from across the room and received a response in a similar manner. As the recruits continued to fill out the sample form, one recruit stated, “I don’t think this AC’s on yo,” to which the instructor replied, “You’ll just be asleep like the rest of the class.” In response, two recruits stood up, walked to the side of the room, and adjusted the thermometer (p. E4, Observation Academy Echo Instructor Carol, June 2016).

Once the majority of the recruits had completed the forms or had stopped working on them, Instructor Carol informed them, “As you get done, raise your hand so I can come by and check.” She checked two recruit forms and on the third exclaimed, “Oh boy! You missed two things. I’m not gonna tell you. Figure it out.” The recruit incorrectly guessed which two things he had completed in error so Instructor Carol provided a hint stating, “uh-uh. What state are we in?” The recruit responded with an elongated “ohhhhh” and made the necessary changes. Instructor Carol continued to check the recruit’s sample forms informing some recruits of the errors they made, while telling others that they needed to locate the errors themselves.
As the class continued, recruits raised their hands intermittently to get assistance. One recruit raised his hand three to four times but did not receive any assistance, another had his hand raised for so long that it got tired so he rested across the top of his head, supporting the weight of his arm on the crown of his head and announced, “I’m tired of waiting.” One recruit in particular who was on his third attempt at the form was instructed by the assistant analyst, “just scratch it out and redo” it. The recruit responded, “I’m gonna fail one more time” and retrieved a new blank form and began to complete it. Once he was done, the form was checked and was satisfactory. As the instruction for the day’s class drew to an end, Instructor Carol advised, “If you guys ever need anything, call me. I will help you. All it takes is a phone call from the Chief to get this moving” (p. E6, Observation Academy Echo Instructor Carol, June 2016).

**Police Officer Training Academy Foxtrot.** Academy Foxtrot is a state wide multi-department training academy open only to police officer recruits who have been hired as full-time police officers by a department in a Northeastern state with a population of approximately 624,500 people (U.S. Census Bureau, Population Estimates Program, 2016). It is overseen by a council comprised of the Commissioner of Public Safety, the Commissioner of Corrections, the Commissioner of Motor Vehicles, the Commissioner of Fish and Wildlife, the Attorney General, a member of the Trooper's Association, a member of the Police Association, and five members who are representative of law enforcement and the public that are appointed by the Governor. Each council person is elected to the position for a three-year term which can be renewed indefinitely. These twelve individuals are responsible for the
oversight of the police academy to include the academy full and part time staff, guest instructors, policies and procedures. The academy staff itself is comprised of four training coordinators who are charged with the direct day to day monitoring and interaction of the police recruits attending the academy two of whom reside on campus with the recruits. The staff member serving as the overnight supervisor is assigned on a rotating basis as a requirement of all academy staff members with the exception of the director. The training coordinators are supported by a program technician, financial specialist, an administrative services specialist, and a program services clerk. All of these individuals fall under the direct supervision of the director of training and the director of Administration.

Applicants interested in attending Academy Foxtrot must submit an application to a police department in the state. If selected by a local department for hire, the applicant must then successfully complete and pass a physical examination, psychological screening, written entrance examination, and a polygraph. While it is not required for admission, the academy recommends that an applicant possess a college degree prior to starting the program.

Academy Foxtrot hosts two, sixteen week paramilitary residential academies a year, where recruits are required to be in attendance from 0630 hours on Monday through 1700 hours on Friday. During that time, they are restricted to the academy grounds and prohibited from hosting any civilian visitors. Recruits are permitted to contact family, friends, relatives and other personal individuals with their personal cell phones at pre-designated times and locations, and a daily mail call serves as a secondary means of contact.
During the academy, recruits receive instruction on a variety of law enforcement related topics in five general areas: professional demeanor and communication (conflict resolution and courtroom demeanor), law (criminal law and motor-vehicle law), investigative procedures (crash investigation and death investigation), wellness (bloodborne pathogens awareness and stress management), and patrol techniques (police driving and patrol procedures).

Academy Foxtrot recruits complete announced and unannounced examinations and assessments. They must maintain a minimum academic average of 70% and successfully pass all certificate exams, such as OC, Baton, and Defensive Driving, which are graded on a pass / fail basis. If a recruit fails to successfully pass a quiz, examination, or practical skills assessment they are given counseling by one of the Training Coordinator’s or the Director of Training, and afforded the opportunity to complete one make-up examination. In the event they successfully pass the examination on the second try, they are given a score of 70%, regardless of the actual score attained, and are removed from academic probation. Failure to pass the make-up exam may result in expulsion from the academy and will result in their inability to obtain certification as a full-time police officer until the course is retaken with a subsequent academy class, and the assessment is successfully passed. Failing four or more assessments, regardless of the resulting make-up exam scores, may subject a recruit to expulsion from the academy as determined by the Director of Administration. At the completion of the basic training academy, Academy Foxtrot graduates must also complete three additional weeks of post basic classes, and a field training program, to earn their certification.
A day in the life: Academy class 102 – Week 11 of 16. At 0700 hours, the recruits returned from their morning physical fitness training session and scrambled to shower, clean their rooms, hallways, bathrooms, and don the uniform of the day in time for inspections and the morning meal. Recruits moved at a swift pace in and out of their rooms and down the hallways announcing loudly when a shower stall or sink was open and available for the next recruit to use. As the time continued to advance closer and closer to the breakfast hour, the class leader shouted out in varied increments the amount of time left counting down the minutes until there was five, three, two, and finally one minute until the entire recruit class was expected to be outside of their assigned living quarters door at the position of attention and prepared to fall out\textsuperscript{14} for morning chow.

With no academy staff in sight, the recruits moved silently in an orderly fashion to the end of the hall in a close forward facing line. As they descended the stairs, I got my first glimpse of one of the academy staff members who was already moving towards the cafeteria and paid little attention to the onslaught of recruits headed their way. As the recruits neared the cafeteria, they marched single file, staring directly at the back of the head in front of them with no unnecessary or superfluous movements. As the team leader approached the entryway to the cafeteria, he came to an abrupt stop causing a ripple effect through the rest of the recruit line. As the platoon waited for permission from the academy staff to enter the cafeteria, their line, which extended down the hallways, past the bathrooms, through the lobby and into the academy staff office wing, created a traffic jam. This occurred as a result

\textsuperscript{14} The term fall out is used in military and law enforcement settings to describe an order by a superior to leave the barracks and move into formation.
of academy staff, visitors, and police officers on site for continuing training programs that had to work their way through the gridlock to make their way through the halls and to the cafeteria. As each non-recruit passed by, the closest recruit would shout out *make way* and a hole would miraculously appear in the line allowing the individual to pass through. As quickly as the hole appeared, it disappeared again as the fluctuating line of recruits ebbed and flowed to account for these transitions with ease.

Having received permission to enter the cafeteria, the class leader called out for the recruits to *dress the line*, a phrase indicating a need for recruits to properly align themselves directly behind the recruit in front of them and to the right wall. This command was quickly followed by a loud advisement by one of the team leaders, *butts to nuts*, a command to shrink the length of the line of recruits by moving closer together so that the posterior of the recruit in front of the person in line is in close proximity to the genitals of the person behind them. The line of recruits, now extending only into the lobby and clear of the staff offices waited again for the next phase before entering. The recruit in the front of the line marched forward, squared his corner and approached a white board that had the day’s menu written on it in dry erase marker. In a strong command voice, he announced the breakfast, lunch, and dinner meals for the day and then with a nod from Training Commander Sarah, the recruits entered the cafeteria. Squaring each corner, they proceeded to the buffet line and to their assigned tables on the far side of the cafeteria where they silently ate their food.

While the recruits consumed breakfast, two of the training commanders cleared their breakfast dishes and headed upstairs to the second floor where they proceeded to
assess the condition of each room. Bed sheets were checked and measured to determine whether the corners were properly folded at a 45 angle, and whether the dust cover held a 6-inch collar over the blanket where the recruit name tag was expected to be centered and touching the edge. The duty boots below the bed were checked for stray untied laces, and the towels hanging on the back of the door were confirmed to be folded in half lengthwise with the ends evenly matching one another as they hung from the hanger which was required to be facing in such a manner that the open hook was facing to the left. The academy staff moved from room to room, taking note of the recruit’s failures to meet the expected room inspection requirements (see appendix T – Recruit manual, Room inspection expectations)

Returning back to the recruit class who after eating had moved to the classroom where they stood at attention behind their assigned seats, they waited patiently for permission from their instructor to sit. The classroom, comprised of a series of long tables aligned in rows in a wide semi-circle around a large table, podium and projector screen, was otherwise silent. The instructor, Inspector Eric of the State Department of Motor Vehicles informed the recruits that they could sit and as he did, the class took their seats and the instruction began. The class, comprised of thirty-two officers, nine of which were sent by the state police opened their academy issued binders and personal laptops and began to take notes.

Inspector Eric passed out a new motor-vehicle code book to each recruit and instructed them to remove the plastic wrapping. As they opened the book for the first time, you could feel the excitement and energy in the room as the recruits eagerly flipped through the pages of the book and read ahead on various traffic regulations and
their associated infraction penalties. Despite the fact that less than 8% of an officer’s
time is typically spent on traffic enforcement, it is one of the hallmarks of the career
field as traffic enforcement and response to crimes against persons are some of the
most frequently depicted law enforcement activities on television, in movies, and in
print (Webster, 1970).

Inspector Eric provided instruction regarding how to properly use the code
book and began the bulk of the academic content training which consisted of a series
of definitions followed by an explanation of the rule making authority granted to the
Department of Motor-vehicles, and the records and certification processes. As
Instructor Eric defined in great detail the definition of an antique plate and the
qualifying characteristics associated with it, the definition of a commercial motor-
vehicle and the qualifying gross vehicle weight rating determinations for the different
class commercial driver’s licenses necessary for an operator to drive, the energy in the
room began to wane. Recruits who began the classroom instruction sitting upright,
hanging on every word of the Inspector in eager anticipation, now sat back in their
chairs, taking notes at a slower pace, still focused on the instructor, but in a less
attentive manner. As the hours dragged on, Inspector Eric continued to review
definitions and motor-vehicle laws ad nauseum, until the mid-morning break when the
recruits were released to use the restroom, stretch and get something to drink.

Upon release, the recruits filed out of the room single file, most heading
directly to the restroom, while others headed immediately for the cafeteria. Standing
in line in the cafeteria, the recruits took their time pouring their coffee and filling their
water bottles. Utilizing every last second of the break, they congregated in the
cafeteria and bathrooms, out of the site of the instructors and academy staff. As the team leaders called out a two-minute warning before the academic class would resume, one of the recruits took a deep breath and pushed it out forcefully through his nose as his shoulders sagged and his chest dipped forward. The recruit in front of him glanced over his shoulder, offered a nod in the affirmative, and the two walked back to the classroom to rejoin the rest of their classmates who stood behind their chairs waiting for permission to sit, and for instruction to resume.

**Police Officer Training Academy Golf.** Academy Golf is a standalone, single department academy in the Mid-Atlantic region of the East Coast for a city of approximately 140,000 people (U.S. Census Bureau, Population Estimates Program, 2015) policed by 300 officers. The city is divided into three sectors, each of which has 7-9 districts zones, and 1-2 police cruisers assigned to each district, with new recruits being assigned to the zones as open positions become available. Once a part of a regional academy, Academy Golf split off in 2011 and created a police academy designed only for officers from within the city police department. This allowed for the department to “emphasize the area’s most applicable to our department” (p. G7, Interview Officer King, June 2016) and helped to reduce training time for new officers, as the Golf Police Department would send new recruits to the regional academy for five months and then follow up that academy with a department specific training program referred to as *post academy training* that addressed department specific regulations, forms and processes. As a result of the extended training time, Police Department Golf decided to create their own academy which would combine the training elements of the police academy with the post instruction into one program
which was shorter in length, but more intense in the training regiment, expectations, and expected outcomes. As it is a new academy, “we are still learning, still making mistakes as we learn how best to teach these kids” noted Corporal John, but the regional academy, “that’s vanilla, we can specialize,” a value that is worth the effort despite the additional costs incurred as the department because they “are producing a better end product” (p. G7, Interview Officer King, June 2016).

Applicants must be 21 years of age or older, with a high school diploma or GED, with a preference for those applicants who have obtained college credits in political science or a similarly related career field. They must be of good moral character, have no felony or domestic violence convictions and pass a credit score and drug use examination. Applicants are offered various incentives for joining the Golf Police Department to include a take home vehicle, firearm, ammunition allowance, and education and professional development reimbursement. To gain admission into the academy, applicants must have been hired by the police department in the municipality and have successfully completed a background examination, written test that assess reading and writing skills, an oral board interview with traditional and scenario based interview questions, a polygraph examination, and a physical fitness test. They are then ranked based on their answers, background, and the outcome of their assessments. The applicants at the top of the list, a percentage number determined based on the number of open positions at the time, are reviewed by senior management and those selected from that grouping are submitted to the Major for final approval before a conditional offer of hire is extended.
Once selected by the department, recruits are enrolled in a 19-week non-residential paramilitary police academy that runs Monday through Friday from 0715 hours formation to 1700 hours dismissal. Class sizes which when a part of the regional academy averaged 50 recruits in attendance, are now 8-12 students in size as a result of the decision to create a standalone academy. Recruits are led by a director, staff instructor, lead instructor, and two permanent academy staff, and are instructed by multiple municipal police officers from within the department. Recruits are required to attend 100% of the academy sessions and inability to do so requires the recruit to repeat the academy, which is only offered twice a year. The academy is housed in a recently constructed building that has its own outdoor firing range and driving pad created from a converted old air strip that is shared with the departments Field Operations division. This serves as the primary location for all department training (p. G19, Interview Lieutenant Ida, June 2016).

Academy classes are taught by in-house municipal police department officers who have successfully completed the one week state sponsored general instructor certification course. Academy Golf divides training duties throughout the department roster so that each officer has a role in the training process of the new recruits. The challenge that this creates for the academy is that despite an officers’ skill and abilities on the road, these abilities do not necessarily translate to their ability to successfully transfer those skills and knowledge to the recruits as some, “suck in front of the podium and are not necessarily a good instructor” (p. G7, Interview Lieutenant Ida, June 2016).
Over the academy training, recruits are exposed to more than 100 different instructors who teach on a myriad of topics to include; firearms, ethics, legal regulations, search and seizure, DUI, use of force, driver training, patrol techniques, accident investigation, report writing, juvenile law, CPR and first aid, and defensive tactics. Lieutenant Ida noted that “for a while community policing was a big focus but it has kind of died off now and because we are only required to teach four hours of it now, that is all that we do” (p. G7, Interview Lieutenant Ida, January 2014). The additional challenge to using in house instructors are the shortages created on the road where patrol shifts are reduced in manpower as instructing officers are often not replaced during their teaching stints, to prevent over time expenses creating shift coverage shortages.

As a result of attrition and retention issues within the department, the academy recently implemented an increase in firearms training hours at the academy. Once day of each week of training is dedicated to firearms, practical and driving training. While the state only requires recruits to shoot 250 rounds to meet the minimal standard, Lieutenant Ida estimated that Academy Golf recruits “shoot several thousand rounds because we found shooting to be a perishable skill and our officers needed remedial training and were not meeting the proficiency level needed once out on the road” post-graduation (p. G10, Interview Lieutenant Ida, January 2014).

Unlike many academies, Academy Golf does not have a physical training standard required for graduation as there is no a state requirement for basic non-specialty law enforcement certification. Despite this, recruits are still expected to take part in physical fitness training as an expected component of the academy. Physical
training is customized based on a maximum VO2\textsuperscript{15} text that establishes a base line for each recruit that is used to determine the level of physical activity they are assigned during PT program training.

Unlike the lack of state required PT standards, academic standards are mandated by the state Department of Criminal Justice Services and as such, recruits are required to complete assessments for their academic classes and to meet a predetermined criterion for demonstrating mastery of the material. The majority of assessments issued at Academy Golf are multiple-choice, true-false, fill in the blank and short answer paper examinations. Recruits can take up to three attempts to attain a scoring grade of 100% on the examinations administered. Each exam has a time-based component figured at one minute per question for the first and second attempts and for recruits who are required to take the examination for a third time, they are given five minutes to complete each of the previously incorrectly answered questions.

For those recruits with documented disabilities, there is no written academy directive or standard operating procedure for academic modifications or accommodations. Practical exams require only a 70% scoring grade with two practice attempts allowed prior to the examination. Recruits are permitted to retest immediately after failing a practical examination and if they fail to pass on that attempt, they must complete a remedial training at a later date, and are then given one additional opportunity to pass the practical exam. Failure to do so results in the recruit being severed from the academy.

\textsuperscript{15} Vo2 is a measurement used to express the maximum volume of oxygen an individual can use at any given time.
In addition to the traditional academy training and assessments, Academy Golf has a unique element built into the training curriculum that Lieutenant Ida believes is the only training approach of its kind in police academy programs across the nation. In the last week of the academy, recruits complete a 24-hour training evolution that is termed Phase Two. Phase Two is a 24-hour evolution where recruits experience a simulated day in the life of a patrol officer that replicates the anticipated activity of patrol life post-graduation. Recruits begin and end their day on the range with a series of scenario based response activities and training in between. The morning begins with a range qualification course. Once completed, the recruits attend a simulated morning shift briefing and are then assigned to a vehicle where they wait for their first simulated police call. Recruits are dispatched to a motor-vehicle accident, a hazardous material chemical spill, and a residential burglary alarm. In between these calls, recruits are expected to complete a specific amount of traffic stops and issue summons for observed violations. These activities are conducted on and around the academy grounds with specific buildings and vehicles pre-designated as scenario players and sites.

At the completion of academy, recruits receive an increase in salary from $38,600 to $43,300 but remain a probationary employee until they successfully complete a ten week Field Training Officer (FTO) program with Daily Observation Reports (DOR) and a potential four to six week long remedial extension. Once recruits complete this portion of their training, they earn their full time permanent appointment as a law enforcement officer for the city. Lieutenant Ida estimated that 90% of the recruits, who begin at Academy Golf, successfully complete it and in the
last six academy classes, only two academy graduates were severed from the agency during the post academy FTO process (p. G19, Interview Lieutenant Ida, June 2016).

A day in the life: Academy class 9 – Week 15 of 19. Attired in BDU’s, polo shirts, and duty boots, 22 recruits entered the classroom, one of the largest classes ever at Academy Golf, almost double the typical recruit class size. One after another in a long line that extended down the hall, the recruits entered the room, set their binders on the tables in front of them, and waited for the return of their instructor, Corporal Lincoln. Upon his arrival, they took their seats simultaneously as one. Most remained perfectly still however a few squirmed to get comfortable, having still not adjusted to life in a duty belt with all of its weight and accoutrements. In the back of the room stood one lone table with three recruits who were pre-certs, a slang term used for police officers who have already completed a police academy in another jurisdiction and earned their certification as law enforcement officers but are required to take certain academy classes over again as part of the transfer process into the new jurisdiction.

Corporal Lincoln, attired in full duty uniform, wiggled the computer mouse, bringing the LCD screen at the front of the room back to life. He picked back up, resuming his instruction on an academic class that had begun prior to my arrival; ethics, a 1.5 hour long class of instruction. He presented to the recruits with an ethical dilemma centered on a domestic violence incident involving a police officer from a different sector within the same department. The recruits raised their hands to show their intent to answer and when called on, they stood at their seat, came to the
position of attention\textsuperscript{16}, announced \textit{Yes, Sir}, and then provided their intended contribution to the discussion at hand. Using the PowerPoint as a reference, Corporal Lincoln facilitated discussion around various ethical dilemmas while moving back and forth across the front of the room. Using the four categories of greed, anger, lust, and peer-pressure, recruits were asked to evaluate various scenarios and determine what role each emotion played in the ethical dilemmas presented. This discussion brought laughter amongst the instructor and recruits but did not break the clearly defined process for interactions between recruits and instructors as was demonstrated when one recruit raised his hand, was recognized, and responded with, “Yes Sir, that’s why we like doughnuts so much.” This brought a round of laughter from the recruits and a remark of “excellent point” from the instructor. While there were still clearly defined expectations for behaviors, the continuum of the program had reached a point where a less formal interpersonal dynamic between the recruits and academy staff had begun to develop.

The recruits immediately quieted down and the instructor led discussion resumed. As this continued, the instructor posed a series of specific questions, one of which elicited an incorrect response from the recruit. Corporal Lincoln did not embarrass the recruit or point out to the class that the answer was incorrect however, he took that opportunity to point out, “you know, you would think that was correct because it almost makes sense that way however…” He then continued on to explain the correct answer and returned back to the PowerPoint led discussion. During these

\textsuperscript{16} The position of attention is a term used to describe when an individual is ordered to stand upright and sharply bring their heels together with their toes pointing outwards equally at a 45-degree angle. The weight of the body is evenly distributed between the heels and balls of both feet, the arms are fixed to the side with the fingers curled so that the thumb runs parallel to the trouser line, and the individual makes no facial movements.
discussions, members of the academy staff conducted spot checks stepping in and out of the room, standing in the back for short periods of time to ensure that the recruits were behaving in the expected manner and the instruction being taught met the required department’s self-imposed instructional standards (p. G16, Observation Academy George, June 2016).

After forty-five minutes of instruction, Corporal Lincoln informed the recruits that they would be taking a five-minute session break. The recruits all stood, the instructor exited the room, and they then followed suit, walking silently down the hallway to the men’s and women’s restrooms respectively, squaring their corners as they went. As the short break continued, the recruits returned back from the bathrooms and stood by their seats at the tables where they continued to remain silent and took up the position of parade rest. At the end of five minutes, the instructor returned and as Corporal Lincoln crossed through the doorway, the class snapped to attention bringing their feet crisply together and pinning their hands down to their sides with their thumbs matched neatly against the stitching on their trousers.

In the back of the room the pre-certs also brought their conversations to a close, but did so in a more gradual manner and although they remained standing for the instructor’s entry, they did so in a casual manner, one resting his strong hand on the empty holster on the side of his duty belt where his firearm would typically be held. As he was attending a training academy, the belt sat empty of all tools and weapons, and his support hand rested easily dangling from his thumb which had been shoved into his top left pocket leaving his fingers open and exposed, haphazardly dangling from his BDU’s.
Corporal Lincoln inquired whether all of the recruits had returned and he was informed that two were still outstanding. It should be noted that three pre-cert recruits had not returned back to the classroom but were not included in the recruit count. Corporal Lincoln announced, “seats,” at which point the recruits took up the position of instruction and took their seats. Before instruction could continue, the lone female recruit raised her hand and announced that she had found a penny in the hall and turned it over to the instructor. Corporal Lincoln took the opportunity to use this incident to jump into the lecture on ethics but made sure to note that the discovered penny was not a pre-planned test of the recruit’s moral compass but a well-timed happenstance. Using a bulleted PowerPoint, instruction continued with Corporal Lincoln expounding verbally on each of the sections. As he did, the recruits took pen and paper notes in their binders and raised their hands intermittently with questions.

Corporal Lincoln pushed through the remainder of instruction up to the lunch hour, referring the recruits to their PowerPoint handouts and the state department of criminal justice standards that applied to the day’s lesson. While the recruits had several pages of notes and highlighted portions of text in the handouts, at the lunch break the pre-certs in the back, who had returned back to the classroom after the instruction had already resumed, had done little in taking notes and appeared disinterested, leaning back in their chairs. When the class broke for lunch, Corporal Lincoln conducted a thumbs up check for understanding and the recruits were dismissed to their lunch boxes while the pre-certs grabbed their jackets and car keys and left the premises for lunch downtown (p. G14, Observation Academy George, June 2016).
**Police Officer Training Academy Hotel.** Academy Hotel is a state wide multi-department training academy open only to police officer recruits who have been hired as full-time police officers by a department in a Northeastern state with a population of approximately 1,330,000 people. Academy Hotel trains recruits from all law enforcement entities in the state to include; state police, campus police, marine patrol, fish and game, the sheriff’s office, liquor control and state hospital police. The training academy, which serves as the only certifying agency in the state, certified 3,800 officers in 2016. The academy is comprised of two lecture halls, three classrooms, a computer lab, a 16,000-square foot tactical center, an indoor firing range, dormitory accommodations for more than 100 people, an indoor track, and 20 acres of usable land. Graduates of the program are eligible to receive 19 college credits at the local technical institute for successful completion of the academy program.

The academy is managed by a full-time training staff that includes a commandant, assistant commandant, six law enforcement training specialists, and a program assistant. Supplementing the permanent academy staff are two cadre assigned to each recruit class that are chosen from a bank of certified police officers in the state that have applied for the position, and were vetted by the staff, director, and 13 member academy council. Classroom instruction is conducted by police officers and civilians throughout the state who are chosen by the academy staff and director for their expertise in a particular subject matter, with the exception of firearms and physical training which are instructed by the full-time training academy staff. Classroom instructors cover a variety of subject matter with more than 65 topical areas
addressed to include criminal offenses, rules of evidence, ethics, warrants and complaints, motor-vehicle law, constitutional law, crimes against persons, juvenile law, community policing, cultural diversity, firearms, mental health, alcohol and tobacco laws, drug laws, auto theft laws, criminal investigations, report writing and fish and game regulations. Instructors are not required to have any formal training in classroom management or teaching techniques, nor are they required to submit a resume or show evidence of teaching credentials or subject matter certification prior to instructing recruit classes.

The academy runs 16 weeks long and is a residential Monday through Friday program. During the training program, recruits are attired in academy specific clothing that includes black paratrooper duty boots, blue bloused BDU’s and white t-shirts with crisply ironed sleeves and the recruit’s name stenciled in black two-inch block letters on both the front and the back. A maximum of 68 students are allowed in each recruit class with a requirement that they successfully complete an entrance physical fitness test at the National Cooper Fitness standards prior to day one. The academy is paramilitary in nature requiring recruits to march, salute, square their corners and observe a hierarchical chain of command. The academy day begins at 0530 hours in the morning and ends at 2130 hours with recruits moving through various activities as a member of one of four squads in a larger platoon.

**A day in the life: Academy class 171 – Week sixteen of sixteen.** Class 171 began with 67 recruits but had two drop on request and one who left for medical reasons dropping the number to 64. Of the 64 recruits, 57 were male and 7 were female. These recruits represented a wide geographical area representing each of the
counties in the state, with a heavy representation form the central region (p. H14, Observation Academy Hotel, December 2016).

Four days before graduation, at 0900 hours, the recruits marched back to the academy classroom from the cafeteria located at a nearby community college. Marching four abreast in perfect rhythm, the platoon commander called out cadence as the recruit’s marched to their first instructional class of the day. The recruits each stood at attention, and then moved into parade rest while the squad leaders confirmed that all were present and accounted for, and then relayed that information to the platoon commander, who relayed the information to the academy staff. The platoon leader called the academy to attention and then directed the recruits to fall out initiating a flurry of activity as the recruits in a choreographed manner exited the rear parking lot and made entry into the academy building. As each recruit passed through the doorway, they removed their cover and worked their way quickly down the halls as if moving with a purpose. As they passed myself and the instructors, they each called out, “Ma’am good morning ma’am” and “Sir good morning Sir.”

Forming up in the classrooms the platoon leader instructed the recruits to “use the head, get coffee, and make it quick.” The group, that only moments before had moved in perfect unison now scattered in a fury of activity, each recruit moving in their own direction and scurrying to complete any necessary duties prior to the start of class. Five minutes later, Academy staff instructor Lieutenant Victor entered the room, and as he crossed over the threshold of the doorway, the recruit closest to the door called out “Attention on deck.” Instantly, all movement stopped and the recruits

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17 The term squad refers to a small group of law enforcement officers that are a part of a larger platoon, who are given a specific task or assignment.
faced the door and awaited the next command of instruction. Lieutenant Victor
ordered the recruits to take their seats and they all immediately did so. The recruits
were informed of the day’s agenda and were broken into groupings based on their
assigned squads. The morning had a three-part rotating squad assignment in which
two squads would remain in the classroom to study for the academy final examination,
another would participate in mental health role play scenarios with live actors in the
Tactical Center (TAC), and the third squad would utilize the new 300-degree virtual
reality immersive simulator to test their responses to realistic use of force scenarios.

Squad One moved to the lobby entrance of the TAC center, a large
multifunction room designed for tactical instruction. The room, similar in design to a
school gymnasium, can be subdivided into three separate sections by large heavy
curtains that are hung from the ceiling and can be drawn across the room. During this
site visit, the room is separated into two sections. On the far side of the room,
currently certified police officers are completing their three-year physical fitness test,
a requirement for any police officer in the state, certified after January 1, 2001. On the
near side where the recruits will be stationed, the room has been set up to simulate a
roadway. On the edge of the roadway is a male police officer from a large city police
department in the state, who has volunteered to assist with the instruction as a role
player. During this section of instruction, the recruits were tested with various
scenarios, to determine how much information they had retained from the classroom
lecture on mental health response earlier in the week, led by a civilian employee from
the National Alliance on Mental Illness (NAMI), and to assess their ability to apply
that knowledge practically.
Lieutenant Victor, armed with a clipboard and an evaluation form provided a short briefing to the recruits.

“You have been dispatched to a primary road in your patrol area for a middle-aged male who is holding a sign and impeding traffic. He is reported to be in and out of the roadway and has almost hit several vehicles with his sign.”

The lieutenant then informed the first recruit that he may enter the TAC center. As the recruit entered, the role player began yelling “Vote for Me, not Hillary, Dump Trump, he is a chump” as he walked back and forth along the side of the make-believe roadway. Attired in a shirt that had one sleeve rolled up and no shoes on, he waved to imaginary cars and raised and lowered a presidential election sign over the roadway where the cars would be passing by. The recruit attempted to resolve the crisis by simply requesting that the person of interest move out of the road however, he quickly discovered that the scenario had a mental health component to it when the role player reached into his pocket and removed a banana that he referred to as the “B2 phone” “with a potassium processor” “that is better than the apple iPhone.” The recruit had to obtain sufficient information to determine whether or not they had cause to take protective custody of the individual and in doing so, how much force could be utilized.

At the end of the scenario, Lieutenant Victor engaged in a one on one discussion with the recruits in a conversational tone, in which they debriefed the exercise and recruits were asked specific questions to test their understanding of the applicable state laws. The lieutenant began, “recruit, tell me how you did.” The recruit responded by listing a series of actions that he took and began to explain why he did them. When finished, Lieutenant Victor queried, “Did he have to put the sign
“Did he commit any crimes?” “What do we have here?” The recruit answered each of these questions while the staff member completed the evaluation form. I inquired of the recruit whether he had seen the evaluation form prior to beginning the exercise, and he reported, that he had not. Once the form was complete (see Appendix U for Academy Hotel Scenario evaluation form), the recruit was not allowed to read it but was instead instructed to send the next recruit into the scenario and to return back to the classroom to “write a paragraph on this scenario.” No further instructions were provided regarding the content matter of the written paragraph or the associated expectations.

This was the only the second occasion for which I was given the opportunity to speak with a recruit during the instructional setting. This was possible as a result of two factors. The first contributing factor to this opportunity, was the time frame within the program that the site visit was conducted. As recruits were in their last week before graduation, they were given significantly more latitude and privileges then they were afforded in the early weeks of the program. The second contributing factor, was the fact that I had personally served as instructor for this academy as a contributing teacher in two instructional blocks at each recruit academy for the last ten years. As such, the academy staff allowed for greater leniency in access to recruits and staff without the need to meet with subordinate staff before speaking with academy supervisors. At one point during the training observation, the academy staff attempted to utilize me to assist with evaluating and critiquing the recruit response to the scenario training. To insure consistency in site visits and in an effort to remain an impartial observer for research purposes, I relocated and switched my observations to
the squad participating in the virtual simulator training program so as not to influence the training environment being observed.

Table A: Instructional time spent on scenario training exercise, graphically illustrates the amount of time it took the first squad of recruits to complete the scenario, the amount of time they spent debriefing with the instructor, and the total amount of time spent in the exercise. The fourth recruit to complete the scenario was stopped in the middle by the staff member who simulated dispatch radio traffic calling out the recruit’s name and inquiring “status?” The instructor asked a series of check for understanding questions however, the recruit was not provided an opportunity to respond to them as the dialogue progressed as follows.

Staff: “Did you know where you were going with this? No, I don’t think you did. Did you feel like you had control of this situation? Because it looked like he controlled you. Did you even introduce yourself or your department? No, you just walked up to him and fed into his delusions of wanting to run for President.”

The recruit, clearly exhibiting signs of confusion, exasperation, and a lack of understanding was instructed to join the rest of his squad in the classroom, and to write his paragraph. As he left, the staff instructor made note of the recruit’s lack of progress and pointed out that the class was in their last week of training before graduation. When I asked whether he believed the recruit would graduate and gain certification as a full-time police officer, the staff member responded, “It’s our job to give ‘em the training. It is their department’s job to figure out if they will work out or make good officers or not (December, 2016).” This train of thought runs parallel to
Lyn Gow’s, “I Taught Them, But They Didn't Learn” article published in 1988 where she examines the different approaches of teachers and students to the learning process, noting that some instructors believe it is their job to disseminate the information, the students job to learn it, and if there is a disconnect, then it is the responsibility of the student, not the teacher, to resolve the issue.

While Squad One completed their training in the TAC center, I joined Squad Two, who were lined up outside of the virtual simulator. The anticipation in the room was palpable as the recruits stood in parallel lines waiting for their turn to complete the exercise. While they waited, the recruits engaged in brief inconsequential conversations while tapping the sides of their legs with their hands and lifting their legs up and down in a low nervous march. I walked past the recruits and into the entry lobby of the simulator where, before being permitted to advance further, I stored my fire arm, OC spray, baton, Taser, and other use of force tools in a lock box before I was permitted to advance any further.

The door opened for the next recruit to enter, and together we walked into a large darkened room that housed the five screen, 200-watt audio, 300-degree virtual simulator; a fully immersive training platform designed to simulate real world scenarios on an interactive screen. This program, allows recruits to be placed in the role of the protagonist, where they engage in conversations with the virtual actors, and use force via laser-based training devices that simulate oleoresin capsicum (OC) spray, a Taser, and a firearm if necessary, to control the situation. This allowed for a realistic but safe alternative to using live weapons in training situations. Based on the recruit’s response to the scenario displayed, the virtual reality program adapts, similar to the
choose your own adventure books that gained popularity in the late seventies and early eighties.

In addition to the simulator, the room contained one full-time academy staff instructor and evaluator, Lieutenant Union, and one academy staff Information Technology Media Supervisor, Staff Walter. Walter sat at the edge of the room behind the simulator with a bank of computers spread before him in a horseshoe formation. Lieutenant Union sat in a folding chair with his feet resting on the edge of the stage platform at the entry point to the simulator. The first recruit entered, shouted out "Sir, Glock, Sir" announcing the manufacturer of his firearm and then proceeded to a folding table that had a variety of use of force simulation laser weapons displayed. The recruit was issued a firearm, and OC spray which he promptly secured in his duty belt and then entered the simulator. Lieutenant Union informed the recruit "you have been dispatched to a report of a man trespassing on an abandoned lot owned by the town that has been posted."

Walter initiated the first sequence and displayed on the five-screens surrounding the recruit a panoramic view of an open empty lot with the image of a disheveled looking man sitting at a picnic table engaging in a conversation with himself. Behind the male in the distance, was a road with two-way traffic, and buildings off in the distance to the right and left. In this recruit’s case, the scenario began with a mumbling old man seated at a picnic table by himself, looking disheveled and unkempt. The virtual male muttered, "everyone’s fucking bothering me. I don’t fucking want anything to do with it. Oh you use too much tape to hold down paper, oh too much tape." The recruit approached the male and introduced
himself which initiated the next scenario string. The virtual male stated, “I am so fucking sick and tired of people. Just fucking leave me alone. This is my shit, you’re in my fucking house, so go fuck yourself.” The recruit attempts to get additional information from the man and informs him that he must leave the property which results in him stating, “this is my fucking house, this is my stuff and I’m not fucking leaving, so go fuck yourself. This is what I got to say.” The recruit did not respond so the muttering continued in a now elevated tone, “Fuck you, we are not fucking leaving because we live here and you know what, there’s one of you and three of us and what the fuck are you going to do.” The virtual male then picked up a metal cover to an electrical box and beat it repeatedly against the ground. He began to approach the recruit and threatened, “come on man, I’m going to put this inside your fucking head.” The recruit continued to try and verbally resolve the situation while holding his hands up in the air, palms out, without any use of force options until the scenario timed out and was stopped by Walter.

With the scenario over, the recruit turned around to face Lieutenant Union who responded with, “You need to use your big boy voice. What else do you think maybe going on with this dude? (p. H3, Observation Academy Hotel, December 2016)” The recruit provided a series of possibilities which included a hypothesis of a mental health diagnosis based on the man’s delusional statements and conversations with invisible people. Lieutenant Union then asked what the process was called for addressing this situation and the standards and criteria that must be met for an Involuntary Emergency Admission (IEA). After the recruit responded, Lieutenant Union inquired, “What was he going to do with that piece of metal?” The recruit responded that he did not know
at which point, Walter replayed that portion of the scenario for the recruit. Lieutenant Union then stated,

“I don’t care what they tell you in mental health class. You are dealing with the totality of the circumstances. You have to protect yourself. No one gets a free pass. Even if this guy does have mental health issues you deal with the fact that he was trespassing and arrest him first and then you can put on your social work hat later. Just because he is crazy he doesn’t get away with anything (p. H6, observation Lieutenant Union, December 2016)”

Lieutenant Union then asked, “questions, comments, concerns thoughts?” The recruit stated that he had none, returned the scenario issued weapons to the table and exited the room with a copy of the simulator evaluation form. As he returned to the classroom to complete the training self-evaluation, the next recruit entered the scenario training room (see Appendix V for Academy Hotel simulator evaluation form).

The scenario began the same with the same instructions from the academy staff. Two minutes into the scenario, Walter ended the visual and audio simulation and the debriefing began. Lieutenant Union noted that the recruit did not identify who he was but praised his efforts to try and get the male to leave the restricted property. He then asked, “What else is going on?” to which the recruit stated, “obvious mental illness.” Lieutenant Union asked, “why obvious” to which discussion about the IEA process and criteria unfolded. The recruit reported that he did not feel the criteria had been met because the virtual man was not a threat to himself or others. The lieutenant countered, “Did he threaten you?” The recruit stated he did not, at which point Walter
replayed that portion of the scenario and stated, “I would say that is a pretty clear threat.” Lieutenant Union followed up with an advisement,

“So he gets a free pass on all the criminal stuff? No! What happens to the case down the road doesn’t matter. You’ve got a cop job to do first and foremost. Do your cop stuff first then put your social worker hat on. You can use one level of force higher. Why didn’t you use any of your force options? (p. H7, interview Lieutenant Union, December 2016)”

The recruit advised that he was trying to defuse the situation and believed that display of a weapon would escalate the situation. The lieutenant asked, “if someone really told you to go fuck yourself and picked up a metal sheet you would just hold your hand up and try to calm them down (p. H8, interview Lieutenant Union, December 2016)?”  He then engaged the recruit in a review of the use of force principles and queried what was faster, action or reaction? The recruit replied action to which Lieutenant Union requested for the recruit to show in the revised statutes annotated state law, which defines and depicts the allowable use of force a law enforcement officer may legally utilize when engaging with a suspect, where it states that the offender or suspect get the first shot. “They don’t get to hurt you just because they are crazy.” He then asked, “Questions, concerns thoughts?” The recruit stated that he had none and the next recruit entered the training room.

The next recruit entered the room, participated in the virtual simulation and then began a debriefing in which he was asked why he was at the scene. He responded that he had received a report that a male was trespassing. When Lieutenant Union asked him if he identified himself or told the male why he was there, the recruit
stated no which led to a monologue of advisements by the Lieutenant in which he queried, “Was it some secret government mission?” The recruit responded, “No, Sir, No.” The debriefing continued and Lieutenant Union asked the recruit whether they had a force option out. The recruit responded that he did not, and stated he was instructed in the classroom portion, “don’t be overly aggressive.” He was asked whether he had any questions or concerns, and like the other recruits, he had none, returned his weapons to the table, and left the room. The next recruit to enter had a similar scenario but in the debriefing when asked whether he had been threatened by the male, he stated, “me, he threatened me. He said he was going to kick my ass.” Lieutenant Union responded,

“I don’t care how crazy someone is. They don’t get a free pass. You’ve got to protect yourself. Use your force options, use your spray. Would you let anyone else threaten you or get that close to you with a hard metal object? No, and you shouldn’t let them either just because they have mental issues. You are a law enforcement officer. Be a law enforcement officer.”

Before the recruit turned to leave, the Lieutenant added one additional point of advisement, he asked the recruit if he was married, which he was, and then stated, “don’t tell people to relax. It never works” followed by a joking comment about the dangers of telling a spouse to relax. This casual conversation intermixed with instructional advisement was an exemplar of the change in staff and recruit interactions that occur as the academy program draws to a close in its last week before graduation where the barriers between recruit and staff begin to break down from Superior and subordinate, to one of respectful colleagues. Lieutenant Union returned
back to his instructional advisement remarking that, “there is a very bad trend going on in law enforcement where we let people do whatever they want. Everybody’s too nice.” The recruit responded, “Sir, yes, Sir,” and exited the room.

The next recruit, facing the same scenario utilized his Taser, an electrical control device (ECD) to subdue the threatening male. He was informed by Lieutenant Union, “You are the first person to use force, good job, you didn’t over command...Get work out of the way first then worry about the mental illness. He is trespassing, conduct the criminal process and then you can IEA him.” The recruit responded, “it felt like the right thing to do.” Lieutenant Union responded, “Do you need to give him that many commands? Did he listen to you before? Why would he listen to you now?”

The next recruit to attempt the scenario was the first female recruit observed completing a scenario assignment during the site visit. At the end of the scenario, she muttered in an exasperated tone, “ughh, ahh” and brought both of her hands up to the sides of her face so that her palms lay flat against both cheeks. Lieutenant Union inquired of her whether she had introduced herself to which she responded, “I don’t know why I always forget.” He then asked her to describe the situation, the applicable laws and the criteria for taking the man into protective custody. When asked what the virtual male had said, she admitted that she did not know so Walter replayed it for her. The female recruit reported, “he said that he would put that in my head.” “Put that in your fucking head” corrected Lieutenant Union, “swear, I know we don’t swear here but swear! The exact words are important.” He then inquired whether she had questions, comments or concerns and the female recruit asked two clarifying questions
and provided one comment. Two more males completed the scenario after the female recruit, both of whom used force. Once used OC spray and a Taser, the second just OC Spray. Each of these recruits had similar debriefing process to the previously listed recruits.

As the last of Squad Two completed their scenarios and prepared for the post lunch classroom instruction on autism awareness, Lieutenant Union stated

“We are in such an error of politics that are cops are afraid to use force…It is our fault, when the media shares things, we don’t explain what we do and why we do it. We just turtle up and don’t talk (p. H9, interview Lieutenant Union, December 2016).”

He explained that the training program is hyper focused on political correctness and avoiding litigation that recruits have become “soft” and will spend hours arguing with individuals, placing themselves and others in harm’s way, instead of handling the situation immediately and using force if necessary to control the person.

“We are turning our police force into social workers and the bad guys are winning. Our streets are more dangerous, and our cops are not prepared to handle it because they are being trained to give ten, twelve, fifteen orders and chances before they will even think about using force…We need to get back to the old style of instruction where we had a police force that could protect the public, not try to solve their personal problems and hold their hands (p. H10, interview Lieutenant Union, December 2016).”
**Police Officer Training Academy India.** Academy India is a single department training facility available only to recruits who have been hired by the local municipal police agency. It is located in the Mid-Atlantic region of the Eastern Seaboard of the United States, in a city with a population of 182,000 (U.S. Census Bureau, 2015). Interested law enforcement applicants must complete an online application and a sixteen page downloadable background packet that asks questions about their demographics, family history, military service, criminal history, previous employment, motor-vehicle history, credit status, affiliation with gangs, terrorists or subversive groups, gambling tendencies, illegal substance use, financial history, educational attainment, and any prior efforts to apply for law enforcement positions with other agencies (see Appendix W for Academy India background investigation form).

Applicants who are selected from the submitted applications are invited to an on-site testing date at the academy where they are given an online test that takes approximately four hours to complete. Those interested in applying must be at least 20 years of age at the time of the written test, and 21 years of age at the time of appointment as a law enforcement officer for the police department. They must possess a valid driver’s license and have citizenship in the United States of America. Those that meet the minimum standards on the written test must then pass a physical agility test before a background investigator is given the applicant’s packet for further investigation, and a check of their criminal record, the sex offender registry, and local, state and federal history checks. As the background investigator examines the
applicant and their past, they simultaneously complete psychological and physical evaluations to include a pre-employment substance abuse analysis.

Of those who successfully complete each of these steps, a number, based on the amount of positions available, are offered a full-time hire position, and enrolled in the twenty-two week police officer training academy as a recruit. Recruits earn an annual base salary of $38,325.00 with a post academy raise to $39,325.00. While recruits wait for an academy class to begin, they participate in a Pre-Hire Program, where they work with a different member of the police department each week and are given the opportunity to explore various aspects of law enforcement, to include Major Crimes, Information Technology, Crime Scene Investigation and the Property and Evidence units of the agency. For some recruits, they have the opportunity to interact with multiple departments and members of the agency before the academy starts while others, hired only a week before the academy starts, enter the program “fresh with no experience.” Detective Nora notes,

“I’m not sure if this is good or bad. It is good to know more going in but sometimes you think you know more than you do and it can really fuck you in the end. Plus, it is hard to have that guy you just worked with for the last week walk by you in the halls without giving you the time of day just because you’re in academy now.”

Academy India, originally a sending member of a regional academy made up of recruits from multiple smaller agencies, separated off and privatized as a single department academy that is responsible for training only the new recruits of the specific municipal police department. In its thirteenth class of recruits, the academy
espouses its commitment to “developing well rounded professionals with special emphasis on professionalism, integrity, dedication and excellence (Academy India Police Training Academy, nd, para.8).

This separation from the regional academy is reported to have allowed for department specific training that incorporates agency specific policies into training activities and law enforcement response. Sergeant Mary, the Range Master and Firearms Instructor for the academy, believes that the privatization has reduced orientation training hours and eliminated the “forget everything you learned in academy, this is how you actually do it” mentality. He attributed the change to the fact that in a regional academy, instructors give broad general training, encouraging recruits to refer to their department Standard Operating Procedures (SOP) for appropriate action and response to a given dilemma.

In a standalone academy, the department can emphasize the areas that are most applicable to their community needs and only cover the minimum expectations and standard objectives in the other less applicable topical areas. For example, the laws surrounding fish and game limitations as to the number of fish that can be caught or deer that can be taken before a hunter is over the approved limit is less significant for Academy India police officers to know than the laws surrounding driving under the influence. This is because, according to Sergeant Mary, the city has very few fishing locations and the likelihood of an officer being confronted with a fish and game violation is significantly less than that of a driving under the influence violation.

He continued on to explain that the advantages extend beyond a topical focus for recruits, and into the vision and philosophy of the department as a whole. A
privatized academy allows for the police department to apply the mission and vision to everything taught at the academy so that it serves as the underpinning for the way that officers will respond to various criminal and civil complaints. For example, Sergeant Mary referred to the concepts surrounding *use of force* and advised that state troopers have a broad understanding of the use of force and apply it more liberally than other agencies

“If a suspect starts mouthing off to a Trooper [a slang term used to refer to a State Police Officer] he is going to go hands on with a hand around his throat and punch him in the fucking face. We have to be a bit more delicate and try and talk the guy down first relying on our verbal skills.”

He explained that the benefit of a single department academy is the ability to teach Academy India graduates the municipal philosophy and approach which includes a greater use of verbal skills over physical skills to gain compliance from a subject.

These sentiments were supported in an interview with Detective Nora, a 9.5 year veteran of Academy India Police Department, the academy Cadre for the 13th Academy, and a Master Police Detective for the agency. Detective Nora explained that Academy India has shifted away from the “hardcore paramilitary kick your ass you can never do anything right” approach to a systematic one that begins with some of those same elements during the first month of the academy training and then slowly shifting into a training program that allows for training staff to “start to show more of their human side” while still maintaining a paramilitary law enforcement atmosphere.
Training staff, comprised of officers from the sending agency began to realize that the “old school hazing approach” did not work. “You are training your back-up. Why do you want them to hate you?” While the first few weeks of the program maintain the traditional sense of police academy training where the academy staff “smoke them” in a grueling multi-mile run with heavy gear, limited water, no rest breaks, and a strong effort to “try to make them quit,” the academy transitions as the weeks progress. This is most evidenced by the change in physical training from endless runs to a cross-fit style circuit training program that is individualized to each officer, scaled up or down based on physical abilities, founded on the baseline established in fitness assessments during the first few weeks of the academy.

The first few weeks of the academic component of the academy at Academy India are heavily based in classroom instruction where recruits follow lectures supported by PowerPoints and paper handouts with very few opportunities for direct interaction with the material being presented. Recruits are expected to listen and absorb the material while they receive instruction in one of the three academy classrooms, and are prohibited from speaking to one another or to the instructors without specific directed permission.

These restrictions apply in all areas of the academy to include the hallways where recruits must “make a hole” as instructors pass by, moving swiftly to the exterior, pressing their backs to the walls while standing at attention until the instructor has passed and the recruit has offered the appropriate greeting. Recruits are informed that at this point in the training they are not to ask questions, and are forbidden from “asking why because if they needed to know something, we would
have told them already.” This is a challenge, as Detective Nora has seen a new
generation of recruits that he refers to as the why generation, many of whom do not
last through the initial weeks of the training program to get into the second and third
phase of training. Interestingly enough, these are the same sentiments echoed by
Director Spencer (p. D8, Interview, June 2016) who using the same title identifier of
the why generation explained in his interview that the recruits will follow whatever
instructions they are given by the training staff however, unlike the recruits that came
before them, the new generation of officers desires to know the reason why, and the
personal benefit they will gain before they are willing to put effort into the expectation
being placed before them.

Detective Nora continued on to explain that as a single department academy, it
is difficult to lose recruits whom, even before day one of the academy; the department
has invested a significant amount of time and effort into their background and
application process. Sergeant Mary disagrees with Detective Nora’s assessment and
explains that he would rather waste a few months of administrative time researching
and hiring the wrong recruit then “let them slip by through the academy without ever
actually being confronted or challenged on the street,” and “then they put my life at
stake because they can’t hack it and cry under pressure.” During Academy India’s
12th recruit class, 21 recruits began the program and only 16 graduated: two dropped
out of the program as a result of academic failures, one dropped on request, one was
terminated for integrity and rules violations, and one failed the final firearms
qualification course.
As the second third of the academy training begins, recruits are presented with a different style of instruction that utilizes scenarios to simulate officers interacting with suspicious persons, responding to loud parties, arresting domestic violence perpetrators and others, allowing recruits to practically apply the classroom knowledge learned. Detective Nora explains that in this portion of the academy “I don’t care what your yes or no answer is. I want to know your justification for it. Tell me why.”

Recruits are assessed based on practical scenarios that do not have a specific rubric because of their nebulous nature. These assessments are supplemented by pen and paper multiple-choice and full in the blank examinations. Recruits who miss questions are offered a second exam comprised of only those questions they answered incorrectly and for those who fail those questions, a third and final examination is offered in a fill-in-the blank format only. Failure to pass that examination results in a recruit being severed from the academy class. Detective Nora and Sergeant Mary confirmed that the academy does not have any process for assessment or instruction modifications for recruits with special needs regardless of whether they had an Individualized Education Plan (IEP), Individual Service Plan (ISP) or 504 Plan while in high school or college.

A day in the life: Academy class 13 – Week twenty-two – the day before graduation. It was the day before academy graduation and the 11 recruits, 10 males, and one female, were out on the range\textsuperscript{18} waiting to qualify, a term utilized to denote the successful completion of a pre-determined, approved firearms course within a specific amount of time and with a certain level of accuracy. The range is located off

\footnote{18 The term range is used to describe an enclosed area used to fire handguns and long range weapons at pre-determined targets.}
site at a local military base and after having displayed my law enforcement credentials, two forms of government identification and provided my confirmation pass code that I had been provided by the academy training director, I was permitted to enter the base and drive the five miles out to the range at the far end of the base.

The range was 50 yards long with 10-foot-high berms on three sides. At the rear of the range, up-range, was an observation tower with a storage facility for targets and other range essentials located below, and three rows of stadium style metal seats for recruits to observe and reload their firearms. At the front of the range, down range, eleven fresh clean targets hung awaiting decimation. It was 1000 hours and all eleven recruits stood in an evenly spaced line before their targets attired in Class C tactical BDUs, wearing their “eyes and ears,” a law enforcement term for an individual in possession of hearing and eye protection. Attached to the recruit class were two range instructors and the cadre for the academy who was responsible for running the range and the safety of the staff and recruits. Each recruit was expected to qualify by successfully completing the state mandated required firearms course with 85 percent proficiency, 15 percentage points higher than the state required minimum passing percentage of 70 percent. Failure to pass the examination results in the recruit being dropped from the program and forced to repeat the entire academy. For one recruit, this was a reality, as this was her second attempt to graduate from the police academy after failing to qualify with her firearm during the last basic training class.

Even through my hearing protection up-range, the commands, delivered in a loud staccato voice punctuated by extended pauses could clearly be heard, “On the command of fire, the shooter will fire two rounds into the target and return back to the
holster.” The commands, slow and drawn out, punctuated the importance of every syllable of instruction were then repeated again before the instructor yelled “fire.”

The sound of gun fire broke the otherwise silent atmosphere as each recruit fired twice and returned their weapon to their holsters. The recruits continued to progress through the course of fire, firing with both their strong hand and their support hand, while kneeling, standing, and while shooting from behind a barricade at various yardage away from the targets until all 50 rounds had been expended.

With all weapons confirmed to be clear of any excess ammunition, the recruits walked forward to the targets to view their efforts and wait for the range instructors to inform them of their final scores. Unable to hear the conversations between the staff and the recruits, from up range, I took note of the body language of each individual as they waited for the assessment of their shooting efforts. Recruits who only moments before did not make a single move without being specifically ordered to do so now nervously tapped the sides of their legs, interlaced their hands over the tops of their heads and took long deep breaths in and out that puffed their cheeks outwards in a noticeable fashion. One by one, the range staff met with each recruit reviewed their target and then sent them back up range to either reload their magazines for a second attempt, or return back to the classroom to clean their firearm for inspection.

It was immediately apparent which recruits had passed the assessment, as the measured steps taken only moments earlier now had a quickened pace and an excited bounce to them as they returned, with one recruit throwing a fist pump into the air as he gathered his belongings and then quickly looking around to see if his celebratory action had been observed. It had, and the academy cadre smiled, looked at the recruit
and told him, “you can celebrate.” With that permission, the recruits gathered their personal property, began to laugh and in hushed voices, almost afraid of this newfound freedom, they talked rapidly amongst themselves congratulating each other on a job well done and verbalizing areas where they had excelled or could have done better.

Of the eleven recruits who attempted the firearms course, eight passed, to include the female who had failed to do so in the previous academy, they had each mastered the last requirement necessary in order to graduate and excitedly returned back to the trailer for weapons cleaning, one verbally expressing, “we did it” in a loud voice as they left for the trailer to break down their weapons (p. 12, Observation Academy India, June 2016).

Alone with the range instructor, three recruits remained. Unlike the other recruit’s joyful return, these individuals had slowly walked back to the bleachers with a look of concern, fear, and utter demoralization on their faces. Backs hunched forward, shoulders drooped, and a general sense of defeat emanated from their persons as they stared at the ground in silence and removed 50 more rounds of ammunition from the boxes and loaded each of their magazines. The other recruits, all aware of their failures, said nothing to them as they returned to the trailer. The one female recruit who had failed in the previous academy and had repeated the 22-week program, paused and gave the failing recruits a sideways glance as if to say something but then moved along without doing so and rejoined the other recruits with a skip in her step as she joined in with their celebratory discussions all the way to the trailer.

Three recruits, each flanked by a staff member approached the line of fire, fired two shots as instructed, re-holstered their weapons, turned to face the instructor
and on command reloaded their magazines. The instructions continued with orders for the recruits to fire two rounds using their strong hand only. One instructor observed an improper return to the holster and held the line so that the correction could be made by the instructors on either side of the recruit. The recruit was given the order again, re-fired, and this time, he returned the weapon back to the holster in the correct manner. The recruits once cleared by the range staff approached the targets, evaluated their progress, and then returned back to the line of fire several yards further back then their last shooting position. This process repeated until the entire course of fire was completed with range staff individually assessing each shot grouping with the recruits and providing immediate feedback with the opportunity for corrective attempts until success was obtained. Once complete, the three recruits returned back to the bleachers, and reloaded their magazines for their second attempt at qualifying. Each one understanding the gravity of the situation, none of whom had any desire to repeat the 22-week academy. Fifty fired rounds later, each of the recruits had passed, and they rejoined the rest of their recruit class in the trailer classroom. Twelve recruits began the academy 22 weeks prior, 11 had passed all of the necessary requirements, and the next day they would all stand together on stage dressed in their pressed navy blue uniforms. They will take the oath of office as they swear in for the first time as police officers as their chosen loved one pins their new badges to their chest.

**Interviews**

Endeavoring to conduct a thorough exploration into whether the tenets of andragogy are present in the instruction at paramilitary law enforcement academies on the eastern coast of the United States, 40 in-depth interviews were conducted with a
variety of stakeholders including: 23 academy staff, 5 academy graduates, 4 Field Training Officers, and 8 police supervisors of the sending police department to the police academy sites examined. In order to obtain insight and to understand and develop the answer to this complex question, it was explored through the implementation of a semi-structured interview protocol that included ten open ended sub-questions, each form around the tenets of andragogy, and designed to allow the respondents the freedom to share responses beyond the direct question asked. This served to provide objective and credible data that was used for analysis and to support trustworthiness of findings.

Interview participants for this study were selected based on their role or position with either one of the police academies observed, or as a result of being a supervisor or field training officer within one of the sending agencies. These officers were chosen as a result of their direct role of training and supervising the new officers entering their police departments. Police academy interview participants were selected by the director, and or were individuals with whom the researcher came into contact with during the site observation. The police department academy graduate officer interview participants self-selected their participation, with approval from the commanding officer of the department.

Each of the interviews were conducted at a location of the participant’s choosing, which ranged from a coffee shop to a shared office in the detective’s division, a conference room, and the inside of a patrol car. Allowing the research participant to choose the interview location for which they were most comfortable was an intentional effort to place the research subject at ease during the study.
Recognizing that law enforcement officers are typically reticent regarding sharing their thoughts and opinions (Blau, 1994) as a natural outcropping of their police personality (Shannon, 2010), a phenomenon in which individuals who have an unnatural ability to control their emotions are drawn to the career field of law enforcement, officers were provided with the opportunity to create a safe space that would allow them the greatest freedom, and comfort to encourage genuine, authentic responses.

The organic nature of these interviews allowed this researcher to enter into the most natural environment for the person being interviewed allowing me to become part of the environment with them. This allowed for authentic open responses to the interview questions providing an extraordinary opportunity to become immersed in a typically closed and restrictive environment. This organic approach to obtaining the personal narratives of police academy graduates allowed for the attainment of enriching biographical evidence that was achieved by approaching the interview with a fluid and iterative style that was nearly ethnographic in nature and served to reduce the potential impact of the Hawthorne effect\textsuperscript{19}, as the officer being interviewed was in an environment that they controlled and within which they were the most comfortable.

To protect the anonymity of the research participants, each individual was assigned a pseudonym using the law enforcement phonetic alphabet. The pseudonym maintained the participant’s actual title or position of rank, but altered their given name to one assigned by the researcher. As noted earlier, the pseudonym names assigned were taken directly from the law enforcement phonetic alphabet, and were

\textsuperscript{19} The Hawthorne effect is a phenomenon in which it is theorized that individuals being studied alter their behavior as a result of the fact that they are aware they are being observed.
not modified to account for the actual gender of the participant being interviewed. As a result, a female interview participant may be referred to as Major John with the ensuing summation of the discussion, referencing her responses utilizing the appropriate gender pronoun. This is not a misnomer, but an intentional alteration to allow for increased confidentiality of the identity of the research participants.

Furthermore, the police academies for which these individuals attended, instructed at, or are employed by, are intentionally unidentified for the purpose of further protecting the anonymity of the research participants.

**Police officer interviews.** Police officers who had successfully graduated, within the last ten years, from one of the police academies where a site visit had been conducted were given the opportunity to share with me their experiences and thoughts on the police academy, the instructional methods, the overall climate and the motivational efforts. The ideas, thoughts, and expressions of the interviews have been captured in this research study with a few highlighted interviews from those officers who captured the common themes expressed in the majority of the research participants. One of the five officers interviewed, Officer Kilo, a three-year veteran of the police force, shared with me his guided reflections on his single state law enforcement academy experience.

Sitting in the front passenger seat of the police cruiser with Officer Kilo, we drove up and down the main streets of the city during the second half of his evening patrol shift. As we drove by various points of interest he took time to point them out, some of which came accompanied with war stories of incidents that had occurred or calls he had been dispatched to at those locations. Having spent the first hour of
Officer Kilo’s shift driving around, swapping stories, and talking shop,20 I asked him to share with me his academy experience. He paused for a moment and then began to summarize his time at Police Academy Hotel, three years ago.

As a 21 year old adult, fresh out of a college with a criminal justice degree, Officer Kilo found the academic elements of academy to be uncomplicated and undemanding of his intellect. He noted that instructors advised the recruits as to what would be on the test by loudly clearing their throat, highlighting the areas in red on the PowerPoint, or directly telling them the questions they would see again at the end of the initial instruction during the exam review component. While the basic questions, quizzes and classroom challenges were easy, he noted that there was little opportunity to ask questions that furthered the basic information or simple insubstantial classroom discussions. Attempts to verbally work through scenarios, to ask the what if question, or to delve further into the topic were not available, and were discouraged and identified as off topic, a classification that typically resulted in Officer Kilo and his classmates being forced to complete a physical punishment or increased squad duties such as hallway or latrine cleaning. He explained that it did not take long for the recruits to learn what questions to ask, and what questions to avoid.

While he surmised that for the majority of the time, the instructors discouraged superfluous lines of questioning because of the time constraints on the academic instructional blocks, he pondered aloud whether it was simply their lack of an answer for the question at hand, something he would never suggest openly to the instructor or commanding cadre. Officer Kilo explained that from day one at the academy, it was

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20 The term shop talk refers to an informal discussion between two or more individuals in which they discussed their shared place of employment or career field.
clear, the recruits knew nothing, could do nothing right, and the instructors, who “acted like mini gods” were flawless and omniscient. This runs in direct conflict with Merriam and Caffarella’s (1999) assertion that power and control has a negative impact on adult learner’s ability to learn and retain new information.

Similar to the academic challenges, Officer Kilo found the physical fitness requirements of the academy to be what he had expected but questioned the process by which actions were conducted knowing that many of the physical activities and exercises were ordered to be conducted in ways that were in direct contrast to best practices in the field of physical education. When asked to provide an example, he explained, “it is pretty fuckin’ stupid that we’re grabbing the back of our heads and reefing on our necks [when performing sit-ups]. I mean come-on, we learned back in Middle School that you aren’t supposed to do it that way.” Officer Kilo noted that he had taken a course in college titled, *Physical Training for Law Enforcement*, where he had been instructed on the proper methods for preparing for law enforcement physical fitness tests and for completing the exercises. The methods ordered at the academy were not consistent with the information he had received from the lower school grades, all the way up through his post-secondary education experience.

While the material and curriculum were relevant to the career field, the manner and application had not remained current with best practices. When asked whether he had recommended to the academy an alternative way to conduct the exercises while he was a recruit, he made a dismissive *pfft* sound with his lips, rolled his eyes, and then drove in silence for the next four minutes. As he appeared to be deep in thought, I too
remained silent and stared out the passenger window until the dispatcher broke the silence with a radio call.

After responding to the call and addressing the issue, I apologized to Officer Kilo for my question and explained the reason for my inquiry, noting that I was specifically researching instructional practices as a component of my dissertation. Officer Kilo replied, “forget about it, it was just a stupid question. This is why I don’t do these things.” Officer Kilo explained that “everyone knows academy is fucked up but it is what it is. You just get through it, do whatever they tell you to and get out on the road. This isn’t going to matter. Nothings gonna change.” Seeking to regain some credibility with Officer Kilo, I shared my academy experience both as a recruit and as an instructor.

While it was evident as a result of his conclusive cynical statement “Nothings gonna change” that Officer Kilo did not believe my research would do anything to change law enforcement academies in the future, he concluded that police academy was still a necessary part of the certification process, comparing it to a rite of passage. In his perspective, it was less about the actual content learned or the physical gains made, and more about learning how to endure, how to “embrace the suck.” He explained that recruits such as himself, are motivated to do whatever is required of them at the academy so that they can obtain their certification in order to go out and do the job that they love. This was where he believed the real learning began.

Officer Kilo fondly recalled that since he was five years of age, he knew he wanted to be a police officer. His uncle is a police officer, his brother is a police officer, and his father has noted numerous times how much he wishes he had chosen
the career path of law enforcement instead of that of an electrician. Officer Kilo explained that law enforcement is in his families’ blood. None of that matters though when you go to the academy. The information he learned growing up, his classes at the university, and the knowledge gained from listening to war stories told by his brother and his *family*, a term Officer Kilo used to describe the law enforcement officers that his brother works with on a daily basis, none of that mattered when he went to the academy. Everyone is the same, everyone is a blank slate. “I knew from going on ride-a-longs that cops don’t really do things the way we were taught there,” in fact, Officer Kilo had officers tell him that the academy will instruct you to save every note and notebook you ever write on the job, and to follow certain protocols. His direct contact with officers currently serving in the capacity of police officer have instructed him otherwise however. “Just get through it, do whatever they say, its only three months” Officer Kilo recalled one officer in particular advising him as they packed his overnight bag the night before day one of the academy.

When asked whether there was anything in particular he desired to share about his academy experience that he had not already told me, Officer Kilo asserted that while the police academy had many issues, and the majority of his actual training had come post academy during his field training process, it was still a necessary evil, one he compared to a battle scar. Something that was painful to undergo, but yet it united this subset of society together, as they would forever share and compare the stories of their academy experiences; as one recounts with a perverted pleasure, the story about how their scar was obtained.
Using the aggregated research data, this researcher coded the information obtained in interviews, such as the one depicted above with Officer Kilo, by gathering and classifying evidence and examples of support and or contradiction of the presence of the tenets of andragogy relative to the: involvement of adult learners, the application of past knowledge and experiences, the relevance and orientation to the learner’s life, and the motivations utilized to encourage learning.

*themes of significance in the responses.*

*Climate of adultness.* When considering whether the adult learners at paramilitary police academies on the Eastern seaboard of the United States are encouraged to, or able to, be *active participants in their learning process,* a clear divide was present in officer’s responses. Those officers that attended single department standalone police academy or regional academies in states for which only one police academy existed for training all officers in the state, reported that the overall climate was not one of adultness. Academy recruits were told what to wear, what they could eat, and when they could speak. One officer in particular summarized the dichotomy present noting, “they trust me enough to let me carry a gun but [I] can’t be trusted to make good food choices so they tell me when I can and can’t have dessert and make me ask permission to go pee” (p. 3, interview Officer Kilo, August 2016).

The expectation for recruits to walk in step in a line one after the other in a simulated game of follow the leader or requiring all recruits to dress the same regardless of their personal body temperatures left recruits with the perception that they were not permitted to make any of their own decisions or choices. If one recruit was cold and wanted to wear their department issued sweater in the classroom, then all
recruits had to wear a sweater and vice versa. If one recruit failed to come prepared with gloves during the winter academy, then all of the recruits were required to remove and stow their gloves. Officers also reported being restricted from the ability to communicate or network with the other recruits in a collaborative manner as every moment at the academy was formalized with a well-defined air of superiority of the academy staff in place and a subordination of the attending program recruits.

These restrictions bled into the academic instructional blocks as well. Recruits noted that they did not have any control over the curriculum presented, the topics covered or the amount of time spent on any given section. If a recruit desired to spend additional time on a particular topic, the resulting effect was a loss of recruit time, to include facility use or mess hall hour to account for the deviation from the predetermined lesson plan. Learning objectives were predetermined and set by the state which in many officer reports, were outdated and no longer relevant to the current challenges facing today’s law enforcement officers. One of the academy graduates of Academy India (June 2016) also expressed this concern noting that the academy spends an inordinate amount of time teaching recruits how to march with associated physical punishments for failure to learn the skill in an appropriate timeframe despite the fact that police officers typically only march in funerals and parades. He questioned why the same amount of time was not dedicated to driving instruction or verbal communication courses given the amount of time he spends engaging in both of those activities as a third year officer.

Officer interviews further revealed that a distinct division existed between the instructional staff and the student recruit. Contrary to the concept of joint
collaborative adult learners, the environment was one of a well-established hierarchy, where instructors demanded god like subordination and obedience from recruits who were treated like children and considered blank lumps of clay whom they were responsible for forming. Instructional staff were introduced as experts in their field whom recruits were expected to follow blindly without question. Supporting this notion, one officer who served as an advocate for a domestic violence women’s crisis shelter prior to becoming a police recruit shared her frustration with an instructor’s refusal to take into consideration a recommendation she had for teaching a particular concept relative to primary aggressor identification. She explained that when she asked to speak with the instructor at the conclusion of the block of instruction and offered a recommendation for including a different instructional method when teaching future academy classes, the instructor dismissively informed her that it was her responsibility to learn and his responsibility to teach.

On the contrary, those recruits who attended regional law enforcement academies in states where single department standalone police academies were available reported an environment of collaboration and openness where recruits were treated with respect and as adults. The college like atmosphere allowed recruits the opportunity to craft their own curriculum to the extent that once the state minimum mandatory material was covered, recruits could identify areas of interest and pursue further information in those topical areas without throwing off the entire academy curriculum. This was possible as a result of looser time constraints.

Time spent in other academies emphasizing uniformity or serving punishments was instead used to encourage collaboration and comradery between the recruits
themselves and the academy staff. The recruits noted that the instructors utilized consistent checks for understanding ensuring that they understood the material and supplemented instruction with hands on scenarios and real life examples. Without the additional stressors or fear of the academy staff, graduates of these academies reported feeling free to make mistakes and to attempt things they were not initially comfortable with as the environment created a safe place to fail.

Officers advised they felt supported at the academy and believed that the academy was designed for success, noting that some of the academy staff offered up their own personal free time at the end of the day to assist recruits who needed additional study support before exams. When directly asked whether he considered the academy to be a climate of adulthood, one officer responded, “well I would hope so.” Examples of group in-class and out of class projects where recruits were given the option to research a topic of their choosing from a predetermined list of related law enforcement topics, with the option to choose an unlisted topic if approved by academy staff, were provided as examples of the recruit’s ability to direct and plan their own learning. The regional recruits additionally reported a feeling of mutuality between the instructors and recruits where the academy staff were viewed as facilitators, tasked with helping the recruits learn. Dissimilar from the single department or single state academies, the recruits in the regional programs identified the goal of the academy staff to assist them with learning the material so that they could successfully graduate. Many of the officers who attended the other academies depicted an antagonistic relationship between the two entities, referring to the
academy staff as those responsible for weeding out the unfit officers before graduation day.

Application of past knowledge and experience. As the stories of police academy experiences unfolded in the interviews, the limitations and opportunities for the application of past knowledge and experiences, were exposed. Many officers noted that their prior military experience served them well when entering the police academy. Having endured days without sufficient food, water, or sleep, as they traversed the sandy dunes of the Middle East, the physical challenges of the police academy paled in comparison. While their fellow recruits who did not have military experience, struggled with the constant shifting of schedules and being awoken in the middle of the night and called into action, the officers who entered the academy having served in the military, particularly those who had served overseas, were able to switch gears from sleep to awake with little trouble. Several officers explained that while their nonmilitary counterparts found themselves tired and struggled to function on the mornings after evening *motivational*21, they utilized their prior experiences to compartmentalize their energy in a manner to improve efficiency and insure success. These same officers also reported utilizing hands on combat experiences they had engaged in both in real life and during simulation military exercises, to supplement the defense tactics training they received at the police academy. Using these reservoirs of

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21 The term *motivational* is utilized in law enforcement settings to describe mandatory physical exercises that are required to be performed by the recruit class during non-traditional times. The physical exercises are consistent with those conducted during the academy physical fitness classes and the ones utilized for punishment however, they differ in impetus and timing as they are conducted during non-sanctioned academy time such as when recruits would otherwise typically be sleeping, eating. These exercises are further set a part as they are connected to an emotional cause or completed in honor of a greater cause. For example, recruits as they are preparing to go to bed for the evening may be ordered to complete 115 pushups in honor of the 115 police officers killed in the line of duty that year before they are permitted to go to sleep.
experience officers who were former or current military recruits while attending the basic police academy declared that those prior experiences provided them with a solid foundation from which to build upon at the academy that gave them an advantage over their fellow nonmilitary recruits. They recognized this theme of the application of past knowledge and experience to be present at the recruit academies and identified it to be a positive support for their learning processes.

Members of the military were not the only group of recruits who indicated that they were able to use their accumulated knowledge and experience to their advantage while at the police academy. Postsecondary education graduates, similarly reported a consistent finding of being able to translate their skills and knowledge obtained while in college into a positive advantage at the academy. Using this prior knowledge as scaffolding, college graduates were able to attain a deeper level of learning as they used the initial knowledge as a foundation for the new knowledge attained at the academy. Study groups, assessment review notes and note taking skills were each provided as supporting examples regarding officers abilities as recruits to utilize prior knowledge and skills that they had obtained prior to the academy, as a tool to assist with enhancing their academy learning.

While many officers felt that they were able to use their past experiences to support and facilitate a richer academy experience, many of those same individuals expressed that the benefit was a personal internal one, which was not facilitated by the academy staff or the academy program. Numerous officers stated that they were discouraged from sharing their past experiences, which they considered relevant, with others and were admonished for treating the academy “like story time.” Quite a few
articulated that they were reminded repeatedly that their experience as a military officer was not comparable to that of a police officer serving in the United States as many of the freedoms and liberties that they could take away from an individual overseas without impunity were verboten in the States, and would thereby require them to learn new skills, methods and approaches for interacting with American citizens.

While there was no disagreement as to the veracity of these statements, when I inquired of the recruits how the response had impacted them and their academy experience, many reported feeling invalidated, and indicated a negative impact on their relationship and opinion of their instructor, which also subsequently resulted in a declined interest in the subject material for which they were being taught. Officer Oscar (June 2016) explained that in his previous law enforcement agency, he held the highest level of motor-vehicle crash investigation certification possible, however, after transferring agencies, he is now required not only to repeat the entire basic recruit training academy, but he must also participate in the basic crash investigation post-basic training course. He explained that his prior experience is irrelevant in the eyes of the academy and the state officer certification boards despite the fact that he has a higher crash investigation certification then any of the academy instructors at his new department’s training academy (Interview Officer Oscar, August 2016).

Relevance. One tenet that was unanimously present among every officer interviewed was the relevance and orientation to the learner’s life. Each officer adamantly affirmed without hesitation that the academy curriculum was relevant to their lives and their role as a police officer. While a minority questioned the relevance
of some of the non-academic activities they were asked to perform, the majority felt that the information learned was relevant to their future career as law enforcement officers.

Motivation. Recognizing that while adults are responsive to external motivators such as promotions or an increase in financial remuneration, the more substantial, enduring motivation typically occurs from an internal desire for personal career satisfaction, an increased self-esteem, and a better quality of life. Similarly, these same concepts when applied to the police academy setting were examined in an effort to determine whether police officers who had graduated from paramilitary law enforcement academies on the eastern seaboard had similar experiences as to the motivational factors used to assist them in their learning while in attendance.

The predominant motivational tactics employed by police academy staff were the threat and application of physical force and the use of fear to assure success. Officers reported that academy staff forced recruits to learn material, comply with orders, and meet expectations by bullying and intimidating recruits to the point that the fear of the impending punishment, to include being severed from the academy and fired from the police department, forced them to learn the material. While to some, these methods seemed harsh and deplorable, there was a common agreement among those interviewed that these behaviors were both acceptable and expected as the normal process for academy instruction. Two of the interviewed officers reported that they were disappointed in the lack of screaming, yelling, and physical force used in the academy they attended, to gain obedience and instill knowledge. Having heard stories from veteran officers of Hell Week, they had prepared themselves for the
anticipated first week of academy, only to be disappointed in the collegial type atmosphere they found themselves in. One officer in particular gave a rich descriptive understanding of his feelings regarding this unexpected change from the tales of academy days from seasoned officers, describing his emotions as feeling robbed of one of the great hallmarks of police academy.

*academy training staff interviews.* Police officers who are currently serving as training staff in an instructional capacity at one of the academy sites visited, were provided with an opportunity to share their experiences and perceptions of the recruit instructional process from the lens of an academy instructor. Due to the aforementioned hierarchical nature of police academies and out of respect for the unwritten code of the chain of command, 23 interviews were conducted with academy training staff, starting from the top and working down through the subordinates, so that permission could be granted for access to the desired interview subjects.

Through the site visits and the eyes of one of those academy staff members, Sergeant India, a sixteen-year veteran of law enforcement, an inside view of a world that is not seen by most of society, served to provide a greater understanding around the presence of andragogy in police academies on the eastern seaboard. Having just completed a direct observation in the training room, a location where live weapons and ammunition are prohibited, I had to separate from the recruits and staff to retrieve my firearm from the gun locker room outside of the defensive tactics room before I could connect with Sergeant India for her interview. When I caught back up with her and the rest of the training staff, I discovered that the academy training staff had broken off from the recruit class and convened in an adjoining room. While the
recruits completed a block of instruction on ethics, the cadre gathered together next door and were enthusiastically calling out various recruit’s names when I entered the room. As one recruit’s name got called out after the other, followed by ooh’s, aahs, and gasps, I gradually grasped the totality of the situation. The cadre staff were participating in the recruit draft, similar to a fantasy football gambling draft where the Cadre simulated acting as general managers (GM) filling their four man rosters with recruits. Unlike in most fantasy drafts where a GM works to create a roster of the most successful players, the recruit draft was a betting pool in which the cadre worked to select and identify the recruits they believed were most likely to drop out, and took turns adding them to their “team.” Recruit dropouts were assigned points based on the day and week that they were separated from the academy, with more points going to the early dropouts then to those who managed to endure several weeks into the program. It did not matter the reason the recruit left, whether academic, integrity, medical, or by request. The points were simply assigned at exit. The perverse pleasure the staff took in identifying the weakest links was bizarre, yet intriguing.

Once the draft was complete and all of the recruit rosters had been filled, the cadre split and went several directions.

This informal, unsanctioned event served to underscore a common theme among academy staff; an effort to weed out the weak and move forward only those who are most likely to be successful in the field. Academy Bravo runs a similar program only rather than being a secret society style draft, the recruits participate in a daily draft where they are asked by their cadre to rank their fellow recruits from best to worst and complete a written explanation identifying why they believe the recruits
they placed in the 1-3 are at the “top of their class” and why recruits 17-19 are “at the bottom of their class” (see Appendix X - Recruit assessment form). While this informal recruit draft may be unique to this particular academy, the concept is not. Detective Nora of Academy India also identified in his interview that the academy staff is hard on the recruits during the first few months in order to determine early on whether they will be able to handle the stressors of the job post-graduation (p. 14, interview Detective Nora, June 2016).

As the staff members switched to individual task assignments, the Assistant Commander and I moved to her office where we engaged in a two-hour conversation regarding the state of the academy as a part of this research study. Sergeant India began the discussion by advising that one of the benefits of a single police department police academy, is that the training staff are fortunate to have a recruit class filled predominantly with officers who already “fit the mold” of department. Unlike a regional academy which must work with whatever recruits they are given by the various sending agencies, Sergeant India and her staff have the luxury of participating in several aspects of the new hire application process. Members of the academy staff served on the committee that formulated the initial interview questions, sat as a panel interviewer on the applicant oral boards, and assisted in the crafting of the initial wording on the applicant advertisement used to solicit potential recruits. These opportunities helped her academy to start off “on day one with the right recruit.”

When asked what the right recruit looked like, she explained that they only accept the best of the best. They are the most physically fit, professional, squared away applicants of the police departments in the region. She explained that the
applicants who do not make it through their police hiring process typically seek, and obtain, employment elsewhere however her department does not typically hire applicants who have been rejected from other agencies. The applicants that are hired at Sergeant India’s department either have a college degree or a military service record. With more than 300 automatic behavior disqualifiers, ranging from driving under the influence and illegal use of marijuana or controlled substances to cruelty to animals, desecration of the American flag, or an attempt to commit welfare or insurance fraud, the recruits who successfully gained entry to the academy have high ethical standards and have refrained from significant poor decision making. She explained that her department is one that will not accept waiver candidates from other agencies, but requires each new hire to successfully complete their department’s academy so that they can be crafted into the perfect department officer. Still uncertain of exactly what that officer looked like, I asked for further clarification and in an exasperated tone she responded,

“We only take the best…we don’t accept these sally recruits who think life is going to be like COPS on TV. You either put up or shut up here and we figure that out most of the time before they even step foot on hallowed ground…If you are not going to fit in, then we don’t want you. We don’t have the time or money for it and I am not going to risk my reputation by pushing out some weak ass cop who can’t handle his own shit…. that puts me and my guys in danger because once they learn they can challenge you and win…it’s all over” (p. 3, Sergeant India, June 2016)
Seeking to understand whether the recruits were active participants in the planning and evaluation of their instruction, I inquired of the Sergeant whether she believed opportunities to: direct, plan, and assist, in their curriculum development and instruction existed for the recruits. She advised that the curriculum was predominantly scripted and dictated by the state. The elements for which variance was allowed had been carefully filled with selected instructional blocks chosen by the department’s training command staff to include the field training officers. While she recognized that recruits may be more inclined to learn material that they help to choose or that they get to learn in their desired way, she asserted that many recruits enter the recruit academy expecting or desiring to learn material that is simply not relevant to a new police officer. Inevitably questions about the Special Weapons and Tactics (SWAT) team arise, followed in a close second by questions about canine handlers and special victim’s units. She asserts that if the recruits were given the opportunity to plan their own learning or control the instructional blocks, they would all be novice specialists and deficient generalists. Their prior life experiences of binge watching television shows such as Crime Scene Investigation (CSI), NYPD Blue, Southland, the Shield, and Law and Order SVU, have created a wealth of virtually experienced recruits who erroneously believe they understand the proper response procedures and responsibilities of a law enforcement officer in the field. Sergeant India explained that this is evidenced by the frequent referral to techniques or approaches utilized on these television shows during academy instruction, as if the recruits themselves had previously employed these techniques.
Sergeant India continued on to explain that every aspect of the academy is carefully crafted with an end result in mind. While the recruits may not see specific tasks or activities as relevant, there is an intended meaning behind it, even if it is never directly addressed or pointed out. This is most apparent during the activities that take place outside of the traditional learning lecture block. Recruits are required to stand when addressing an instructor, as officers are required to do when testifying or responding to a justice at court. Recruits are expected to be familiar with their surroundings at all times and attentive to detail as is necessary when responding to a call. Recruits are required to align their bunks in the barracks to the exact standards set forth by the cadre and to be accountable for their gear, as they would be expected in the field to have all of the equipment necessary to perform their job and to leave shared spaces such as police cruisers, dispatch and squad rooms in the same condition as it was every shift before. It is these unspoken expectations that can make or break a recruit at the academy. While it may not seem relevant to the recruit at first glance, these skills and knowledge are what must become engrained in the recruit during academy to the point that they are second nature and are engaged in naturally and without conscious thought. Sergeant India affirmed that this is apparent as recruits “can look up the fine and penalty assessment for a 46.2 [motor-vehicle code violation] but you can’t Google an understanding of chain of command, pride…or discipline (p. 7, Interview Sergeant India, June 2016).”

Endeavoring to understand the motivation the recruits utilized to learn the material, I posed this question to Sergeant India. Her laconic reply left little room for misunderstanding, “Fucking do it or get fired.” With a bit more prompting she
continued on stating that “no one is special…they are all replaceable…if you’re not motivated, then you’re not [XYZ]PD. We don’t need you if you don’t want to be here…there are several more recruits standing in line behind them ready to take their place (p. 7, Interview Sergeant India, June 2016).” This was not the first time an academy staff had used similar phrasing during the research process, the message was clear; recruits are replaceable. This was underscored by Lieutenant Union of Academy Hotel who quoted a line from the movie Departed (2006) during his interview stating, the “world needs plenty of bartenders.” This reference refers to an actor in the movie who had attempted to use a threat that he would quit the force in order to sway his command staff to give in to his demands. Similar to its ineffectiveness in the movie, Lieutenant Union explained that in the career field of law enforcement, individuality is not appreciated or welcome and failure to follow orders can result in termination from the program and loss of employment.

During the academy, the staff utilized various forms of external motivators including punishment and gain and loss of privilege, to gain compliance. Basic human activities and amenities were no longer taken for granted as recruits were forced to earn the privilege to speak, sleep, use the bathroom, have a pillow, use condiments, or wear socks. She underscored how motivated a group of recruits can become when they are denied sleep or bathroom access until the assigned task is completed correctly. Unable to resist, I inquired as to whether she had witnessed a recruit who had released his bowels prior to receiving permission. The response, “yeah, that rook\(^{22}\) didn’t make it.” Academy Bravo took a different approach to the use of

\(^{22}\) The term rook is an abbreviated form of the slang term rookie, which is used to designate an individual who is a new probationary member.
external motivators. While physical exercise was employed as one of the methods used to encourage recruits to learn new material, a skill, or comply with expectations, it came with strict regulation. Pages eight and nine in the Instructor manual dictate when physical corrective action can take place, for how long, and in what manner;

“When physical exercise is used as a means of corrective action, it is the responsibility of the [XXX] instructor administering the corrective action to ensure the exercise does not jeopardize the health or safety of the recruit…a) Never exhaust a recruit more than once during a 1 hour period…c) Never administer physical corrective action: in red or black flag conditions, 30 minutes before and 1 hour after a meal…During liberty, free time…Recruits must remove cover, gun belt (if worn), camelback, and completely empty their pockets. Recruits may only be administered physical corrective action after they have received a physical corrective action class (See Appendix Y for a sample page of the Academy instructor manual, p. 9).”

As the interview drew to a close, Sergeant India was asked whether she felt that police recruits had unique learning requirements and needs for which the academic process should be tailored. She theorized that the career of law enforcement draws a certain type of individual. One that is prone to action over reaction, an extroverted fixer who must have or adopt a perverse, almost macabre, sense of humor in order to survive the career. These distinctive qualities demand a unique academic process as recruits must be taught to be social but separate, patient yet able to react without hesitation, comfortable with tedium and monotony but not overwhelmed with a sudden influx of calls each which demand high prioritization of the officer. She
countered that if recruits at the academy were taught in any way other than something uniquely tailored to their personal qualities and the extraordinary demands of the job, the world would be a much more dangerous place.

*themes of significance in the responses.* Two schools of thought were apparent in the academy training staff observations, views, visions, and opinions of police academy recruit basic training. These two divisions were not categorized by geography or class composition as the officer interviews revealed, but were divided along age lines with two camps, Generation X and their counterparts, the Millennials. Using the Strauss-Howe generational theory, invented by William Strauss and Neil Howe (2009), the two individuals credit with coining the terms, Generation X is used to categorically define individuals who were born between the years of 1961 and 1981. Those individuals born roughly between the years of 1982-2004 have been given the identifier, Millennial. As a result of societal influences during the time of their birth and early growth stages, Generation X children grew up independent with limited adult supervision as the two-parent work force took hold of American Society (Howe & Strauss, 2009). Millennials however, covering a more amorphous and less defined span of birth years, have been described as civic minded narcissists who have a greater concern for the work life balance than their predecessors. These classifications were important considerations to bear in mind during the data coding process as the emerging themes, divided along these age classifications materialized.

*Political correctness, liability, and entitlement.* The older staff members, some of whom self-classified themselves as Generation X, and others for whom their age and responses aptly revealed their grouping; looked at the new age of academy
instruction with disdain. Complaining of a world of politics that influences their ability to teach the new recruits, a repetitive concern that more time is spent on liability concerns then education was a consistent frustration espoused by these individuals. Academy staff members complained that they are no longer permitted to place the recruits in a stressful environment to simulate the pressure and tension of law enforcement life on the street, but must instead cater to their personal needs being careful not to offend them. In a career field where officers are told what to wear, dictated down to the length their hair and fingernails are permitted to grow, the exact date they may switch from long sleeve uniforms to short sleeve uniforms, and what assignments they must complete for the day, the Generation X academy staff expressed concern that the recruits who are being taught under this new era, are being pampered to the point that they are not prepared for duty upon graduation (see attachment X – Recruit manual uniforms and appearance p. 6). One staff member reported, “We are not raising individuals…. too bad if its inconvenient or not how they get it [learn / or] …whether they like being yelled at…[the] world is not going to cater to them on the streets (Training Coordinator Titus, August 2016).”

As officers in the field find themselves with increased expectations and changing societal expectations, the academy curriculum must expand to accommodate these shifting needs. The older generation of academy staff referred to these changes as a swinging pendulum and particularly noted the change in emphasis on community policing to terrorism and homeland security and back to community policing. Academy staff who felt forced to change their approach to teaching to accommodate this new generation of recruit who “are entitled little brats that threaten a lawsuit
(Training Coordinator Titus, August 2016)” when the training does not occur in the way they envision, are seen as unprepared for the harsh world of policing.

Academy staff members explained that it was often difficult to motivate this new generation of recruits as they do not respond well to humiliation, pain, threats or embarrassment. Rather than inducing encouragement to forge ahead, learn the material, or master the skill, recruits tend to respond to the traditional motivational methods “by shutting down and calling on their Chiefs for help. I would never have called my Chief, for anything! And certainly, not to complain about the academy staff (Corporal John, June 2016).”

Relevance. When asked about the relevance of the material conducted at the academy, both the older staff and younger staff all agreed with the same responses received from the officers, that it was not only relevant but immediately applicable to their daily jobs. Shifting from a focus on the academic instructional components, academy staff were eager to share how the seemingly unrelated, irrelevant activities that the officers had referred to in their interviews, were viewed by the academy staff to be even more significant learning elements than the academic components tested at the end of each instructional block. Captain Tom explained that,

“there is a reason for everything that we do. When we ask officers to stand and introduce themselves, it is preparing them for when they will have to speak up in court in front of people. When we require them to acknowledge and salute instructors and command staff in the hallways, it is not an ego trip, it is designed to address situational awareness that they will have to use later on in the field” (Interview, January 31, 2014).
The academy staff further explained in their interviews that the recruits are expected to be professional at all times and it is understood that they will be placed in high stress environments but must retain their composure and their bearings (Interview Officer Sam, July 2016). As a result, recruits are often subject to intense controlled physical and mental stressors during the instructional phases with an understanding that “if profanity and a little physical fitness is going to bother you in a safe, sterile environment, then this is not the job for you” (Interview Officer Queen, July 2016).

While some recruits have questioned the validity behind these training tactics in their end of the academy evaluation and reviews, the Academy staff reiterated repeatedly that the intense physical and mental pressures are more than just mind games for the recruits to overcome, but are actually preparing them for the challenges they will face post-graduation, challenges that cannot be answered via a textbook response. To help illustrate this for the recruits, one academy staff member explained that they utilize GoPro cameras during both instructional and practical exercises so that “you can see what you did wrong” and instructional staff can point out areas that a recruit may not have noticed at the time, such as the significance of being aware of one’s surroundings and the subtle body cues people display when they are stressed, being dishonest or preparing to respond aggressively (Interview Officer Queen, July 2016). These are not skills learned in academic instructional blocks, but in hands on stressor scenarios that put recruits to the test, while still in the safe environment of police academy.

The Generation X staff further spoke of the politics of the academy explaining that with an influx of media attention on law enforcement and a change in the cultural
climate of society, academies are sacrificing instruction and curriculum for widespread broad societal support and approval. Several instructors explained that much of what is done at the academy and while on the job, are an unfortunate necessity of the job. Officers must act “decisively and without emotion,” as there is little time to convene a committee or submit a survey for recommendations as to how best to respond.

Lieutenant Union explained that the academy is churning out graduates who are afraid to act, afraid to use force, and afraid of the second guessing that the media and society will take in every action they choose. As a result, the academy staff are seeing a new generation of recruits who Lieutenant Union and Major Juliette consider to be “weak and unprepared for the dangers and atrocities they will face” in the field. The millennial generation of academy staff expressed concern that recruits who are routinely filing complaints with their Chief’s when the academy staff speaks harshly to them, putting in for overtime requests on their timecards for evening activity requirements conducted at the academy, and submitting student concerns to the academy director after being sworn at by an instructor are the outcroppings of a softer approach to academy instruction where recruits ability to direct their own learning has resulted in a feeling of entitlement. Major Juliette (December 2016) believes that this softer approach and sense of entitlement is the leading cause of the retention issues he is seeing in recent academy graduates. He reported that once the recruits leave the academy and begin working night and weekend shifts at their police department where they have no voice in their shift assignments or control over what vehicle they drive, the clothing they wear, the activity they will do for the shift or the partner they are assigned to, they abandon the career field feeling unappreciated and disgruntled.
Readiness to learn. Unlike their older colleagues, those staff members born in the Millennial years, expressed a greater interest in modifying the current academy instructional approach and provided examples of individual efforts utilized to create a more self-aware recruit that is cognizant of diversity and less likely to use force to gain compliance. Two of the academies visited, Academy Bravo and Academy Charlie, both displayed indications of a desire or concerted effort by some staff members to introduce the principles of andragogy into the teaching environment. Explaining their efforts to integrate alternative instructional methods into their academies, it was noted that state wide academic support for this effort is limited and they consider themselves to be pioneers in their field (Interview Sergeant Robert, July 2016).

Officer Sam (July 2016) stated that he has begun to implement a journaling component to his instructional time at Academy Charlie, where recruits are tasked with completing a scenario and then responding to written prompts designed to increase their self-awareness and lead to a more mindful response by the recruit (p. C15, Interview Officer Sam, July 2016). He explained that this is an opportunity for recruits to move from being entirely dependent on the direction of others to that of a self-direct individual responsible for his or her own learning. This is achieved by encouraging them to discover knowledge via their own reflections on the experience, pushing them to become less dependent on instructor critique for assessing their performance in the field. He further explained that unlike other police academies, the instructors at Academy Charlie participate in the daily physical training exercises alongside their recruits, creating a culture where recruits are internally motivated to
complete the exercises not out of fear of retribution or physical pain, but out of a desire to complete the task side by side as one cohesive unit (Interview Officer Sam, July 2016).

Sergeant Robert of Academy Charlie echoed these sentiments explaining that as one of the younger members of the academy staff, she has crafted a proposal for the Chief of Police that contradicts many of the current academy approaches to instruction. Sergeant Robert proposed shifting to a problem based learning approach where recruits are presented with an open-ended problem that they will work to solve collaboratively using the information obtained in the classroom. She explained that the emphasis of the program would be on that of the problem-solving approach, and not on the end result as the academy is currently designed.

Recognizing that the field of law enforcement is not a cookie cutter career where officers must resolve problems they may never have even considered at the academy, Sergeant Robert believes that this new instructional approach would create a better recruit. Understanding that adult learning begins with a problem which is then systematically worked through to find a solution, she recognizes that recruits learn in a sequential format that allows them to take their prior learned experiences and integrate that knowledge with the new knowledge gained at the academy to work through a problem until they find the right solution. As such, she proposed the alternative teaching approach last year, and traveled to Kansas where a police academy has begun implementing this new style of learning. After returning back from the observation, she requested and received permission to alter the instructional blocks for which she was responsible to one in which recruits are offered alternative assessments to
demonstrate their learning outside of the traditional Scantron multiple-choice answer sheet. Sergeant Roberts has already observed a change in the recruits who have participated in this new style of instruction that demonstrate their ability to transfer the skills learned in the academy out in the field post-graduation with a higher level of critical appraisal and participation in collaborative efforts. Recruits expressed at the conclusion of the class in their instructor reviews an appreciation of this style of instruction, a recognition of its immediate importance to the career field, and a strong desire to continue to build on the information and skills they learned at the academy, post-graduation. One of the greatest challenges Sergeant Robert believes she will face in integrating this instructional approach into the academy on a more permanent basis, is the need to convince the Generation X staff members of the benefits, and obtaining the money necessary to support this style of learning through apprenticeship programs for instructors who will have to relearn how to teach academy recruits.

*Climate of adulthood.* Instructor Frank (March 2016), the youngest and newest instructor at Academy Bravo reported that unlike her fellow instructors, she grew up under a different style of education and entered law enforcement academy with post-secondary education experience. Having completed college academic programs and growing up in a K-12 environment where she was encouraged to question the status quo, to challenge statements made by her teachers that did not make sense, and to never accept a statement without understanding the reasoning behind it, she understands the challenges today’s recruits have with the antiquated police academy instructional methods that create a division between teacher and student. Instructor Frank joined Academy Bravo because it is one of the few academies ahead of its time.
She explained that each instructor “sleeps, eats and bleeds the love of this agency….we don’t just yell and scream at people or else I wouldn’t do this job (p. B1, interview Instructor Frank, March 2016).” She explained that the academy staff serve as mentors who utilize the traditional teaching approach to break down the recruits so that they can build them back up.

Academy Bravo is unique according to Instructor Frank (p. 1, March 2016), as it breaks its academy into two sections, the first of which is run in the traditional pedagogical paramilitary style and the latter, the bulk of the instructional time, is spent utilizing the principles of andragogy in a culture that shares more similarities with a college atmosphere then it does a traditional police academy. She explained that while the first two weeks of training are demanding, “we demand just as much if not more of our instructors then our recruits (p. B5, interview Instructor Frank, March 2016) creating a comradery between the two groups where the recruits take responsibility for their own learning in a collaborative environment in conjunction with their academy instructors. This is evidenced by a shift from simply teaching a skill to the recruits, to also “including the how’s and why’s of the scenario.”

This distinctive educational approach is a clear evolution from the era that Instructor Edward came through where “I had anxiety every time I had to do role play…it really affected my learning (p. B1, interview Instructor Frank, March 2016)” as the program was set up for a series of no-win situations. Instructor Edward explained that there is a distinct difference between good stress and anxiety, and the shift in training maintains the importance of testing recruits in high stress environments while not so significantly handicapping them that they are unable to
sufficiently learn or retain the material. He explained that yelling and screaming at recruits to the point where they are afraid is “not a conducive learning environment…[where recruits are] scared to speak, scared to move p. B5, interview Instructor Edward, March 2016)” By splitting the academy into two distinct parts, the staff are able to “weed out and identify the deficient early on and in the first three days, we know who the keepers are.” This allowed the staff to create a high stress paramilitary environment that stressed the importance of hierarchy, chain of command and routine, while allowing for recruits to collaboratively solve problems and learn new information in the latter ¾ of the academy in an instructional environment that mirrors the actual climate they will face post-graduation.

Instructor Edward explained that while he was initially against the change in instructional approach, he has discovered that they have created a better recruit. One that is more capable of adapting to the expectations of the current society which demands a more well-rounded police officer, who is understanding and compassionate and operates in a world that has more gray than black and white. To facilitate this change, Academy Bravo brought FTO’s off the street and into the academy to serve as rotating instructors as a part of the formation and building of the new module training and curriculum. He explained that the FTO’s serve to bridge the gap between the older academy staff that have not “worked the streets since 2009,” modifying the scenarios and instruction to the issues and problems more relevant to today’s officer. This further eliminated the “they didn’t teach me that at the academy” excuse that FTO’s would often hear, as the FTO’s themselves have served in an instructional capacity at the academy.
**Police department field training officer interviews.** The Field Training Office program is a multi-week on the job learning experience where academy graduates are paired up with veteran law enforcement officers. The veteran officers are responsible for preparing the new officers for solo shift work and must complete a series of daily observation reports and assessments that determine whether the graduate is prepared and capable of taking on the job of a law enforcement officer (Brachtl, 2014). The FTO is typically the last step in the training process, and the last opportunity outside of the probationary period, for a police department to determine whether the individual will remain a member of the department. Four of the forty interviews conducted during this research study were with Field Training Officers.

In an interview with Lieutenant Mike (June 2016) in her office at the police station, she shared her law enforcement career with me beginning with her days at Academy Golf, a single department police academy with 32 other recruits. Of the 32 that entered, only 18-21 of them successfully graduated and entered the field of law enforcement. While this academy class was smaller than the typical academy size for the department, it continued to maintain a strict atmosphere of Para-militaristic regulations requiring officers to square their corners, make a hole for instructors passing through, and obtain permission through the ranks to engage in any activity that varies from that of the group, to include using the restroom facilities. Failure to meet even the smallest expectation resulted in physical punishment. This physical penalty created a comradery between the recruits as they bonded together over their shared hatred for the academy cadre and staff. This *us versus them* mentality leaked out past

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23 The term *squared corner*, refers to an individual who negotiates a corner by turning sharply at a 90-degree angle and then proceeding in the intended direction.
the end of the academy and into the daily lives of academy graduates who formed what felt like to Lieutenant Mike a secret society with a culture of officers in the department versus the community at large.

Unlike the experiences of several of the other individuals interviewed, Lieutenant Mike noted that her academy experience included realistic training scenarios over multiple relevant subject areas. She and her fellow classmates responded to simulated untimely deaths, assaults with serious injuries, motor-vehicle stops, and other calls outside of the typical firearm scenario training that is commonly the only scenario style training practiced in academies across the nation. While the academic classes were challenging, Lieutenant Mike recalled that they were not insurmountable as the staff insured that the recruits knew what they needed to know at test time. Recruits worked together to help one another pass the examinations recognizing that the person who sat next to them in the academy, may very well be their back-up on the street in a few weeks. As for the “weak ones that can’t hack it,” Lieutenant Mike advised that the class as a whole did not want those individuals to succeed because “I don’t want them on the job anyway since I can’t afford to have a dumb or afraid cop back me up (Interview, June 2016).”

This desire to have a strong police force created an environment where the weak were picked apart by their own fellow recruits and the strong were supported by one another. Learning to lean on each other for guidance, Lieutenant Mike and the other recruits created study groups on their own and drilled through the information and facts until they “knew it cold.” They supported each other until something
identified them as weak, at which point they were severed from the heard and left for
the academy cadre to ensnare, devour, and cut from the ranks.

When asked what types of behaviors, characteristics or limitations indicated a
sign of weakness in a recruit, she initially pointed to failed examinations and poor
scenario testing results but quickly turned the bulk of her attention of the question
towards a recruit’s inability to meet the high stress level of the job, their inability to
work as a team, and their failure to engage in a congenial manner socially with their
fellow recruits. One recruit who was identified as color blind during the academy was
removed from the program by the instructors. The reason listed was his inability to
provide a description to his fellow officers as to the color of a suspects clothing in a
scenario based practice training. Lieutenant Mike explained that while that was an
inhibitor, they may have been able to overlook it if he had been a part of the core
group of recruits. His inability to socially mesh with the group had forced him into the
position of an outsider and in the end, it was his own classmates who reported his
color blindness to the academy cadre.

As a result of the large amount of material that had to be covered in a limited
amount of time, recruits were allowed to ask questions of the instructors but rarely did,
as each block of instruction was limited to one hour in length. If a class period ran
over, it extended into the five-minute break between the two classes resulting in a loss
of restroom and stretching time for the recruits. No recruit wanted to hold up the class
or cost the loss of a break so the majority of the classes ran straight through the hour
with little to know teacher to student interaction. For those that dared to ask questions,
a failure to ask the question in the correct format, their failure to stand when
addressing the instructor or a whole host of other potential violations that could potentially occur that were contrary to the expected standard, would result in the entire class being punished with leapfrogs, push-ups or some other form of physical exercise. Once assigned these tasks, the recruits were forced to use their limited break times between classes or their lunch time to complete the physical exercises.

Given this information, Lieutenant Mike was asked whether she believed the climate of the academy to be conducive to her learning. She described the training as “brutal” and exclaimed, “they just did whatever the hell they wanted to do.” Without the department’s Chief being present, academy staff were without restrictions as to what they could make recruits do, or say, and were unrestricted as to the amount of physical pain they could inflict, a freedom that has since been restricted in some academies as a result of hazing laws and regulations (Couper, 2013 & Harvey, 2008). Some of these activities included forcing recruits to turn their clothes inside out, redress themselves, and then run around the inside of a cage as a punishment for having their gig line\textsuperscript{24} off. Another similar was punishment that she considered superfluous and unnecessary was the day that she and her fellow recruits were “thrown against the wall several times” for addressing the academy staff in an incorrect format, for speaking to a senior officer without being instructed to, failing to walk in a straight line or in the correct form, and for accidentally making direct eye contact with an instructor or the academy staff. While she understood the importance of learning the value and process of hierarchy, she believed that there were other methods that could have been utilized to teach the concept, that were far less painful.

\textsuperscript{24} The term gig line refers to the straight line alignment of the pants fly, belt buckle, and shirt seam.
Even though several recruits incurred serious injuries as a result of the training, Lieutenant Mike saw these challenges as a method for breaking the recruits down, in order to build them back up - a mechanism for determining whether the recruits heart and soul was truly committed to the career of law enforcement. While this served as a motivator for Lieutenant Mike who performs well in high stress environments, several of her colleagues did not fare as well and were dropped on request. She declared, “you learned or were fired, so there was definitely an incentive to learn.”

While she would have preferred to have had more time to learn and digest the material, she defaulted to memorizing as much information as she could and strove to retain it long enough to take the test. She explained that recruits would store information temporarily in a pretend file folder in their head, put what they could remember down on paper during the assessment, and then emptied the folder so that it could be reused for the next block of instruction. “You had to move onto the next topic or you would not survive the academy. You definitely learned a lot of material only to forget it a week later.” It is statements such as these that make her wonder years later whether she actually learned anything at the academy. With so much information being crammed into small packets of time, the desire for self-preservation overran her internal desire to learn the material as she took the steps necessary to stay afloat and survive the academy program. “Plus, once you passed a test you had bigger concerns to deal with that you didn’t care whether you remembered it a week later. You were just trying to survive it each day and each week (p. H3, Interview, Lieutenant Mike, June 2016).”
As a new recruit with no experience, she recalls soaking up the information in the academy like a sponge. Identifying herself as less jaded than some of the other recruits, she recalled that she “took everything the cadre told us as gospel.” The more she related to the instructor, the more she put into the class. Regardless though of who was instructing the class, and what method it was instructed in, she recalls being internally motivated to learn the material, believing that mastery of the material, was crucial to her future success as a law enforcement officer.

Comparing her academy experience to those of the new recruits in her police department today, Lieutenant Mike noted a significant difference in both the training and end results. Making certain to underscore her dissatisfaction with the recruits that the academy churns out, she began to recite a litany of reasons why the new approach to law enforcement academy was producing a dissatisfactory recruit.

Attempting to start at the beginning, I asked her to identify for me some of the most significant differences between the academy that she had attended and the academy her new officers were attending, and to identify whether the differences were positive or negative, and why. Without missing a beat, Lieutenant Mike began to rattle off her reasons with supporting examples. One of her greatest concerns centered around the lack of structure in the present recruit academy. Recruits at the academy she sends her new officers to live a more lackadaisical style where they are not required to address their instructors in a respectful format, they do not receive physical punishments for failure to meet expectations, and they are given freedom to enter and leave the classrooms at will, to include in the middle of the instructional block. She believes that this “college like atmosphere” is the root cause of the internal problems
and retention issues her department faces today. She noted that the recruits who survived the academy that she completed wanted the job, worked hard for the job, and did everything they could not to lose the job. Today’s recruits are given their police certifications with minimal effort, and they fail to understand the core elements of being a police officer. She further underscored this argument by identifying an increase in new officer conflicts with supervisors, a general attitude of disrespect in the officer towards people and property, and a reduced work ethic. In her view, the new police officer’s ethic is not one of hard work and pride in the job, but one of entitlement and a general distaste for being pushed out of one’s comfort zone.

Lieutenant Mike explained that the academy no longer holds the entire recruit class responsible for the actions or failures of one, believing that it is unfair to punish all for the actions of one individual. This has instilled in those recruits a mentality that they take with them back to the police department after graduation. New officers now routinely intentionally leave calls for the next shift, engage in shift wars, and purposely sabotage another officer on the small chance it may advance them further. She explained that after spending months with individuals who shared your blood, sweat and tears, she would never have stepped on another officer to advance herself, and would certainly not have ever pushed a call to the next shift simply to avoid work. Those officers, like her, had earned their spot and there was a comradery that had been created through academy where she and her fellow classmates understood that a win for one was a win for all, and a loss for one carried the same all-encompassing result. She emphasized this by saying,
“You learned to work together or die, well not really die, but the cadre made you think that death was a real possibility if we couldn’t figure out how to work together and get the job done. The bonds you created at the academy were stronger than those with your own blood (Interview, June 2016).”

The academy graduates she is receiving back from the training program today have been trained in a reduced stress environment that has created “sally cops” who have become accustomed to easy training and a comfortable life. The career field demands long hours, nights, weekends and holidays away from the family. Law enforcement officers see, hear, and experience some of the greatest atrocities known to man and have a front row view of some of the most horrific things one human can do to another. The new recruits however, are not prepared for this line of work. The Monday through Friday relaxed environment leaves recruits with a feeling of entitlement in which they return back to the department and expect to have weekends with their families or to spend holidays with their kids. Lieutenant Mike explained that she did not have a holiday off for the first five years of her career and a position did not become available for her to move away from the midnight shift until almost seven years into her career. Even then, she only obtained the shift by a seniority ranking of one recruit graduating class. This has resulted in a high turnover rate as academy graduates typically remain with the department for only two or three years, and then change to another police department, or abandon the career field of law enforcement entirely.

Lieutenant Mike further explained that, recruits who once would never question the authority of a supervising officer, now openly argue and question every
action, and every command. “We can’t get away with giving unquestionable orders anyway, we have to explain everything!” This constant desire to know why, that the current graduating recruits come to her police department with, can be crippling in a career field where situations are fluid and without a black and white answer, there is not often time to formulate a panel or committee to study the best response or choice of action. Lieutenant Mike often needs recruits to simply do what they are told, regardless of whether they understand why, see the point, or know the overarching reason or impetus behind the command. Lieutenant Mike recalled one instance during field training during which she was training a new officer that constantly challenged every piece of instruction or advice that she gave him. She confessed that eventually this was brought to a head, and Lieutenant Mike began yelling at the recruit and reverted back to the old adage, because I told you to. “Officers who question, instead of following orders, are dangerous on the street [and] need to act as instructed because they do not have the experience, department history, or all the information we have as FTO’s (Interview, June 2016).”

Lieutenant Mike explained that many of her concerns with the academy graduates stem from the regional aspect of the police academy the department sends their new recruits to. While state law is covered in the academic classes, municipal specific ordinances and individual department policies are not addressed leaving the department and Field Training Officers with an increased burden once the recruits return back to the police department. The benefit of her single department academy was that all of the training was merged together so that a recruit would learn the state statute, what elements were necessary to prove for criminal charges, the department
policy for addressing the criminal behavior, and the method by which her department superiors expected her to address the call. She believes this challenge could be easily overcome by adding additional weeks to the field training program however, as a result of the inconsistent instruction the academy graduates receive, it is not always clear what material they do not know from one recruit to another, until they are actually in the FTO process. This is attributed to the rotating instructors at the academy, some of whom serve as officers in her own police department. She explained that many of these individuals are not exceptional police officers however, they are chosen for the position because of their relationship with the command staff.

Lieutenant Mike concluded the interview with a general summation of her opinion of the recruits.

“They are soft and can’t handle the stress. The first time someone yells at them sometimes is in training [FTO] and they shut down and can’t handle it. I need officers who can react well under stress…someone who isn’t going to get upset if you swear at them because that is what is going to happen on the street” (Interview, June 2016).

**themes of significance in the responses.** Field training officers are responsible for the initial on-site training of all police recruits post academy graduation. Recognizing that good training is critical to establishing and maintaining a successful police department, it is crucial for new officers to receive solid training prior to being released back to their departments.

**Ever increasing content demand.** A common thread among all of the Field Training Officers interviewed was a general belief that they are responsible for
providing academy graduates with more and more information each and every year, before releasing them to solo shift work. This combined with the increased in responsibilities for law enforcement officers have left FTO’s to scramble to cover a greater amount of information sacrificing the level and depth of quality of instruction they can provide to their new officers.

Knowledge retention. Many of the FTO’s have found that they are spending time re-teaching basic information that academy graduates should have learned while enrolled in the program. The time spent re-teaching, results in reduced opportunities to demonstrate the skills and knowledge learned in the field and to assist the new officers with thinking outside of the modular boxes they learned material in at the academy, and put it into play in a practical manner. The majority of the FTO’s reported that they participated in the same training academies as their new officers, and several have served as training instructors for their departments recruit classes. Both of these factors support their assumptions that the basic material is being taught however, they are observing a distinct disparity between that which was taught, and that which was learned.

Application of past knowledge and experience. FTO Oscar, of a sending police department to Academy Foxtrot, believes that much of the disparity can be attributed to the way the recruits are taught at the academy. He explained that because the majority are entering the police academy without any law enforcement experience, they do not have any practical experiences to apply the new information to. He expressed doubt that recruits can truly understand the complexities of responding to a motor-vehicle stop or a domestic violence incident when presented with textbook and
lecture style information at the academy, without having lived through the challenges officers face when on scene. The few recruits who do leave the academy having retained information that they bring with them into the FTO process, have cookie cutter answers. Theses answers do not fit the ever-changing mold of human interactions as individuals work though their various grievances resulting in disheartened recruits who do not understand why the intended result did not materialize as they had expected.

When asked to share the field training officer curriculum, universally across the border, each FTO advised that the program was state designed, mandated, and operated. While every department had their own unique style of instruction or approach, they all shared a common curriculum with the other departments in their state, with consistent forms from one department to the next. While the forms differed in appearance from state to state, the majority of the FTO assessment and observations sheets consistently referred to the same 30 standards established in the San Jose FTO program that most states have modeled their programs after.

While this research study did not conduct an in-depth examination of police department field training programs, it was important to look at the program and assessment tools as it related to one of the tenets of andragogy, that of self-directed learning. Several of the FTO’s noted that the officers who graduated from recruit academies that contained more of the tenets of andragogy in their instructional style, had a greater challenge completing the FTO program as they questioned each element, lacked a desire to complete the program in the prescribed manner, and took umbrage with their training supervisors micromanaging approach to training. These officers are
reported to stay in the career field for approximately three years and then leave for different occupations that are less autocratic and grant greater freedoms to their employees. FTO Oscar explained that when the recruits “don’t get the strict training at the academy, they come back here [to the police department] wishy washy and can’t hack it when they are told what to do and how to do it” (Interview, FTO Oscar, July 2016).

Entitlement. Collectively the FTO’s further noted that the rising increase in new officer retention problem is directly related to the failure of the basic academy to instill a sense of loyalty and duty to the sending department. FTO Papa explained that there was a time when recruits who graduated from the academy felt a sense of obligation and duty to remain with their sending department in gratitude for the opportunity to attend the academy. He reported that today’s new officers “don’t care about the money invested to get them to day one on their own” (Interview, FTO Papa, June 2016). He attributes this to the fact that recruits are given extensive freedoms at the police academy, they are allowed to choose whether or not to participate in activities such as physical training, a once required element of the program. Recruits then leave the academy empowered with a false sense that their department owes them for successfully accomplishing the program, and they get frustrated when they return back to the department and discover that there is an expectation that they do what they are instructed to, regardless of their personal feelings regarding the order.

Collectively, the FTO’s expressed that this attitude of entitlement where “boots\textsuperscript{25} come out of academy thinkin’ there an old salt” (Interview, FTO Oscar, July 2016) is detrimental to the well-established hierarchy of seniority that exists within

\textsuperscript{25} The term boot refers to an individual who is inexperienced.
law enforcement. New officers expect to have preferred shifts and take offense when they are bumped from detail assignments by senior officers. The FTO’s attributed this to the academies failure to instill the importance of hierarchy in the basic recruit academies which FTO Papa supported with an example of a new recruit who during one of his first two weeks of field training, referred to the director of the academy by his first name, as opposed to his rank, title, and surname. FTO papa and other FTO’s remembered a time when new officers were not allowed to eat lunch with senior officers and were relegated to the front seat of the cruiser for their mid tour. While they did not consider this to be an ideal training method, there was a general sense of agreement that it served as motivational factor for new officers to complete the program so that they could earn a sense of belonging with the other officers in the department. This internal motivation appears to be lacking in today’s academy graduates.

FTO’s from academies Alpha, Bravo, and Charlie shared a common belief that the new officers graduating from academy were stronger, more educated, and better skilled then the FTO’s themselves and the graduates that came before them. They agreed that their dedication to the career field, the department, and the internal motivation to complete the job at the highest level of satisfaction was unparalleled. Much of this success was attributed to the training methods and instructional staff at the academy, many of whom included the very FTO’s participating in the research interviews, as they rotate the training staff through the academy instructional roles. The FTO’s identified that the academies use of scenarios and experience based learning helped to prepare the new recruits for the challenges they would face on shift.
FTO’s from Delta, Echo, and Golf, had a different summary than their Alpha, Bravo, Charlie counterparts. These FTO’s each expressed a concern that the academy had not adequately prepared officers for the career ahead of them and they were now tasked with trying to make an academy graduate work in a position they may not be properly suited for. Rather than severing poorly performing recruits from the academy, the FTO’s believe that the academy passes them through with the belief that the officers who are not prepared for the career will not successfully complete the FTO program. FTO Rome of a sending department to Academy Echo illustrated this in his statement, that the academy staff lowers its standards so that ill prepared recruits can successfully pass and

“then [they] expect us to fail them and it’s on us that we wasted all this money putting them through academy only to cut them after….that’s a lot of money just to have them fail FTO….so then we get pressured to pass someone through that never should have even come to us to begin with. (Interview, June 2016)”

When asked what specific things the academy had not prepared their graduates for, the list was endless however the common themes were not found in missing academic content knowledge but in skill based acquisition. The FTO’s professed that new officers lacked officer safety skills, the ability to interact with other members of the department or the community in a productive manner, time management abilities, the willingness to sacrifice self for others, and most importantly, the understanding that the career of law enforcement comes before personal desires and needs.
Supporting these statements, FTO Rome (June 2016) explained that the career of law enforcement takes an officer away from their family and their personal desires. An officer must give up holidays with their families, and stay late to book arrests or fill open shifts on days when they had plans, appointments, or previous arrangements. These acts are not uncommon and do not earn a new officer any praise or reward, they are an expected part of the job. As Chief Sierra (August 2016) is fond of saying to his officers when they are forced to do something they would prefer not to do, are ordered to cover down, or are assigned a shift that is inconvenient to their home or family life, “welcome to law enforcement.”

**Police department supervisor interviews.** Police Department supervisors range in rank from Corporals and Sergeants to Chiefs and Colonels. They are each charged with identifying new potential applicants, participating in the recruit selection process, and supervising officers post academy graduation. Despite these similarities, police supervisor’s roles and responsibilities vary significantly even within the same rank assignment depending on the size and mission of the police department. For example, a small police department of ten or fewer officers may have one Chief, two Sergeants and seven Patrolmen making the Sergeant the second officer in command. A larger agency however may have 300 Patrolman, 40 Corporals, 12 Sergeants, 6 Lieutenants, 3 Captains, 2 Majors, 1 Deputy Chief and 1 Chief, causing the Sergeant to have much less power than a Sergeant would in a smaller agency. As such, only the eight police supervisors interviewed who held the highest two ranking positions in their department, whether it be Chief, Colonel, High Sheriff, or otherwise. The resulting data from these interviews were included in this case analysis section of
whether the tenets of andragogy were present in the basic recruit academy and the impact, whether positive or negative, it had on officers returning back to the police department post-graduation.

As the Chief of police for one of the sending departments to a regional police academy, Chief November is unique, holding the highest rank of any law enforcement officer in her department, as a female, the first ever female to do so in her police department’s history. The National Association of Women Law Enforcement Executives reported that only 219 of the more than 14,000 law enforcement agencies in the United States of America, are led by female police chiefs [approximately 1.5%] (Johnson, 2013). Despite this notable difference, November shared many similar experiences and summations of police academy, with those of her male counterparts.

Chief November, a 27-year veteran of law enforcement, attended a residential paramilitary regional police academy as a recruit in 1989. In a class that began with approximately 50 recruits, nine dropped out and did not complete the program. Of those nine, three of them were female, leaving only two female recruits of the original 50, to graduate. Chief November explained that “it was clear that men can do it one way and women do it another way (p. 1, Interview, June 2016).” While no gender differentiations were documented in writing, the actualization of double standards for women created divisions within the academy between the male and female recruits, making it harder for Chief November to gain respect and achieve comradery with her fellow recruits. To further complicate her academy experience, a state moderator was present during all academy training as a result of a recruit death that had occurred during the previous recruit class. While the decedent had not been a female recruit, it
had been determined by the medical examiner that the cause of death was directly related to the physical exertion and mistreatment that occurred while at the police academy. This determination led to strict controls around the physical punishments and physical training expectations for the recruits, with special attention paid to the female recruits for whom standards were drastically reduced as part of a gender norming process to prevent similar casualties.

Chief November, the head of a department that sends its officers to Academy Golf for basic recruit training, directed me to a coffee shop around the corner from the police department, where she had chosen for the interview to take place. We quickly grabbed a cup of coffee and found a table in the back where Chief November could sit with her back to the wall and monitor the foot traffic in the area. This was evident throughout the interview as her eyes flitted back and forth across the room in a systematic sweeping motion, scanning the individuals present, first right, then center, then to her left, back to center, and then to her right again. Preferring to conduct the interview in a question and answer format, Chief November reminded me that she had one hour to dedicate to the interview, as she had meetings scheduled for the remainder of the day.

In a mastery of multi-tasking, Chief November answered the questions posed, responded to emails on a tablet she had brought with her, and scanned the room, making eye contact with several individuals; acknowledging some with a nod of the head as they entered or passed through the shop. Unlike the interviews with the police officers who seemed content to share stories and respond to questions in a circuitous fashion, unfolding their academy experience in a shared lived manner, Chief
November opened up the document of interview questions I had previously sent to her at the time the interview had been scheduled and began to work through her responses in a systematic fashion. Furiously recording handwritten notes, I struggled to keep up as she moved through the questions at a break neck pace, answering each one in a succinct, matter of fact manner, embodying the hardened, matter of fact police personality that Balch (1972) and Shannon (March 14, 2010) refer to in their research on police mentality and character traits, and that Jack Webb personified in his depiction of the fictional detective Joe Friday in the television series, Dragnet.

Chief November recalled that instruction at the police academy was conducted in only one manner, that of lecture. She advised that recruits were told how they were going to learn and they either adapted or failed with no modification made for their individual learning preferences or preferred styles. Their ability to assist in the planning of their own learning was also non-existent, an issue which caused difficulty for Chief November as she identifies herself as more of a hands-on learner, rather than a visual or auditory student. Recalling the restrictions around verbal limitations, Chief November explained that the recruits were restricted from speaking with one another and were not permitted to create study groups. These regulation restrictions, coupled with the instructional method utilized made successfully completing the academy a challenge, despite the fact that she had always been a good student in Junior High and High School.

When asked whether any modifications were available to account for those learners, who like her, learned in a different manner, she responded that there were none. No modifications were present from instruction through assessment, even for
those for whom English was not their first language. When asked, what motivated her to overcome these challenges and successfully graduate from the academy, she noted that she felt that her actions “represented all women in law enforcement and my successes and failures impacted how my fellow recruits would perceive all women officers (Interview, Chief November, June 2016).” Fueled by this internal motivation to positively represent her gender, Chief November believes she worked “twice as hard” as the male recruits.

While the instructional method was not conducted in her preferred style, she considered the curriculum content to be relevant to the career field and necessary for performing the job post academy. Even the requirement to sound off while at the academy, projecting her voice at an elevated level for others to hear, prepared her for the command level voice she would need when confronting non-cooperative individuals on police calls she was dispatched to. Not all of the expectations and activities were always as clear however. Chief November recalls that frequently, she and the other recruits would return back to their barracks after the academic classes had concluded only to find their personal property strewn throughout the hallways. The anticipation of the disaster that awaited her after class impacted her learning in a negative way as she would often find herself drifting to thoughts of the impending mess that would await her rather than focusing on the lesson at hand.

As a Chief of police, she reflected on the similarities and differences between her academy experience and the members of her own agency. Similar to Chief November, the recruits for her police department attend a regional paramilitary police academy. She noted that because the academy takes pride in its cost saving measures,
they have taken their savings to the point that it has begun to negatively impact the level of training her recruits receive. Teaching to the bare minimum, the academy provides officers only with enough information to meet the minimum expectations established by the state for the job of a police officer. Chief November believes that this reduction has opened up the sending departments to liability and lawsuits, as the graduating recruits have certainly not mastered, nor are they proficient in their skills; despite the state certifying boards endorsing them once they have successfully passed their final exam and graduated from the academy. The savings gained from eliminating the driving pad and firing range, has left her recruits dependent on the willingness of other agencies to allow the academy to utilize their facility. This has restricted driving and range time to a one week block of “crammed” instruction, as opposed to a graduated learning process where recruits can master the skill over the length of the academy. She noted that “the most dangerous and most frequent things law enforcement does” are now relegated to being “fit in when convenient,” as opposed to being central to the curriculum and practiced repeatedly to the point of mastery by the attending recruits (Interview, June 2016).

Chief November explained that the academy curriculum is old and outdated, and in a state where it has been statistically confirmed that more mentally ill individuals are shot by police officers then in any other state, it is unconscionable that the academy continues to have no mental health curriculum component. She attributed this deficit to the fact that the state criminal justice standards do not require it. As a result, the majority of the police academies in the state choose not to cover the topic because of the lack of a mandate to do so. Instructors who have expressed
interest in teaching outside of the minimum requirements are often faced with academy director’s concerns for the liability incurred for teaching material that has not been vetted by the legislature and commissioning boards.

Furthermore, the regional academy utilizes a substantial number of different instructors from the sending agencies which are inconsistent from class to class and range in varying competency levels. Oftentimes, a police officer who has been placed on administrative leave, who has incurred an injury is sent to the academy to instruct as they are unable to currently complete the duties required as a law enforcement officer. This has a tendency to create an environment where the “troublemakers” end up teaching the new recruits, forcing the training staff of the sending agency to have to retrain a recruit, or force them to “unlearn a concept” once they return back to the department post-graduation. This occurs because agencies who are forced to pay officers who cannot complete police work, seek to recoup some of the financial loss by using those officers to fill the academy teaching needs, thereby freeing up a healthy or competent officer to complete shift assignments. Once a recruit has learned a concept, methodology, approach or mindset at the academy, they tend to adopt a blind adherence to whatever method the instructor taught “which is concerning because you don’t know what kind of instructor they may have had for their recruit academy (p. 3, Interview Chief November, June 2016).” The resulting consequence is a longer Field Training Officer program for graduating recruits with more graduates participating in remedial training phases because they lack the basic knowledge they should have obtained and retained from their academy experience.
Chief November surmised that much of the retraining is a result of poor initial instruction from officers who lack subject matter expertise and were chosen to teach for invalid reasons such as availability or their congenial relationship with the academy command staff. Academy staff, many of whom do not know how to create a lesson plan, rely on their own personal experiences to teach new recruits the information. This often leads to instruction via PowerPoint sprinkled with a smattering of war stories to support the concepts that tend to veer off in instructional directions that are not relevant to the academic block being studied. While the state has an obligation to ensure that all of the police academies are meeting the minimum standards, this mandate is insufficient to guarantee that this occurs as the state department of criminal justice services “has no teeth for those academies that do not meet the standard (p. 3, Interview, June 2016).” With little rewards or punishments available to the state criminal justice service commission, academies are expected to follow mandates, but are rarely penalized for failing to do so. In fact, Chief November is not aware of any academy that has been decommissioned for failure to meet the minimum standards.

*themes of significance in the responses.* Chiefs, Colonels, and High Sheriffs are the ultimate authority in an organization that is run in an autocratic fashion with few checks and balances. While most are not directly interacting with new patrol officers, they are the often on the receiving end of department complaints and commendations involving these new patrolmen, and are the ultimate deciding authority regarding a police officer’s status as a member of the department. When interviewed regarding their perceptions of the training new officers receive as recruits
in the academy and the resulting product post-graduation, there were several common themes that emerged: climate of adultness, application of past knowledge and experience, readiness to learn, relevance, motivation, and the disconnect between andragogic principles and outcome needs.

*Climate of adultness.* Academy Alpha, Bravo and Charlie stood as outliers from the group. The highest-ranking officer in both sending departments to the academy felt that the officers graduating from the academy were superior to other academy graduates. This was attributed to both a rigorous hiring process and a thorough academy program that has resulted in less than one percent of academy graduates failing to successfully complete the department’s field training officer program. The heads of these departments cited the residential nature of the program, the permanent non-rotating staff and cadre, and the instructional techniques as credit for the quality of new officers they are receiving. Furthermore, each of these three academies is also representative of a single department police training program. High Sheriff Tango (March 2016) explained that his academy staff “treats recruits with firmness, fairness, dignity and compassion and …. leads by example (p. 8).” This quote by High Sheriff Tango was a clear indicator of the presence of adultness that Knowles (1980) refers to when he advocated for a classroom where adults “feel accepted, respected, and supported”; and “a spirit of mutuality between teachers and students as joint inquirers” exists (p. 47).

The commanding officers for both academies emphasized that fairness and compassion did not equate with easy or less. The current program structure was crafted over years of experimentation and Chief Yankee could recall a time when the
academy had swung too far in the opposing direction to the point where recruits were coddled and displayed no discipline or self-control. He argues that is not a problem his recruits face at academy for “in the first three days, you know who your keepers are (p. 9, June 2016).” Recruits endure a shock and awe approach instruction where they are screamed and yelled at, forced into a line and sent on a one mile march with everything they brought to academy packed into a duffle bag they carry on their backs. For two weeks, they endure a “shark attack” style training that runs at a consistently high intensity level until recruits are released to a more academic college like training atmosphere. He explained that even during this challenging part of the program, it is made clear to the recruits each components relevance to law enforcement and the information and skills they will need to successfully complete the job. “I can break them down quickly, but what’s the purpose…. We strive to give them every opportunity to succeed and use evals [evaluations] after every block of instruction (Interview Chief Yankee, June 2016)” which resulted in a shift from predominantly classroom based training to a largely practical based training program. The exemplar of readiness to learn that Knowles refers to in his tenets of andragogy was clearly demonstrated in the teachings and approaches at academies Alpha and Bravo, as was illustrated by Chief Yankee and High Sheriff Tango’s observations.

Relevance. Contrary to the cumulative shared responses of the highest-ranking officers of the sending departments to academies Alpha, Bravo, and Charlie, the top officer of sending departments to academies Delta, Echo, Foxtrot, Golf, Hotel, and India voiced a different perspective when asked to share their perceptions of the officer training the police officers received during the basic recruit academy program.
While each officer asserted that the training received was adequate, there was a
general concern that the academy training lacked a *real-life* component. Chief
Whiskey explained,

“they teach you by the book stuff but that doesn’t apply in the real world when
you get on the streets – that’s what you have an FTO for ...they teach you in
domestic violence about arresting people when they break the law and what
*shall* and *may* mean, but when you come out into the real world they don’t
have any practical skills and are not prepared for the road (p. 2, Interview
Chief Whiskey, August 2016).”

This is not a new problem for academies as each of the Chiefs and High
Sheriff’s confirmed a consistent failure on police academy programs to properly
prepare recruits for the challenges they will face when on the job. Chief Quebec
(2016) explained that in particular the new academy graduates are leaving the
academy without the proper preparation and skills to deal with the stress of the career
field of law enforcement. He explained,

“We are too soft on them in the academy and there’s no discipline anymore so
when they come out they don’t know how to take care of themselves in a
stressful situation and have to rely on other officers. They can’t process it and
end up leaving law enforcement because they didn’t understand and were not
prepared for what they were going to face. When I went through we were
yelled at, made to do push-ups, scrub the latrine and deprived of sleep. We
weren’t beaten or anything but you couldn’t talk, couldn’t make your own
choices, you couldn’t do anything unless they told you to. Now they have free
reign and question as to why in the training and goofing around. It wasn’t like that when we were down there. Not saying it’s the best but it helped me to understand that there is going to be times in this job that you are going to be stressed and you have to learn to do your job (p. 3, Interview June 2016).”

Disconnect between andragogic principles and outcome needs. Chief Quebec summarized a common concern among each of the Chiefs and High Sheriff’s regarding the instruction recruits were receiving at the academy. While there was unanimous agreement that the curriculum itself was relevant and oriented to the career field, they each spoke directly to, or alluded to, a softening of the instructional approach that has been a disservice to new police officers. The lack of self-discipline and military bearing that officers are graduating from the academy with creates an issue in the field. Although the academy is a more pleasurable experience and easier for recruits to successfully complete, those same recruits once graduated struggle to follow orders and complete duty assignments that are less preferable or contrary to the way that they would prefer to handle a situation (p. 2, Chief Whiskey, August 2016).

Chief Whiskey explained, “in this job you have to follow orders even if you don’t understand them …it’s a serious job. People can get hurt, you can hurt yourself, others, and screw things up even more (Interview, August 2016).” Chief Whiskey alluded to a commonality among each of the officer’s responses that the career of law enforcement is an unforgiving one. It is not a job where an individual sits in an office or on an assembly line producing widgets. It is one where people’s lives and freedoms are at stake. The academies new instructional methods where officers are given permission to make their own choices, to question the instruction they are given has
resulted in a lack of respect for superior officers and those with seniority who bring a wealth of experience to each call they respond to.

*The influence of policy on academy practice.* The officers interviewed attributed the change in academy instruction and the softening of the cadre approach, not to a desire to become consistent with best practices in education, but as an effort to become compliant with new legislation and to avoid potential legal liability. Chief Sierra (August 2016) explained that the academy is now restricted to a 40 hour work week despite the fact that law enforcement is not a 40 hours a week job. He noted that new officers complain about being forced to stay after shift to complete booking arrests, come in early or respond on days off to address major incidents. “They want to walk out the door the moment their shift is done but sometimes they are on a call or at an accident, you can’t just walk away from that (p. 1, Chief Sierra, August 2016).” Chief Whiskey reported that when he attended academy, the day extended beyond the forty-hour academic classroom component into the early hours of the morning when they would have room and uniform inspections, and into the late evenings when they would be pulled from bed to participate in platoon wide motivationals. This preparation helped to prepare him for the most challenging aspects of the job of law enforcement, the ability to control his emotions, think effectively in high stress and rapidly changing situations, and be accepting of the fluidity of the daily expectations of the job.

*Locus of motivation.* When considering one of Knowles primary tenets of andragogy, that of internal motivation, the Chiefs and High Sheriffs confirmed that the academy program is one designed around external motivation as the ultimate
galvanizing force. Utilizing physical discipline, fear and embarrassment, academy staff and instructors gain compliance and encourage recruits to learn the material or skills they are teaching. While they understand the notion behind Knowles tenet, they cite this need for adult learners to understand the reason behind each learning activity and their desire to be treated in a climate of adultness, as one of the contributors to academy graduate’s difficulty in the career field post-graduation. Before the concept of *adultness* began to be implemented, recruits were afraid to fail. They would strive to put their best effort forward at all times because failure to do so, failure to meet the expected mission, resulted in a punishment that they did not like. Today’s recruits however, are required to “write a memo…you don’t remember stuff you do wrong by having to write a memo. You can’t write your way right (p. 2, Interview, Chief Whiskey, August 2016).” This fear by academy staff to hold recruits accountable because of liability, out of concern that a recruit will sue the academy staff for hazing, physical injury, or damage to their psyche, or in an effort to make the academy more *college* like in atmosphere, has created an environment where recruits not only have a lack of external motivation to complete a task or assignment properly, but they often choose failure and its resulting memo consequence, over doing the challenging task placed before them. Chief Zebra explained that during training observations, he has overheard recent recruits state words to the effect of, “I’ll just take the memo and the Alpha Charlie²⁶ (Interview, June 2016)” rather than spend the time to properly shine their boots for morning inspections.

²⁶ The term Alpha Charlie refers to the use of the military phonetic alphabet designators for the letters A and C as replacement terms for the slang phrase *ass chewing*; a phrase used to describe an individual who is being scolded for their actions.
Disconnect between andragogic principles and outcome needs. Considering Knowles' tenet of internal motivation, based on socioemotional selectivity and self-determination theory, it stands to reason that the recruits, all of whom are adult learners at the police academy, are more selective and have greater investment in learning material and participating in activities that are meaningful. This is especially true in a career field where the possibility of loss of life or debilitating injury is a very real possibility. The highest-ranking officers in police department however are reporting otherwise. While the recruits show an interest in the material, as soon as it becomes challenging, disinteresting, or is taught in a manner other than their preferred method, the recruits “write off the instructor, stop listening and even walk out of the room” recalled Chief Zebra (June 2016). This translates to an undisciplined police academy graduate who carries these perceptions into the field training process, and his or her future interactions with their superiors. In the field of policing, an officer cannot refuse an order, or walk away, and this is learned at the academy where the fear and motivating factor to comply with expected behaviors is not an internal desire to do what is right or out of a love for policing but “fear you are gonna get your ass kicked at best…or fired at worst. Do it, don’t question it, and we can talk about it later…but when I say do something they do it because there will be hell to pay otherwise …and that has saved a few rookies lives already” (p. 1, Interview Chief Sierra, August 2016)

A common theme among the Chief’s and High Sheriff’s was the belief that while the motivational level of the academy recruits and graduates has not changed, the expectations have. Academy graduates typically leave the programs excited to
write tickets, make arrests, enforce laws, and put their recently learned information to use. When they finish academy and begin their field training however,

“they question everything you do. When I got on FTO or came into law enforcement this is how you do it, you were shown how to do it, made to do it, and you didn’t ask. This is the way it’s supposed to be done so you just do it…now a new person this is what you need to do, [but they ask] why do this? [and reply with] I don’t like it…but this is the way it’s supposed to be done. They question everything…I think it’s a detriment (p. 2, Interview Chief Whiskey, August 2016).”

The constant questioning of superiors and training staff is believed by the highest-ranking officers to be an outcropping of an academy instructional approach where recruits have been granted the freedom and liberties to second guess their instructional staff. An increase in police applicants with post-secondary education degrees has further contributed to this climate as many recruits have been taught to question authority and encouraged to be dissident when they disagree. Several of the Chief’s declared that this approach is not congruent with the career field of policing where hierarchy and chain of command are necessary to outline the authority and responsibility of each of the responding individuals at a scene or conducting an investigation.

**Surveys.**

In an effort to collect as much data as possible to determine to what extent the presence of andragogy existed in paramilitary law enforcement recruit academies on the Eastern Seaboard of the United States, surveys were distributed in addition to the
research conducted during the police academy site visits and officer interviews. Over the span of six months, 172 completed surveys were collected, 37 from current police academy recruits and 135 from police academy graduates. Prior to distribution, the surveys were reviewed by the Plymouth State University Institutional Review Board and were piloted by a panel of seven currently active police officers. (See Appendix Z: for survey questions categorized by andragogy tenets).

**Response Rate / Completion / Return rate.** To ensure that the survey results were representative of the target population of law enforcement officers presently serving and that had attended police recruit academies on the Eastern Seaboard of the United States of America, an analysis was conducted of the return and response rates for the surveys distributed. In order to ascertain the return rate for the 172 completed surveys collected in this research project, the correct formula for determination must be established as return rates, completion rates, and response rates, result in varying percentages and data conclusions. To clarify this nebulous definition, each of the above terms have been defined and classified for clarification purposes.

Survey return rates are commonly identified as a percentage that is determined by taking the number of individuals who responded to the survey, dividing that number by the number of surveys distributed, and then multiplying the sum of that calculation by 100 (Barlett, Kotrlik & Higgins, 2001). While this method would be a plausible analysis approach for determining return rates for recruit academy survey respondents, where the number of eligible recruits was a known number, the use of social media, email distribution lists, and other online survey tools for the graduate survey respondents precludes this method as the total number of individuals who may
have seen the survey and chosen to, or not to, participate is unknown. While the return rates for the graduate surveys remains unknown, an analysis of the recruit academy survey return rates revealed that approximately 35% of the recruits afforded the opportunity to participate in this research study chose to do so.

Similar to return rates, completion rates are defined as the number of individuals who began the survey divided by the number of individuals who completed the survey, with the sum of that number multiplied by 100 to establish a percentage. Using the built in google analytics site traffic monitoring feature, it was determined that 96% of the 180 surveys begun, were successfully completed and submitted for analysis. Eight of the 180 surveys collected were started but not submitted for analysis. Of those eight surveys, two individuals completed demographic data that included their name and current police department which allowed for follow-up from the researcher regarding the reasons for choosing to discontinue the survey prior to submission. In both cases, the potential participants stated that the length of the 47-question survey discouraged them from completing and submitting it.

Survey response rates, as defined by the Council of American Survey Research Organizations (CASRO), is a calculation used to designate the ratio of the number of individuals who participated in the survey, divided by the sample size, or the number of individuals who were eligible to participate (CASRO, 1982). Recognizing that the number of police officers eligible to participate in the study is a constantly changing number, as new recruits enter the career field and current officers retire or leave law enforcement daily, the estimates utilized to determine the response rate for this
research study are nebulous and are based on the statistical numbers provided by the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the International Association of Chiefs of Police (IACP) and the Commission on Accreditation for Law Enforcement Agencies (CALEA), further refined by the paramilitary academy classification numbers. Utilizing the aforementioned categories and statistical rates, the survey response rates are based on the number of academies represented on the surveys returned as compared to the number of academies on the eastern seaboard. According to the Bureau of Justice Statistics, the Eastern Seaboard has 220 recruit police academies. Of those academies, IADLEST classifies 81% of those academies as paramilitary training academies. Utilizing those numbers and the demographic data provided by the survey participants, the 36 different recruit academies represented by research participants represent 20% of the 220 police potential academies that meet the qualification for consideration in this study (see figure 3 – Paramilitary police academies represented).

Figure 3 – Paramilitary police academies represented

The response, return and completion rates outlined above meet the standards set forth by Barlett, Kotrlik & Higgins (2001), and by Morse (1994) for sufficiency to draw valid reliable conclusions from the targeted research population.
Demographic Characteristics of Respondents

Demographic data was collected for the recruit and graduate survey, and interview respondents, to aid in describing the individuals who chose to participate in the study. The demographic questionnaire of participating police officers included questions that allowed respondents to be categorized by their: age, gender, race, ethnicity, highest level of educational attainment at the time of survey completion, highest level of educational attainment at the first day of recruit academy, rank, the number of years they have been employed as a police officer, their current law enforcement agency, the law enforcement agency for which they were employed by at the start of their recruit academy, the number of individuals attending their recruit academy, and their satisfaction with the law enforcement academy experience.

**age.** In total, 185 respondents participated in the survey or interview component of this dissertation research. Of the 185 respondents, 41 identified as recruits and 144 as graduates. The ages of police respondents were categorized into decades for simplification as follows: 18-27, 28-37, 38-47, 48-57, and 58-67 years of age (see figure 4 – Age classification percentage statistics). The participant responses are consistent with national law enforcement officer age averages (International Association of Chiefs of Police, 2016).
Figure 4: Age classification percentage statistics

gender. A 2001 research survey conducted by the National Center for Women and Policing found that women comprise approximately 11% of the sworn law enforcement officers in the United States of America (Lonsway, K, 2002). Of the 185 police participants in this research study, 20% were female and 80% identified as male. Although the classifications of transgender female to male and transgender male to female were included as options for gender classification, no respondent chose that identification category.

Given the statistical variance between the percentage of female respondents and the percentage of women in law enforcement, further research was conducted to explain the 9% disparity overage between the expected return rate for the gender classification of female. William Smith investigated the influence of gender in online survey participation in his thesis for San Jose University in 2008 and found that females utilize cyberspace as a social exchange which results in a disproportionate number of female respondents to academic queries (Smith, 2008). Given the utilization of the online social networking service Facebook as one of the methods
used to alert police officers the survey availability, Smith’s findings could account for the higher percentage of female respondents. Groves, and Couper (1992) further supported the findings that females are more likely to participate in research studies then men extending the conclusion beyond online surveys to a general classification encompassing academic surveys (online and on paper), interviews, clinical trials, and focus group participants.

A third possible explanation for the increased percentage in female law enforcement respondents is the gender classification of the primary researcher which is female. Research studies have shown that individuals who are asked to participate in a study by a researcher who shares common characteristics with the participant themselves are more likely to agree to contribute to the study (Smith, April 19, 2012).

Taking into consideration the aforementioned explanations, the data obtained falls within acceptable statistical collection variance standards (Bureau of Justice Statistics, 2016).

**Race and ethnicity.** The race and ethnicity demographic categories available for respondents to self-identify as were: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White. Respondents who did not fall into one of the above listed categories or who did not wish to choose a race or ethnicity were provided with the option to select “choose not to answer.” Of the 185 participants researched, three dominant subgroups emerged: Black or African American, Hispanic, and White. Eleven percent of survey respondents identified that they were Black or African American, a statistic which is consistent with the national average of 12% collected in 2013 by the BJS. This
statistic serves to reinforce the demographic reliability of the research demographic data responses collected. The greatest disparity in percentages was in the racial category identified as White. Eighty-three percent of the survey respondents reported that they were white, while the national average of white law enforcement officers is 73%. This 10% variation overage can be accounted for based on the research studies exclusive focus on police officers who received their training on the East Coast, where the racial demographic make-up of residents has a greater percentage of Caucasians than the national average (Hixson, Hepler & Ouk Kim, 2011).

**educational attainment.** To better understand the research participant’s demographic information, a survey inquiry was conducted to determine the highest level of educational attainment the participant had achieved by their first day of recruit academy. Respondent answers were grouped into three general categories: General Education Development (GED) and High School diploma, an Associates and or Certificate degree, and a Bachelor’s, Master’s, or terminal degree. The largest percentage of officer respondents fell within the highest educational attainment category, with 41% indicating that they had obtained a Bachelors, Masters or terminal degree by their first day of recruit academy. Twenty-three percent of respondents specified that they had attained an Associate’s degree or certificate of completion and 30% reported that they had successfully graduated high school and or earned a GED (see figure 5 - Educational attainment table).
These educational attainment numbers may be a direct result of a change in police department hiring standards from the 1960’s, when only a high school education was required for admission (Garner, 1998), but increased in the 1990’s to that of a recommendation of a Bachelor’s degree after the President’s Commission on Law Enforcement and Administration of Justice advocated for an increase in the minimum educational requirements (Carter & Sapp, 1990). While the majority of police departments still only require a high school diploma for prospective officers (Reaves, 2010) a trend towards higher education in the career field of criminal justice is evident, and is substantiated by a USA Today article written by Carly Stockwell (2014), in which criminal justice was identified as the 6th most popular major selection of college attendees.

**rank**\(^{27}\). Rank classifications were divided into three categories, patrol officer, supervisor, and detective. The patrol officer category includes Officers, Deputies, Troopers, Corporals, and First class and Master officers and Troopers. The classification of supervisor is inclusive of all ranking officers who have attained the

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\(^{27}\) The term rank refers to the position an individual has attained in a system of hierarchy.
rank of Sergeant and above to include: Colonel, Commissioner, Chief, Superintendent, High Sheriff, Director, Lieutenant, Major, Captain, and Sergeant. All respondents who self-identified as Detectives were included under the detective classification for analysis purposes regardless of their position within the agency. For example, a Detective Sergeant was analyzed under the detective classification rather than under the supervisor category.

Of the research participants that participated in the survey component of the study, fifty-three percent identified as having ranks that fell within the patrol officer category, thirty-four percent identified as supervisors, and 12% of the study participants identified as having attained the rank and or assignment of detective. It should be noted that in some police departments, the position of detective is not a rank but is an assignment with no supervisory obligations and is considered a lateral transfer from the position of patrol officer. Furthermore, only completed graduate surveys and interviews were included in rank analysis figures, as recruit officers who have not completed the academy are ineligible for rank promotion or detective assignments. (See table B - Survey rank)
Table B: Survey rank

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th>Educ. Attain.</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrol officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-27 (26%)</td>
<td>F</td>
<td>Am. Indian/Alaskan (1%)</td>
<td>GRE/HS (22%)</td>
<td>Great (21%)</td>
</tr>
<tr>
<td></td>
<td>(21%)</td>
<td>Asian (2%)</td>
<td>Cert/Ass. (23%)</td>
<td>Good (42%)</td>
</tr>
<tr>
<td>28-37 (36%)</td>
<td>M</td>
<td>Black/African Amer. (15%)</td>
<td>BA/Mas/T 45%</td>
<td>Fair (14%)</td>
</tr>
<tr>
<td>38-47 (12%)</td>
<td></td>
<td>White (63%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48-57 (9%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58-67 (2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-37 (8%)</td>
<td>F</td>
<td>Am. Indian/Alaskan (2%)</td>
<td>GRE/HS (15%)</td>
<td>Great (34%)</td>
</tr>
<tr>
<td>38-47 (47%)</td>
<td></td>
<td>Black/African Amer. (6%)</td>
<td>Cert/Ass. (27%)</td>
<td>Good (10%)</td>
</tr>
<tr>
<td>48-57 (32%)</td>
<td>M</td>
<td>White (90%)</td>
<td>BA/Mas/T 58%</td>
<td>Fair (8%)</td>
</tr>
<tr>
<td>58-67 (11%)</td>
<td></td>
<td></td>
<td></td>
<td>Poor (3%)</td>
</tr>
<tr>
<td>Detective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-37 (22%)</td>
<td>F</td>
<td>White (100%)</td>
<td>GRE/HS (4%)</td>
<td>Great (30%)</td>
</tr>
<tr>
<td>38-47 (43%)</td>
<td></td>
<td></td>
<td>Cert/Ass. (26%)</td>
<td>Good (26%)</td>
</tr>
<tr>
<td>48-57 (9%)</td>
<td>M</td>
<td></td>
<td>BA/Mas/T 48%</td>
<td>Fair (4%)</td>
</tr>
<tr>
<td>58-67 (4%)</td>
<td></td>
<td></td>
<td></td>
<td>Poor (26%)</td>
</tr>
</tbody>
</table>

experience. The breadth of varying years of experience of the police participants in this research study are vast; ranging from less than one month in the career to field to more than 42 years. In 2011, Forbes conducted a research study to determine which jobs people remained at for the longest period of time. Using the Bureau of Labor Statistics median average for employee retention of 4.4 years, (Smith, 2011), the retention rate for respondent law enforcement officers in this study with six years or more of tenured experience is 60%. The explanation for the higher than average retention rate was the role the remuneration of a pension plays in preventing career changes outside the field of law enforcement. Figure 6 graphically illustrates the demographic data of the research participants for this study.
Figure 6: Experience - current number of years as a police officer

size. In 2013, the Bureau of Justice Statistics conducted a survey of more than 600 state and local police training academies. The findings of that study revealed an immense disparity in recruit class sizes ranging from classes of only one recruit, to those with more than 1,000 (Reaves, 2009). With these extensive variances in size, they determined the midpoint of frequency distribution to be a median small size of 14 recruits and a median large size of 28 (Reaves, 2009). The median average recruit class size of the 36 different academies the study participants attended was 26-40 recruits. Figure 7 graphically illustrates the recruit academy class size data of the research participants for this study.
Having validated the demographic representation of the survey participants, the following conclusions were drawn from questions embedded within the survey that were designed to mine raw data relative to whether the principles of andragogy are present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States, and if so, to what extent.

The online and paper format survey included forty-seven questions and five sub questions, twenty-three of which were dedicated to eliciting responses that spoke directly to what extent the presence of tenet one, the involved learner, occurred. Questions 1-14 addressed whether learners were involved in the decision making and planning of their own learning (A), while questions 15-22 focused on obtaining responses that would elicit data regarding the adultness of the climate the learner experienced and whether they felt respected, supported and encouraged in their
educational process (B). The data obtained was then examined through the demographic lenses of gender, race, rank, educational attainment, and age; in an effort to determine whether specific trends, patterns and themes emerged that would allow for conclusions regarding the presence of the tenet to be determined.

As a result of the large number of research participants, completed surveys, and a concerted effort to conduct a thorough and comprehensive research study, an enormous amount of data was requested and obtained. In addition to the 47 research questions, each survey participant was also distributed an 18 question demographic questionnaire designed to gather personal information about the individual completing the survey. This was conducted so that the researcher could identify factors that may influence the participants answers and to aid in the cross-tabulation and analysis when comparing dichotomous and polytomous categorical variables.

As a result of the multiple sub-groups created by the demographic data, the analysis procedure conducted involved an in depth mathematical calculation process to insure accuracy. This was conducted as a result of the fact that some research participants completed all of the demographic information while others chose to answer only a few questions. Similarly, while some survey participants completed every survey question presented, others answered only some while choosing, choose not to answer, or simply leaving the question blank. As such, this created a complex challenge for analysis as each question and category had varying foundational base numbers.

The following example serves to illustrate this conundrum, and demonstrates the analysis method used to overcome it, to insure data analysis and conclusion
reliability. One hundred people are issued a survey. Seventy-five of them complete the entire survey. Twenty-five people complete portions of the survey. Of the 100 participants 95 completed a demographic questionnaire however, only 50% of them identified their race, 70% identified their gender, 30% identified their highest level of schooling, and 60% identified their age. Because of these categorical variances, a base number of 100 cannot be used to analyze the survey results by subgroups. Furthermore, if 100 people complete the survey and 80% of them identify that they are white and 20% state that they are black, a direct number to number comparison would not be a fair or objective analysis given that there were significantly more white survey participants then black. As such, each of the data numbers were calculated and converted to mean percentages to insure a fair and accurate analysis could be conducted. The resulting data was rounded to the nearest whole number which in some analysis conducted caused the summation to be greater than 100%. For example, if a percentage was calculated to be 80.6%, for the purposes of this study, it was listed as 81%. If the comparative number was 20%, then the sum of the two numbers would be greater than 100%. This was done for ease of the reader and for a simplified cross-category tabulation and analysis.

**Research design**

The survey utilized in this study was created using the foundational tenets of andragogy. For each tenet, a bank of survey questions was designed with triangulating qualitative and quantitative questions built within the survey itself to validate the information obtained and insure consistency of findings. This served to reinforce the legitimacy and repeatability of the survey tool. As an illustration of this method of
survey response validation, survey question 23 inquired of the research participants whether they had a preferred style of learning, and if so, what it was. The survey participants chose answers such as “hands on (G-66),” “visual (G-20),” “kinesthetic (G-37),” “reading (G-79),” and “lecture (G-8).” Jarrett Christian (January 5, 2015) recognized that adult learners self-reported learning style preferences may be inaccurate and not reflective of their actual performance. To eliminate this concern, secondary questions were placed within the survey to substantiate whether the answer to question 23 was consistent with the participants actual preferred learning style. For example, question 25 asked the participant which method worked better for them to find a new location that they had never been to, looking at the route on a map, or hearing directions to the location. This question served to confirm whether the information obtained in one question, was similar to the response from another similar question that was asked in a differing manner. Similarly, another question asked whether recruits were more significantly motivated by external or internal motivators. This question was triangulated with the answers to survey questions 42, 43, and 44 which asked the recruit to choose between a series of options which they would prefer, one of which was representative of an internal motivator and the second of which was indicative of an external one. This form of survey question triangulation served to confirm the validity of the data obtained in that it was not only triangulated through the use of site visits, interviews and surveys, but each of those contributing data sets, were also triangulated and verified within themselves to confirm the accuracy of the information obtained through the creation of robust, comprehensive and well developed research data tools.
Tenet one survey questions. The first series of questions sought to answer whether the first tenet of andragogy was present; involved learners. The tenet of involved learners argues that educators ought to involve students in as many potential aspects of the learning process as possible, allowing multiple opportunities for the pupil to actively participate in the planning of their learning in a self-directed manner. This must be conducted in an educational climate of acceptance, respect, and support; that encourages an environment of mutuality between the educator and the learner. In an effort to determine whether the tenet was present in basic paramilitary police academies, data was mined through the use of surveys as the third data collection point, as a method for corroborating findings and testing the validity of the data obtained in the site visits and interviews.

Data results and analysis.

gender. The tables below illustrate the survey responses obtained for tenet one from the recruit and graduate surveys for questions 1-22. For consistency, all of the survey questions in this section were written in a similar manner so that the response choice of “always” and “sometimes” were indicative of the presence of the andragogical tenet, while the responses “rarely” and “never” were indicative of the lack of the tenets presence. Survey respondents were additionally given the opportunity to select “choose not to answer” as an optional response which resulted in some percentages with a cumulative value of less than 100 percent. It should be noted that while the options of transgender male to female, and transgender female to male were offered as choices in addition to male and female, none of the survey respondents self-identified as transgender.
questions 1-13 were as follows:

1. Were you able to set your own specific learning goals?

2. Were you able to choose your own learning method or strategy?

3. Did you develop a deep interest in the topic absent tangible reward or punishment?

4. Were you able to moderate the pace of instruction?

5. Were you able to independently monitor and self-correct your performance?

6. Did you have the ability to modify the length of time spent on specific learning topics?

7. Could you seek help and / or access resources to assist your learning process?

8. Did you have an opportunity to design learning materials, exams and activities based on your learning needs and wants?

9. Were alternative assessment and instructional approaches available / offered?

10. Were you presented with a choice of learning activities?

11. Were you responsible or accountable for your own learning?

12. Were you told why you need to learn material before you are instructed in it?

13. Were you informed how the instruction will be conducted?
Table C: Gender: Tenet #1A - Involved Learners (Questions #1-13)

<table>
<thead>
<tr>
<th>Question</th>
<th>Recruit Survey Responses</th>
<th>Graduate Survey Responses</th>
<th>Total Survey Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Q1:</td>
<td>60%</td>
<td>81%</td>
<td>40%</td>
</tr>
<tr>
<td>Q2:</td>
<td>20%</td>
<td>59%</td>
<td>70%</td>
</tr>
<tr>
<td>Q3:</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Q4:</td>
<td>30%</td>
<td>48%</td>
<td>70%</td>
</tr>
<tr>
<td>Q5:</td>
<td>20%</td>
<td>52%</td>
<td>80%</td>
</tr>
<tr>
<td>Q6:</td>
<td>5%</td>
<td>43%</td>
<td>5%</td>
</tr>
<tr>
<td>Q7:</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>

[Shaded box] = (P) Tenet is present  [Un-shaded box] = (NP) Tenet is NOT present
A / S = Always & Sometimes  R / N = Rarely & Never

The results from the returned surveys for the presence of Tenet 1A, Involved Learners, showed that all recruits regardless of gender found the tenet to be present while none of the graduate gender grouping respondents found the tenet to be present.

Questions 15-22 were as follows:

15. Did the physical design and placement of objects in the classroom promote your learning?

16. Was cooperative learning encouraged without the loss of healthy competition?
17. Was the climate flexible to diverse learning needs?

20. Did the academy environment create a safe place for learning successes and failures?

21. Did the instructors meet the needs of a diverse group of learners?

22. Was a climate of mutual respect present within the instructional classes?

Despite the data collected during the site visit and interviews, the survey data when examined by gender overwhelmingly indicated that officers found the academy climate to be one of adultness where the learner experienced and felt respected, supported and encouraged in their educational process (See table D - Gender: Tenet #1B - Experience (Questions #15-22)

<table>
<thead>
<tr>
<th>Gender: Tenet #1B - Experience (Questions #15-22)</th>
<th>F = Female / M = Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15: AS / RN</td>
<td>Q16: AS / RN</td>
</tr>
<tr>
<td>Q17: AS / RN</td>
<td>Q20: AS / RN</td>
</tr>
<tr>
<td>Q21: AS / RN</td>
<td>Q22: AS / RN</td>
</tr>
<tr>
<td>P / NP</td>
<td></td>
</tr>
<tr>
<td><strong>Recruit Survey Responses</strong></td>
<td></td>
</tr>
<tr>
<td>F 40% 60% 70% 20% 40% 60% 100% 0% 80% 20% 80% 20%</td>
<td>P (4/6)</td>
</tr>
<tr>
<td>M 74% 26% 89% 7% 96% 7% 96% 4% 100% 0% 96% 4%</td>
<td>P (6/6)</td>
</tr>
<tr>
<td><strong>Graduate Survey Responses</strong></td>
<td></td>
</tr>
<tr>
<td>F 65% 26% 91% 48% 52% 43% 91% 9% 70% 22% 83% 17%</td>
<td>P (6/6)</td>
</tr>
<tr>
<td>M 57% 36% 73% 24% 42% 56% 87% 8% 77% 16% 91% 7%</td>
<td>P (5/6)</td>
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<tr>
<td><strong>Total Survey Responses</strong></td>
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<td>F 58% 36% 85% 39% 48% 48% 94% 6% 73% 33% 82% 18%</td>
<td>P (5/6)</td>
</tr>
<tr>
<td>M 60% 35% 76% 21% 51% 46% 89% 7% 81% 13% 92% 7%</td>
<td>P (6/6)</td>
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[Shaded box] = (P) Tenet is present
[Un-shaded box] = (NP) Tenet is NOT present
A/S = Always & Sometimes
R/N = Rarely & Never

The data obtained from survey questions 11A, 14, 18, 19, and 19a were not included in the above table as they were multiple answer and dependent questions that required additional clarifying information for proper analysis to be conducted. For example, survey question 19 asked the participant, “did fear of the instructor or instructor imposed consequences impact your learning?” Neither an affirmative or negative answer alone without supporting explanation provides sufficient data to
determine whether or not the participant felt supported in their learning process. For example, a participant may state that fear of the instructor impacted their learning in a positive manner causing them to work harder to learn the material while another participant may also identify that they felt fear of the instructor, but that fear resulted in an inhibited learning process. As such, a secondary follow up question allowed the survey participant to further clarify whether the resulting experience was positive or negative: “If you answered yes to the last question, identify whether the impact is positive or negative.” The responses to the survey questions, as categorized by gender, not included in the above tables are as follows.

In survey question 11 participants were asked whether they were responsible or accountable for their own learning in an effort to obtain data to support whether self-directed learning occurs, 94 graduates and 22 recruits responded. For those participants that responded, they were given an opportunity to provide an example to support their choice. While not all survey participants chose to answer the question or its follow up counterpart, for those that did, the responses were categorized into five common dominant themes, three of which were consistent across genders and two which were unique to either male or female respondents.

Universally, respondents in both genders noted that they were expected to study, learn, and review new instructional content, on their own time, after the initial block of instruction. Both genders also reported having experienced the expectation that they were responsible for their own learning by reading additional material beyond that presented in class in order to supplement the formal curriculum presented. The third common response category observed in the annotations from both male and
female participants, was the recognition that officers demonstrated their accountability for their own learning by creating study cards and notebooks that summarized the salient points of the instructional material for each block of instruction. In addition to these commonalities, two general themes that divided across gender lines were the female participants note of the need to seek answers to questions that arose in class, outside of the assigned instructional block, and the male respondents hyper focus on the fact that failure to successfully demonstrate mastery of the material by achieving a minimal acceptable standard for passing an examination would result in removal from the academy program and the potential to be fired from the sending police agency. This was most succintly summarized in one male respondents answer, “learn it or fail, fail and your fired, it’s up to me to learn it, even if the instructor sucks (Interview, June 2016).”

An essential element of the first tenet of andragogy is a climate conducive to learning where students feel accepted, valued, and supported. Questions 18, 19, and 19A sought to determine whether this element of the tenet was present at paramilitary basic recruit academies on the east coast of the United States. When reviewing the data as categorized by gender regarding instructor attitudes, using a Likert scale where a quantitative value response of 5 indicated the participants believed that the instructors had a generally positive attitude and a 1 indicated a generally negative attitude, there was no appreciable difference in responses across the genders.

In an effort to further understand the recruit academy climate, study participants were asked whether fear of the instructor or instructor imposed consequences impact their learning, and if it did, whether the impact was positive or
negative. The female respondents indicated that 52% of the time they believed their fear of instructors impacted their learning. Of those respondents, 60% reported that they believed the impact to be a negative influence on their ability to learn the instructional material. The male participant’s responses indicated that 58% of the time they believed their fear of instructors impacted their learning. Of those respondents, 68% reported that they believed the impact to be a positive influence on their ability to learn the instructional material. This can be best summarized by one male participant’s response in which he stated, “I wanted it to be harder because I do my best work when someone is yelling at me and I am scared shitless (Interview, June 2016).” The data from this question suggests that fear of the instructor is largely a successful motivational tool for male recruits, while an inhibitor for female recruit learning.

race

The tables below (See table E - Race: Tenet #1A - Involved Learners) illustrate the survey responses obtained for tenet one from the recruit and graduate surveys for questions 1-22 as broken down by participant’s self-identified race. As was previously noted in this chapter, there is a 10% overage in Caucasian research participants when compared to the statistical national averages of law enforcement racial data collected by the Bureau of Justice Statistics. To ensure that the overage has not created a potential limitation to the study or skewed the collective themes or conclusions, the data has been analyzed by race to compare the racial grouping responses to the aggregate survey and dominant subgroups.
Similar to the gender analysis above, all of the survey questions in this section were written in a similar manner so that the response choice of “always” and “sometimes” were indicative of the presence of the andragogical tenet, while the responses “rarely” and “never” were indicative of the lack of the tenets presence. Survey respondents were additionally given the opportunity to select “choose not to answer” as an optional response which resulted in some percentages with a cumulative value of less than 100 percent. Research participants were provided classification races of American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander and White to choose from. Participants were additionally presented with the option of self-identifying their ethnicity as Hispanic or Latino or Not Hispanic or Latino. Based on the participant response, the categories of American Indian or Alaskan Native, Asian, and Native Hawaiian or Other Pacific Islander were not included in the pictographic table summaries as the total number of survey respondents self-identifying in these categories were less than 3%.
Table E: Race: Tenet #1A - Involved Learners (Questions #1-13)

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Shaded box = (P) Tenet is present  
Un-shaded box = (NP) Tenet is NOT present
A / S = Always & Sometimes  
R / N – Rarely & Never
*** the numbers are representative of percentages ***

The results from the returned surveys for the presence of Tenet 1A, Involved Learners, showed that all recruits regardless of race found the tenet to be present while none of the graduate racial grouping respondents found the tenet to be present. The results from the returned surveys for the presence of Tenet 1B, Experience, showed that all survey participants regardless of race found the tenet to be present.

The data obtained from survey questions 11A, 14, 18, 19, and 19a were not included in the above table as they were multiple answer and dependent questions that required additional clarifying information for proper analysis to be conducted. For
example, in question 14, participants were asked to identify from a predetermined list of options, the instructional methods that were used during their classroom time at the recruit police academy. The question sought to obtain a list of instructional methods utilized but did not allow for the participant to quantify to what extent each method was used. For example, a participant may have indicated that lecture, group discussion, and role play were utilized during their attendance at the academy however, lecture could have been used 95% of the time and role play only 1% of the time and that information would not be able to be gleaned via analysis from question 14 alone, independent of additional triangulating questions that provided narrowing and classifying data.

For analysis purposes, the table below shows the instructional methods utilized in the participants recruit police academies as broken down by race and ethnicity. For clarification purposes, recruits who identified both a race and ethnicity were counted in both categories. For example, a research participant that categorized themselves as both White and Hispanic, were included in the White and Hispanic analysis. Table F and figure 8 represents numerically and graphically the percentage of Black, White, and Hispanic participant’s instructional method utilization as compared to the responses within their respective racial identities. For example, the table illustrates that 67% of the Black or African American participants who submitted an answer to survey question 14; identify which of these instructional methods were used during your classroom time at the academy, identified group discussion as one of the instructional methodologies utilized. This is compared to the White participants, 62% of whom identified group discussion and 71% of the Hispanic participants as
compared to the total participant data summary which reveals that 63% of the total research participants identified group discussion as a method utilized by academy instructors during the recruit training program.

When research participants were asked whether the instructor’s attitudes were generally positive or negative, with a choice of five representing the most positive and one representing the most negative, the racial breakdown in responses conclusively showed that Hispanic and Latino research participants considered instructor attitudes to be generally positive with 100% of the respondents choosing the top two highest available options to demonstrate an overwhelmingly positive instructor attitude. In comparison, while 100% of Hispanics and Latino’s indicated that instructor attitudes were generally positive, only 72% of Black or African American respondents chose the same categorical rating (see figure 8 - Racial data for perceptions of instructor attitudes).

Figure 8: Racial data for perceptions of instructor attitudes

Malcolm Knowles recognized that the adult student brings a broad range of fear, apprehension and uncertainty to the learning process. Recognizing the natural presence of this characteristic and the potential impact it can have on recruit’s ability
to learn the material presented, research participants were asked whether fear of the instructor impacted their learning process, and if it did, whether they perceived the impact to be positive or negative.

Of the respondents, 39% of Black participants, 38% of White participants, and 43% of Hispanic participants responded that fear did impact their learning. Of those that identified an impact of always or sometimes, 82% of Blacks considered the impact to be negative, 71% of Whites considered the impact to be positive, and 75% of Hispanics similarly classified their fear of the instructors as positive. The results of this data set suggest that for Black or African-American recruits, the use of fear as a motivational tool is deleterious whereas for White recruits, fear of the instructor served as a positive motivational tool that successfully spurred recruits forward, encouraging them to learn the material or skills presented (see figure 9 – Fear of the instructor / racial analysis). There was no appreciable difference among Hispanic or Latino respondents that would indicate with any sufficiency the impact that fear of an instructor has on recruit learning while attending the basic police academy.
Figure 9 – Fear of the instructor or imposed consequences

<table>
<thead>
<tr>
<th>Fear of the instructor or imposed consequences: Black or African American</th>
<th>Fear of the instructor or imposed consequences: White</th>
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<tr>
<td>Always &amp; Sometimes = Rarely &amp; Never</td>
<td>Always &amp; Sometimes = Rarely &amp; Never</td>
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**rank**

Tables G illustrates the survey responses obtained for tenet one from the recruit and graduate surveys for questions 1-22 as broken down by the research participant’s rank. All of the survey questions in this section were written in a similar manner so that the response choice of “always” and “sometimes” were indicative of the presence of the andragogical tenet, while the responses “rarely” and “never” were indicative of the lack of the tenets presence. Survey respondents were additionally given the opportunity to select “choose not to answer” as an optional response which resulted in some percentages with a cumulative value of less than 100 percent. Only completed graduate surveys were included in this analysis section, as recruit officers who have not completed the academy are ineligible for rank promotion or detective assignment.

The results from the returned surveys for the presence of Tenet 1A, Involved Learners, showed that none of the respondent’s groupings whether a patrol officer, supervisor or detective found the tenet to be present (see table F - Rank: Tenet #1A -
Involved Learners (Questions #1-13). The results from the returned surveys for the presence of Tenet 1B, Experience, showed that all research participants regardless of their rank, found the tenet to be present.

Table F: Rank: Tenet #1A - Involved Learners (Questions #1-13)

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<td>37%</td>
<td>63%</td>
<td>89%</td>
<td>5%</td>
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[Shaded box] = (P) Tenet is present  [Un-shaded box] = (NP) Tenet is NOT present
A / S = Always & Sometimes  R / N = Rarely & Never

Examining the research data obtained from the survey respondents, analyzed by the level of educational attainment they had achieved by the start of their first day of attendance at the basic recruit police academy, the following conclusions were evident regarding the presence of tenet one, the involved learner. When analyzing questions 1-13 reference the recruits ability to plan their own learning and participate in the decision making progress, the current recruits who had attained post-secondary education levels indicated that it was present while the high school graduate and GED earners indicated that it was not present.

When analyzing the responses from police academy graduates, the pattern continued as only those with four year degrees or higher found the tenet to be present, with the majority of the respondents indicating that they were not active and involved participants in the planning and direction of their learning. Using the same classification system of educational attainment to draw conclusions from survey
responses regarding the second element of the tenet of involved learners, that of adulthood and a climate of respect and support in their educational process, current recruits regardless of their educational level unanimously found the tenet to be present while only police academy graduates with four year degrees found the tenet present, and even then, only by a 4 percentage point margin.

age

Survey responses indicate the presence of the first tenet of andragogy of involved learners when analyzed by age, revealed that recruits and academy graduates ages 18-27 and current recruits 38-47 considered the tenet to be present. The remainder of the age classifications, representing the predominant number of research respondents indicated that the tenet was not present stating that they did not have the opportunity to control, plan or direct their own learning.

Tenet two survey questions.

The second set of research questions were designed to elicit responses regarding police academy recruits, entrants, and graduates perceptions around the impact that their prior academic and life experiences played in their learning at the academy. More specifically, these questions sought to answer whether the second tenet of andragogy was present; experience. The tent of experience asserts that adult learners bring personal life experiences, supplemented by a wide knowledge base, to bear on their academic learning process. Survey questions 23-31 provided the raw data that was utilized to draw themes and conclusions relative to the presence of the tenet of experience in recruit police academies, more specifically around a recruit’s
ability to bring their own personal life experiences and prior knowledge into the learning equation.

_**questions 23-31 were as follows:**_

23. Do you have a preferred style of learning? If so, what is it?

24. Did you consider the career field of law enforcement as a result of a specific experience?

25. Which method works better for you to find a new location that you have never been to? Looking at the route on a map, Hearing directions, Choose not to answer

26. Pick the instructional method below that most closely represents the primary means of instruction at the police academy. Visual (PowerPoint), Auditory (Lecture), Kinesthetic (Hands on), Choose not to answer

27. Recollecting on your experience as a student in high school, how would you categorize yourself academically: Great student, Good student, Average student, Poor student.

27a. Using the same choices, how would you categorize yourself during police academy?

28. How often did you have opportunities to relate your pre-academy experiences to the new material being learned at the academy?

29. How often did you use specific skills learned prior to attending the academy to assist with your learning efforts in the program?
30. How often were opportunities for discussion and sharing past relevant experiences made available during the instructional components of the academy?

31. Did pre-academy experiences influence your learning?

Of the current police recruits who participated in this research study survey 45% reported that hands on, kinesthetic instruction was their preferred style of learning. This was the preferred method by an overwhelming margin as only 6% chose visual instruction and 6% choosing auditory instruction. Given the preferred style of kinesthetic learning identified by police recruits as their favored instructional method, the responses to question 26 which queried what the dominant instructional method utilized during the academy was, provided an enlightening response regarding whether prior recruit experience with success in a particular learning method was able to be applied in the recruit academy setting.

Despite the overwhelming preference for hands on learning, the survey demonstrated that the majority of instruction at the academy is delivered in a visual format. This conclusion is evident as a result of the recruit survey participant response in which 69% of those surveyed identified visual instruction as the primary means of academy instruction. The recruit survey participants are not alone in their findings. Police officer academy graduates who completed the research study survey similarly identified kinesthetic hands on instruction as their preferred method of teaching however, 44% of them reported that visual instruction was the dominant method, followed closely by auditory at 38% and only 11% indicated that kinesthetic instruction was the dominant instructional method utilized during basic training at the
police academy. Despite the fact that both the recruit and graduate survey respondents identified kinesthetic learning as their preferred method of instruction, the results confirmed that police academies utilize this method the least frequently as a means of instruction demonstrating an incongruence between preferred learning methods and the actual instructional method employed.

While the analysis of instructional methods and the tactics utilized to impart knowledge is an indirect examination of the tenet of experience, questions 28-31 of this studies survey tackled the question head on. Recruits and academy graduates were asked whether they were able to relate their pre-academy experiences to the new material learned at the academy. When examining the total responses, 79% of the survey respondents reported that they were. When that 79% was broken down by recruit and graduates, current police recruits identified that they were able to relate their previous experiences to academy instruction and activities with a 91% overwhelming majority.

Using these same survey results broken down by age, gender, rank, race, and educational attainment, the only outlier categorizations that contradicted the presence of the tenet was an analysis conducted by race and gender. Unlike the strong indication of the presence of the tenet in the other categories, when analyzing the survey data by race, 30% of the current police recruit females indicated that they were not able to relate their pre-academy experiences to the new material being learned at the academy, and 23% of Black or African-American recruits similarly responded. This was in stark contradiction to their male and white counterparts for which both grouping analysis showed a unanimous 100% response in the affirmative, of the
presence of their ability to relate their past experiences to academy material. This analysis confirmed with great certainty that for white male recruits the tenet of experience was present. Conversely, those recruits who identified as female or Black or African-American, the tenet was not perceived to be present.

To gain further understanding into the disparity of findings arising out of the analysis by gender and race, the same data set for police academy graduates was similarly analyzed. When calculating the responses to the inquiry to question 28 as a whole, 76% of the police graduates felt that they were able to relate their prior experiences to the material being learned either always or sometimes. When that same question was analyzed by race and gender as the recruit survey data was evaluated, there was no significant appreciable difference in responses among academy graduate summations by gender as 82% of females and 77% of males found the tenet to be present. Similarly, 77% of Whites and 67% of Blacks or African-Americans also reported the tenet was present. Combining the above divergent of the Black or African-American female recruits surveyed, 100% reported that they did not feel the tenet was present and were unable to relate their prior pre-academy experiences to the new material being learned.

Having established in question 28 whether police recruits were able to relate their prior experiences to the new material learned at the academy, question 30 served as a triangulating question utilized to test the validity of the responses as it queried the same discussion topic but placed a quantifying element to the officer’s response. The data obtained from survey question 30 confirmed the aforementioned survey data summations, and resulting analysis that emerged.
Having established a foundation of the presence of the tenet of experience for white male recruits, question 29 of the survey focused on a quantitative analysis surrounding the use of previously acquired skills to assist with the recruits learning of new material while at the academy, as opposed to the previously learned content knowledge. Survey respondents were asked whether they used specific skills learned prior to attending the academy to assist with their learning efforts during the basic recruit academy. The aggregate data showed that 95% of the survey respondent believed that they were able to do so. When the responses were broken down by current recruits and academy graduates, there was no difference between the two category classifications, as 94% of both groupings found the tenet to be present. While the tenet appeared to be present for the majority of the grouping classifications, one faction stood out as an outlier from the rest, that of the rank of detective. When examining the 5% of academy graduates who chose the answers rarely or never to indicate that they did not feel the opportunity to use their previously attained skills prior to the academy to assist with their learning, 57% of those individuals identified that they were currently assigned to the rank of detective.

Recognizing that academy recruits are adult learners who bring a host of prior learning experiences with them to the program, question 30 of the survey further sought to create a deeper understanding of the academy experience and whether opportunities for discussion and sharing past relevant experiences were made available during the instructional components of the academy. When examining the aggregate data, 73% of the total survey responses indicated that opportunities for discussing and sharing their past relevant experiences existed. When those statistics were broken
down by current position however, they showed a stark difference in responses. Of the current police recruits who completed the survey, 91% identified that the opportunities were available while only 68% of the police academy graduates surveyed indicated that they had similar experiences. Of those 68% of graduates that found the tenet to be present, more than half of them were respondents who had attained four year degrees or greater. There was no appreciable difference when examining the responses positive responses in the recruit survey responses when further classified by educational attainment. The survey data results from question 30 substantiated a finding of recruit’s ability to discuss and share their past relevant personal experiences during the instructional components of the police academy. This was especially true for those who had attained a four-year degree or higher prior to entering the academy program.

**Tenet three survey questions.**

The third set of questions were designed to elicit responses regarding police academy recruits, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the relevance of the information they learned at the academy, to their job as a law enforcement officer. The survey distributed to current recruits and academy graduates, specifically questions 32 through 38, were intentionally crafted to solicit information relative to this tenet. This was done with intentional forethought so that the resulting data would reveal themes and outcomes that could be analyzed and evaluated to conclude or refute whether the tenet was present.
When examining academy graduate’s perceptions regarding whether they were able to apply the material they learned in the academy to their job in the field, and more specifically, whether that information learned helped them to perform their job in a better fashion, the results were overwhelmingly in the affirmative. When the results were examined by rank, education, age, geographic location and gender, 93-100% of the survey respondents indicated that they were able to directly apply the knowledge learned to their job upon graduation.

Endeavoring to obtain a comprehensive understanding of the recruit academy experience, graduates who indicated that they were able to apply the knowledge learned directly to their job as a law enforcement officer, were asked to provide an example supporting that assertion. The list of supporting examples numbered more than one-hundred, as academy graduates noted that instruction in topics such as: motor-vehicle crash reports, interviewing techniques, domestic violence response, drug investigations, crime scene investigation, evidence photography, utilizing verbal skills to deescalate a situation, use of force techniques to subdue an aggressive assailant, observation skills, standard field sobriety test instruction, report writing techniques, approaches for addressing high risk traffic stops, and the proper methods for conducting a search of a person, motor-vehicle, and residence, were just a few of the numerous responses of applicability.

Conversely, survey research participants, both currently enrolled in the academy program, and those that had graduated, were queried as to whether there were aspects, expectations, activities, or academic components that they considered to be irrelevant or without purpose. The raw data scores for this question ran the gamut,
with no clear findings present. The follow up question, which requested supporting examples for those officers that indicated experiencing these things, presented some noteworthy conclusions. The research survey participants listed a series of activities that in and of themselves seemed at face value to be meaningless and without reason. Despite these initial statements however, each of these examples were followed by a qualifying acknowledgement that while the activities initially seemed superfluous, officers later discovered that there were actually clandestine objectives behind each one.

Survey respondents reported that they considered it pointless to engage in a range activity where a recruit is instructed to spin around in circles and then come to a stop and try to engage a target down range. While this activity did not make sense to the academy graduate at the time when they were a recruit, as they could not conceive of a time when this would be replicated out in the field, they later discovered that this drill simulated the bodies physical response to high stress and imitated the physical sensations that can occur in a force on force situation where an officer is required to chase a suspected offender through the streets and then must quickly react when fired upon by that subject. The ability to quickly gain their bearings, observe, analyze and evaluate a target, and accurately fire upon an identified offender within an expedient reaction time, are skills that are practiced in this drill that at the time of performance, were less evident.

Many of the examples identified by survey respondents were strenuous and or debasing activities that initially appeared to be consistent with the definitions of bullying and hazing. The surveys outlined recollections of recruits being awoken in
the middle of the night and ordered to run into the middle of the woods with only that which they had with them in bed at the time they were awoken. Several respondents shared accounts of having to cast their bodies aside, practically throwing themselves against the walls whenever a superior officer or academy staff member would pass nearby. While others shared accounts of being forced to turn their clothes inside out for the day, completing the academy classes and activities in inverted attire.

While these directives seemed to have little purpose other than to embarrass and humiliate the recruit, or serve as a venue for demonstrating their subordination, the research participants affirmed that they later discovered the hidden skills, abilities and knowledge gained that were obtained in an indirective manner through these ostensibly pointless directives. One officer explained that being forced to wake up in the middle of the night and immediately respond to orders and take actions aided in honing their reactionary skills. After running into the woods in the middle of the night with only that which they were wearing and any items they were able to grab while in route, served as a learning experience to always remember your gear and to know where you are and where you came from (see Appendix AA for the training division observation form). This was especially useful for one research participant who credits this recruit training activity with preparing him for a foot pursuit of a wanted subject into the woods. His quick thinking and prior basic academy training insured that he remembered to grab his flashlight and gloves before bailing out of his cruiser and chasing the subject into the woods. Recalling that night that he spent hours wandering the academy grounds in the woods looking for his barracks, reminded him to take stock of where he was, and of how far he had gone, so that he could accurately provide
useful information to his back-up units who responded subsequent to his giving chase (Graduate online survey #8).

Further supporting the notion of clandestine objectives hidden deep within seemingly pointless activities was the recognition that the numerous times that recruits were forced to step to the side and make a hole for an instructor to pass through, were in actuality cementing in the recruits subconscious the quality of respect for superiors and were some of the first steps to understanding the role of hierarchy. This later became clear post academy graduation when the chain of command came into play at a crime scene where there was no dispute among officers as to who had command, and who was delivering orders. These results were consistent with information obtained in the interview with FTO Oscar (June 2016) who explained that while it seems cruel and unusual to the outside observer to withhold bathroom breaks from the recruits, it was in fact preparing them for the very real realities of policing where an officer is required to remain on a scene at a home of a unattended death, or stand in the middle of the interstate redirecting traffic around a crash site for extended periods of time during which time opportunities to relieve oneself are limited or even non-existent.

Former police academy recruits who completed the survey further described occasions in which either themselves or their fellow classmates were forced to turn their clothes inside out and where them in that manner for the remainder of the day. From an outsider’s perspective, directives such as these appear humiliating for the recruit and designed only to embarrass the future officer. Even such clearly defined behaviors such as those described here which seem to be issued without purpose, are in actuality a harsh reminder of the often-overlooked need for a police officer to
maintain extreme attention to detail in all areas, specifically that of uniform appearance, equipment maintenance, and gear retention. The first night that an officer leaves for an evening shift and realizes that he or she forgot their flashlight at home, they recall recruit training tactics such as these. It is the night that an officer who was engaged in responding to a criminal offense when she was shot at by a suspect, that she is thankful for her attention to detail that morning as she donned her ballistic vest and insured that the side torso flaps were extended and overlapping providing maximum protection to the core of her body.

Whether having graduated the academy one year prior or serving their 25\textsuperscript{th} year in the field of policing, multiple survey respondents reported participating in activities that at the time of the academy did not seem necessary or valuable. Those same research participants recognize today that much of what they initially thought was useless, was in fact, some of the most valuable information they would learn while at the academy as it was less about the academic knowledge gained and more about the practical skills attained.

To underscore the presence of this tenet, question 38 of the issued survey asked respondents to rate on a 0-100 scale what percentage of the information learned during the academic classroom portion of the basic training academy was relevant to their job as a police officer. Table G graphically illustrates the responses.

Three particular categories stood out, the responses by supervisors, current recruits, and African American / Black respondents. Of the survey respondents who self-identified as supervisors with a rank of Sergeant or above, 57\% reported that only 11-30\% of the material learned at the recruit academy was relevant to their job. This
is in stark contrast to the analysis resulting from an examination of age, gender, educational attainment, geographic region, and class size. In each of the other categories, only 0-3% of the respondents responded similarly with the majority choosing the 71-100% category as an estimation for the relevance of the information attained at the recruit academy. Conversely, 59% of current recruits and 67% of African-American or black survey respondents reported that 91-100% of the information learned at police academy was directly related to their job in the field.

**Table G: Academic relevance**

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</table>

**G** = Graduate, **R** = Recruit, **P** = Patrol, **S** = Supervisor, **D** = Detective, **M** = Male, **F** = Female, **W** = White, **B** = Black

**Tenet four survey questions.**

The fourth set of survey questions were designed to elicit responses regarding police recruits, entrants, and graduates, of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the police academies success and or failure of the use of internal and external motivators. This research question and the subsequent survey questions, 39 through 47, sought to address Knowles (1984) assertion that as adults mature, their motivation to learn is more significantly impacted by internal factors then by external motivators, and to determine whether the academy
experience capitalizes on them as tools to assist with learning. Using this notion as the foundation for the research questions, survey respondents were queried regarding what motivates them to learn in order to establish a base understanding of their personal motivating factors so that it could be compared to the ones utilized at the recruit academy they attended.

The research participants provided a variety of motivating factors which were grouped into two categories, internal and external motivations. The internal motivation responses could all be classified into three main categories; personal growth, an interest in the subject material, and a desire to be the best police officer possible. The external motivators identified all fell under the classifications of the three categories of fear and pain, privilege and reward, and career attainment and advancement.

When asked what specifically motivated the survey respondents to learn the material at the academy, a plethora of responses under the above listed categories were provided (see table H – Academy motivators). The dominant concept among the responses was a desire to learn the material so that the recruit could be the best possible police officer upon graduation in order to help others. These responses served to confirm Knowles (1984) assertion that adult students are more significantly motivated by internal incentives then external ones, to include police academy recruits in paramilitary educational settings.

One set of survey results stood out from the otherwise consistent results. African American or Black survey respondents when compared with their white counterparts completing the survey reported a very different experience. Of the
survey respondents who self-identified as White, 50% identified that external motivators were used always or sometimes and 50% identified that they were used rarely or never. These statistics are consistent with the same responses received for the various demographics to include educational attainment, gender and age. Of the survey respondents who identified themselves as African American or Black however, 81% indicated that external motivators were used always or sometimes, while only 19% chose the presented option of rarely or never. This anomaly is worth investigating further as it is a 30% variance from the responses reported by the white police recruits and academy graduates.

Questions 41 and 42 of the survey sought to explore the use of external motivating factors at paramilitary recruit academies during recruit training programs. More specifically, the questions obtained examples of the external motivators used, and investigated their effectiveness of assisting the recruit with learning the material being presented. Examples of extrinsic motivators utilized by academy staff to motivate the recruits are listed below and categorized into the three primary grouping responses.

Table H – Academy motivators - external

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<thead>
<tr>
<th>Academy motivators - external</th>
<th>Privilege or reward</th>
<th>Career attainment and advancement</th>
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</thead>
<tbody>
<tr>
<td>Pain or privilege loss</td>
<td>Privilege or reward</td>
<td>Career attainment and advancement</td>
</tr>
<tr>
<td>“Avoidance of physical activity, such as push-ups and running”</td>
<td>“A couple of instructors would pass out candy if answered question correctly”</td>
<td>“Advancing to the next phase”</td>
</tr>
<tr>
<td>“Do what is expected and avoid physical pain or punishment.”</td>
<td>“Better food”</td>
<td>“If you did a good job you could get promoted to squad leader or platoon leader”</td>
</tr>
</tbody>
</table>
(continued).

| “Failed at something - push-ups were given” | “Better sleeping accommodations” | “If you did well you could be promoted to squad leader and platoon leader” |
| “Failure to comply or complete a task was often met with punishment. EG: push-ups” | “Candy” | “Leadership roles when successful” |
| “Failure to successfully complete academy meant loss of job” | “Candy” | “More rank/responsibility if you did a good job” |
| “First few weeks, pain through exercise was used to create cohesion.” | “Candy as a reward for criminal law review nights” | “Moving to the next progressive phase as a class. Phase I / II / III = grad” |
| “Get out of push-ups during next break if you got the answer right” | “Candy for getting questions right” | “Required to write letters to command detailing the nature of the mistake and steps taken to correct it. This stays in your personnel file forever.” |
| “Group penalties, usually involving physical exercise was used as a periodic motivator” | “Class would end early or you'd get lots of breaks” | “The top recruit gets to pick which barracks they are assigned to.” |
| “Have to do leapfrogs” | “Dismissed a few minutes early” | “There was an award for the top student” |
| “I remember that push-ups were used when you made mistakes during certain classes” | “Early release” | “Threat of the possibility of losing your job if you continued to under-perform” |
| “If a hair was found in the bathroom you do pushups so you make sure to clean well” | “Earn the privilege to talk” | “Top academic recruit pin, top physical fitness pin for duty uniform” |
| “If some asshole instructor decided that they wanted to flex their muscles, they would call staff in and tell them that it didn't seem like we were paying attention enough...push ups and an hour of screaming was always fun.”” | “Extra "free time" in the evening” | |
| “If we missed something on our vehicle inspections we had to do push-ups. It was group punishment so even if your vehicle was ok if a classmate missed something you did push-ups too” | “Get an extra bathroom break” | |
| “If you don't look at target while disabling baton you do pushups” | “Get an extra phone call home” | |
| “In team exercised the winning team would not have to exercise as hard as others” | “Get one hour of extra sleep” | |
| “Learning radio codes kept you from doing pushups the first couple of weeks” | “Get to have coffee” | |
(continued).

<table>
<thead>
<tr>
<th>Motivational Exercise</th>
<th>Non-Monetary Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Less PT if we were good”</td>
<td>“Get to have dessert”</td>
</tr>
<tr>
<td>“Lose bathroom breaks”</td>
<td>“Get to use a pillow to sleep”</td>
</tr>
<tr>
<td>“Lots of push-ups”</td>
<td>“If we all passed a test it could mean a short term privilege. IE. talking at dinner, a desert, extra personal time at night”</td>
</tr>
<tr>
<td>“Made us do the front arm raise [hold arms out straight directly in front of you] one minute for every question we got wrong”</td>
<td>“If we did well academically, we were usually allowed the privilege of a longer lunch break”</td>
</tr>
<tr>
<td>“Make us do pushups on the pavement when its hot till we get blisters”</td>
<td>“If you answered a question correctly some guest speakers would toss out candy or give out little prizes”</td>
</tr>
<tr>
<td>“Motivational exercises at the end of the night when we screwed stuff up during the day”</td>
<td>“Instructors would give verbal quizzes and often reward with candy if the recruit answered correctly.”</td>
</tr>
<tr>
<td>“Motivational pushups”</td>
<td>“Non monetary awards”</td>
</tr>
<tr>
<td>“Non compliance or failure could result in physical punishment (i.e. Push ups or running) or loss of weekend leave.”</td>
<td>“One week when as a class we performed well, we were able to stop at Dunkin Donuts during our morning PT run”</td>
</tr>
<tr>
<td>“Not let us use condiments anymore”</td>
<td>“Point system for ‘reward’; however, we didn't know what the reward would be, so alot of people didn't see the point in participation”</td>
</tr>
<tr>
<td>“Physical pain”</td>
<td>“Points awarded to teams”</td>
</tr>
<tr>
<td>“Physical Punishment was used extensively throughout my academy to motivate us not only to do well but to learn and train at our highest level”</td>
<td>“Receiving an award for best in physical fitness, highest academic average, most improved, etc.”</td>
</tr>
<tr>
<td>“PT, more PT, then some PT, then more PT, then more PT”</td>
<td>“We were given a piece of candy in some classes if we answered a question”</td>
</tr>
</tbody>
</table>
(continued).

<table>
<thead>
<tr>
<th>““Push ups”“</th>
<th>“You received merits and demerits for certain presentations and accomplishments”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Push ups/ extended runs”</td>
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</tr>
<tr>
<td>“Push-ups for complaining during PT”</td>
<td></td>
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<tr>
<td>“Push-up to correct behavior”</td>
<td></td>
</tr>
<tr>
<td>“Push-ups”</td>
<td></td>
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<tr>
<td>“Recruits who fail to perform to expectation or who made mistakes, were required to do physical exercise (push-ups)”</td>
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<tr>
<td>“Restrictions were placed on already limited free time for trainees who failed to maintain academic standards”</td>
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<tr>
<td>“Rewards” / pushups for the lack of attention to detail”</td>
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<tr>
<td>“Take away our bathroom break [sic]”</td>
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<tr>
<td>“Take away our pillows and bedding”</td>
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<tr>
<td>“Take away phone privileges”</td>
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<tr>
<td>“Take away rack time [sleeping time]”</td>
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<tr>
<td>“Talking privileges, push-ups”</td>
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</tr>
<tr>
<td>“Teams who were successful in various practical activities could be exempt from evening PT.”</td>
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</tr>
<tr>
<td>“The entire academy is military based in nature and thus encourages compliance or pain”</td>
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</tr>
<tr>
<td>“The use of exercise and physical exertion to correct poor behavior”</td>
<td></td>
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<tr>
<td>“There were many... physical training as punishment”</td>
<td></td>
</tr>
<tr>
<td>“Threat of additional physical fitness or loss of free time”</td>
<td></td>
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<tr>
<td>“Utilization of push ups for punishment”</td>
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<tr>
<td>“We could earn or loose privileges based upon classroom performance”</td>
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<tr>
<td>“We had demerit chits that we wore on our uniforms. If you did something wrong and got a demerit you had to perform more physical exercise”</td>
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<tr>
<td>“We were rewarded with physical activity”</td>
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<tr>
<td>“You were required to do pushups if you did not perform the tactical move correctly”</td>
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</tr>
<tr>
<td>“Push-ups if you complained during PT or did not do the exercise the right way”</td>
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</table>

Outliers: “Some instructors would single out those who seemed not to be with the program for punishment or embarrassment [sic]” and “Peer feedback” were both listed as extrinsic motivators but based on the survey response alone, it is unclear which, if any, of the above listed categories these motivators would best be suited to be included under.

It was evident in the data that the threat of physical exercise, particularly push-ups, was one of the most utilized external motivators in the academy setting. Research participants listed external motivators to include being threatened to remove from the
academy, job loss and physical pain and strategies deployed by the staff while at the academy to motivate them to learn the material or comply with expectations. Seeking to understand the survey respondent’s true motivational leanings, questions 42-45 of the survey offered the research participants a series of differing motivational choices, one of which was internal and one of which was external. They were then queried as to which of the options was the more motivating factor. For example, recruits and academy graduates were asked whether they would prefer job satisfaction (internal motivation) or job promotion (external motivation). They were asked whether they would prefer a better quality of life to simulate an internal motivator, or a higher salary to simulate an external motivating factor (see table I: survey questions #42-45).

Table I: Survey questions 42-25

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<tr>
<th>Survey Q:</th>
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<td>Job promotion / advancement</td>
<td>Job satisfaction</td>
<td>Better quality of life</td>
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<td>Male</td>
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The resulting data analysis provided significant findings around the use of external motivators in a paramilitary academy setting and more specifically around the mindset and motivations of police academy recruits. When queried whether they would prefer job promotion and advancement or job satisfaction, the overall response and each subgroup identified strongly that they would prefer job satisfaction over advancement. While this was dominant among each of the subgroups, two subgroups within the survey respondents were outliers, those in the Mid-Atlantic region, and those survey respondents between the ages of 18-27. Both of these groups indicated that they would prefer to receive a promotion rather than having a more satisfying job experience.

Similarly, when survey participants were given the opportunity to choose between the intrinsic motivator of a better quality of life and an extrinsic motivation of
a higher salary, all of the subgroups chose a better quality of life. While the majority of the sub classifications chose the option of a better life by high margins, one group in particular was dissimilar. African American or Black survey participants chose a better quality of life similar to the other groupings, but only by an 18-percentage point margin. This is in comparison to the white survey participants who chose a better quality of life by a 74% margin. The large margin spread between the two choices extended beyond racial grouping classifications and analysis to age, gender, educational attainment and geographical region. Akin to the anomaly for black survey respondents to question 43, question 44 of the survey also sought to identify the underlying motivations of the research participants. White survey respondents affirmed that they would prefer improved self-confidence over receiving the highest grade 75% to 25%. While the black survey results also came to the same conclusion, the margin of difference was much smaller at 44% and 56%

Shifting from a dichotmous to polytomous data analysis approach, question 45 of the survey called on research participants to choose from a set of predetermined motivations, that which would most significantly motivate them to learn new material. The options presented were intentionally both negative and positive in connotation ranging from the personal satisfaction attained for having mastered the material, the promise of public praise for successfully learning the information, or a guarantee of a monetary reward for successfully mastering the material to the threat of physical pain and public humiliation for failure to learn the information. While every category variable subgroup chose personal satisfaction for mastering the material, the older age
group classifications chose this option at a nearly unanimous finding with a selection rate of 97%.

**Summary**

In summation, this research study was conducted to determine to what extent the principles of andragogy were present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States. This question was explored through four sub-questions designed around Malcolm Knowles assumptions and principles of andragogy regarding adult learners shift: from dependent to active self-directed learning, from postponed application of learning to direct use, from blank slates to reservoirs of pre-knowledge, with a motivation to learn that is spurred on by internal factors more significantly then external ones.

To research this phenomenon, a qualitative approach was utilized, gathering data from 9 site visits, 40 interviews, and 172 surveys. The site visits were conducted at academies that represented a wide range of geographic regions, recruit compositions, and instructional approaches. The data obtained during those visits was supplemented by interviews with training staff, academy graduates, and supervisors of the sending police departments. These data sets were then augmented with information obtained from surveys distributed to police recruits and academy graduates in the regions studied. The resulting data was then extensively analyzed in a cross-tabulation analysis that provided an abundance of information regarding the presence of the tenets and their relationship to the demographic variables of the recruits surveyed in a multivariate analysis approach (Cross-tabulation analysis, 2011).
The individual data sets of this study indicate that the principles of andragogy are present in whole or part in the instructional environment of paramilitary environments on the eastern seaboard of the United States. Chapter five of this dissertation includes a cross data set analysis that is used to support study findings, conclusions, and implications for practice and future research.
Chapter 5 - Findings, Conclusions, Implications

Introduction

Law enforcement training academies are responsible for providing the initial instruction, core knowledge, and basic skills necessary for a new police officer to successfully meet the expectations of the career so, that they may faithfully protect and serve those communities that they are entrusted with. This concluding chapter provides a summary of the study examining the presence of andragogy in these academies via site visits, surveys, and interviews of the officers that attended them. The chapter is organized into four distinct sections: summary of the study, findings, implications, and recommendations for future research and practical applications based on the information obtained during this study.

Summary of the Study

Purpose

Law enforcement academies are entrusted with the responsibility of adequately preparing new police officer recruits for service as the nation’s protectors and rule enforcers. With this monumental charge, comes great responsibility. Today’s society holds police officers to a different standard then it did ten years prior. The duties of a police officer have expanded from one who was only responsible for protecting people and property, to one who must now also serve as a teacher, friend, counselor, parent, doctor, psychiatrist, and the role of many other previously unrelated career fields. Police officers are called upon to make split second decisions that have the potential to impact an individual’s freedoms, rights, liberties, property, and even their life. With
these powers comes the need to ensure that those entrusted with these responsibilities are best prepared to carry out the prodigious task placed before them.

This research study examines the instructional practices of training academies that have been delegated with the authority and responsibility to train the nation’s newest officers with their initial foundational training. This was accomplished by examining whether identified best strategies in adult education, that of andragogy, were present in the paramilitary police recruit basic training academies on the Eastern Seaboard of the United States of America. Once it was determined whether the tenets of andragogy were present, study findings were utilized to draw conclusions as to whether a more adequately prepared officer resulted from the implementation of those tenets.

In order to understand and develop the answer to this overarching question, it was explored through the ensuing research sub questions, which were constructed to serve as a guide for this study:

Question 1. What are police academy recruit and graduates of paramilitary academies on the eastern seaboard of the United States, perceptions around the impact that their prior academic and life experiences played in their learning at the academy?

Question 2. What are police academy recruit and graduates of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the relevance of the information they learned at the academy, to their job as a law enforcement officer?
**Question 3.** What are police academy recruit and graduates of paramilitary academies on the eastern seaboard of the United States, perceptions regarding the academies success and or failure of the use of internal and external motivators?

While the direct target audience for this study was police academy directors, training staff, and academy oversight boards, the broader training implications and resulting conclusions have the ability to impact a broader group of professional training programs. Recognizing the enormity of the task of providing the initial training for all new police officers, police academy directors have an awesome responsibility that must be conducted in the most thorough manner possible, using the most up to date curriculum, training methodologies and instructional approaches.

Despite this expectation however, police academies have been documented to be slow in their response to modifying police academy instruction in part due to the bureaucratic red tape that exists limiting the ability to modify the police academy program on a whim, and in a large part, as a result of the prevailing attitude of the importance of tradition, consistency, and an air of arrogance that comes naturally in a strict hierarchical setting (Denning, 2014). Questioning any action, thought, or approach is tantamount to insubordination resulting in a paucity of efforts to change that which is already in existence in law enforcement academy instructional settings. Although some police academies have begun to make these changes, they are the identified pioneers in their field and as noted by Sergeant Robert of Academy Charlie who has begun to implement elements of an andragogic training environment into the current academy; “we are the first ones to really do something like this…I am lucky
we have a progressive Chief because I couldn’t dream of trying something like this in most academies…I’d get a yellow letter\(^1\) and be transferred back to patrol (page 6, interview, July 2016).”

Recognizing the hierarchical setting of law enforcement and in particular, police academy environments, while police academy directors, training staff, and advisory boards were the target audience of this study, protocol dictates that new approaches and ideas must be vetted through a lengthy review process before being introduced to, considered, or evaluated by the authorities who have the ability to make and implement those changes. As such, an identified need must be present in order for modifications to be examined and considered.

Thomas Bertram Lance (Lesher, 1977) is credited with coining the idiom *If it ain’t broke, don’t fix it.* In response to this mantra, this study began with an in depth look at the police officers who have graduated from these academies and the perceptions of their superior officers, training commanders, and heads of police agencies, to determine whether the product being produced was the product desired, and the type of officer needed for policing in today’s society. For any change to occur, it is necessary to determine whether the motivation for change exists, and if the change is needed without the motivation, the next question becomes, how does one motivate the unmotivated?

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\(^1\) A yellow letter, is a written disciplinary document included in a police officer’s personnel file that indicates that they have been found to be in violation of the standard operating procedures or rules of conduct expected for the particular law enforcement agency. They are specifically used for conduct, honor, and integrity violations.
Academy Training Program Design.

The police academy, which serves as an introduction to law enforcement for all new police recruits establishes the initial approach to law enforcement outside of the previous stories, media reports, and television shows a new officer may have gleaned their conception of the career field from. Two distinct approaches to instruction and academy design currently exist in the world of law enforcement training, academic and paramilitary.

This study specifically examined paramilitary police academies which are a training approach adopted from the military where physical discipline, mental self-reliance, loyalty to the police department, and conformity are paramount (Weinblatt, 1999). Recruits in these paramilitary academies are expected to salute their superior officers, are physically punished for failure to meet expectations, and are required to engage in absolute submission and compliance to the demands of academy training staff (Weinblatt, 1999). While some have questioned these approaches, and argue for a more informal andragogic academy that more closely mirrors the training programs of other career specific institutions, the unanswered question becomes whether these new recruits will have the discipline, obedience, strength, mental fortitude and courage to withstand the unique pressures associated with the job of a law enforcement officer. The resulting data and conclusions drawn from this research study provide an answer to those questions.

Theoretical Framework

Recognizing that police recruits are adult learners in a career specific educational setting, it would be reasonable to assert that whatever methods are best for
training adult learners, should be employed in police academy training programs. Malcolm Knowles (1984), credited with conceiving the theory of andragogy asserts that adult learners have unique learning needs that differ from the pedagogy of younger learners. Knowles (1984) contends in his theory that adult learning is anchored in the five characteristics, of a self-directing learner, authentic application of prior experience, a readiness to learn, an orientation to learning, and the motivation to learn. In this theory, which has become widely utilized in adult training programs as best practices for training adult learners (Forrest & Peterson, 2006), Knowles argues that these elements must be present to create the ideal learning environment for adult learners. These elements served as the theoretical framework for the gathering and analysis of data in this study.

At first glance, many of the actions undertaken by police recruit training staff appear to be in sharp contrast with the necessary principles and assumptions set forth in andragogy. In a learning environment characterized by power and control where training staff dictate nearly every movement and moment of a recruit’s life, it can be challenging to envision where andragogy would have a place. Recruits who are sworn at, prohibited from talking to others, who must request permission to use the bathroom, have their sleeping pillows taken away as a form of punishment, are instructed how to dress, how to walk, how to eat and when to sleep do not appear consistent with the principle of self-concept and a self-directed human being.

The second tenet of andragogy, experience, is just as problematic to envision under the current academy environment where recruits are encouraged to strip away that which they think they know so that academy training staff can start with a blank
slate. This was exemplified by one academy site visit observation during which Sergeant India of Academy Alpha exclaimed, “…this isn’t Mayberry, and you’re not on CSI, this is real law enforcement (p. 4, June 2016).”

Endeavoring to explain to the recruits the difference between what outsiders perceive of the career field of law enforcement and what it entails, Sergeant India touched on the fact that prior experiences, both successful and unsuccessful, take on a different tone and meaning when employed under the guise of law enforcement and the prior civilian experiences undergone are not directly applicable to the police academy setting. For example, a police recruit who has discovered that they have greater success demonstrating material learned, rather than writing about it, must put those prior experiences aside and lean not on their past successes in demonstrative educational assessments, but must instead master the ability to effectively record their observations and information learned and obtained in written form regardless of their preferred assessment methods. With less than 3% of police interactions with citizens resulting in court related action, the primary method for capturing and recording those interactions is through the written word of the police report (Durose & Langton, 2013) and a recruit’s desire to utilize their past experience and success of demonstration or spoken word, is incongruent with the job expectations of today’s law enforcement.

The third and fourth tenets of andragogy which speak to the adult learner’s readiness to learn and their desire for immediacy of application have direct correlation to the police academy setting where the content material centers around problem oriented learning as recruits are trained to identify problems within the community, hypothesize solutions based on the information obtained in the training environment
and through their specific police departments, and utilize those skills and information obtained to resolve the matter.

Lastly, Knowles (1984) asserted that adult learners learn best when they are internally motivated to learn the material. Paramilitary academies hallmark are their external motivators, specifically those of the denial of basic human necessities such as sleep, nutrition, safety, social interaction, and self-concept. Attacking the very foundation of police recruits, paramilitary academies are predicated on the notion of breaking recruits down in order to build them up. This antiquated notion remains the mainstay of paramilitary educational settings.

**Instructor Training and Qualifications.**

As a result of the restricted access to law enforcement academy training centers, there is a limited amount of research on police academies, the instructors who teach there, and the qualification process that an individual must meet in order to serve as an instructor. Unlike many career fields that maintain national certification standards, the career field of law enforcement has a plethora of varying standards for everything from the certification requirements for an individual to become a police officer, to the credentials required for an individual to serve as an instructor at a police training academy. While some states maintain strict protocols for their police academy teaching staff requiring the successful completion of basic instructor courses, internships and annual professional development recertification courses; others choose their instructors based on personal relationships, word of mouth, officer availability or individual skill in the subject matter being taught.
In order to obtain a comprehensive understanding of police academy instruction and the methodologies employed, an investigation into the teaching staff and hiring processes for the academy faculty served to expound upon the data obtained in the site visits, interviews, and research surveys and gave a rich account of academy life beyond just the recruit academy, and into the bureaucracy of the governing boards, curriculum design, and training staff hiring processes were conducted.

**Research Design.**

This research study sought to expand the literature by examining whether the best practices in adult education, that of andragogy, are present in these police academy training programs, and the resulting impact of the implementation of those tenets. Four design approaches were considered for the study, quantitative, qualitative, pragmatic, and emancipatory. Each of these methodologies contain elements of approach that bring a unique understanding to the topic at hand however, given the unique complexities around research studies involving law enforcement training academies, a qualitative approach was utilized. This method provided an open and nuanced approach for studying the complex social and technical elements and multiple realities of police academy instruction that could not be suitably accomplished in a purely numerical based quantitative study.

Recognizing that there are multiple qualitative approaches to systematically studying the subjective life experiences of police academy recruits attending, or whom have attended, paramilitary police academies, a pragmatic qualitative approach was utilized in an effort to obtain a rich, complex, and inherently comprehensive understanding of the phenomenon. This was especially important as qualitative
studies are naturally subjective, dialectic and complex, and in order to eliminate concerns of practitioners reading this study who may be dismissive of individual interpretation and the subjectivity of each individual’s reality, multiple data gathering strategies were utilized to explore the research problem so as not to limit the creativity of the researcher in approaching the research question and data was subsequently triangulated in order to ensure trustworthiness of findings. Using a phenomenological approach to discover vicariously, the lived experiences of police academy recruits and the individual perspectives of police training officers, supervisors and academy staff, academy site visits, police officer interviews, and academy recruit and graduate surveys were conducted to obtain new knowledge which may help shape and redesign the training processes for new police officers in the future.

**Target population, sample, and data collection.** The target population for this study included police academy recruits and graduates of full-time paramilitary law enforcement academies on the eastern seaboard of the United States, their academy training staff, supervisors, and Field Training Officers. Recruits were selected via probability random sampling from those who elected to participate, met the required minimum age allowance, and were currently attending a law enforcement basic training recruit academy. Academy graduate research participants were also required to be 18 years of age or older, and must have graduated from a full-time police academy on the eastern seaboard within the last fifteen years. The police academy case study sites were geographically chosen from target sample police academies on the northeast, mid-atlantic and southeast regions with representation from both single
state comprehensive and individualized departmental or county specific residential and
commuter style academies.

Three primary data collection efforts were utilized to obtain the information for this research study: surveys, interviews, and case study site visits. Prior to conducting any research, all approaches and instruments were presented to the Plymouth State University Institutional Review Board and approved for use to ensure that participants would not be harmed physically, psychologically, economically, or socially, unnecessarily and that their participation in the project was voluntary and well informed.

**Creativity and rigor**

The approach to this research study differs from other previous police academy examinations both in subject matter, methodology, and rigor. A review of extant literature and the Justice Academy (March, 2017), an online database for master’s theses and doctoral dissertations relative to the career of law enforcement, indicates that the majority of police studies examine recruit retention, gender and racial inequalities, ethics, and the role that a higher education degrees play in a recruit’s level of success. This study examined the presence of andragogy and its impact on the resulting graduating recruit. Unlike other career specific training facilities that undergo regular needs analysis evaluations as part of national curriculum requirements and statewide audits, the career field of policing has trailed behind its counterparts thereby creating a dearth of information on police academy instruction.

Using a qualitative approach, this research study further differs from its predecessors in that similar to August Vollmer’s unique efforts in the 1900’s to
examine the training being received by law enforcement in the day, it was conducted by a researcher who herself is a member of the law enforcement community. While this might initially raise concerns regarding the trustworthiness of findings based on the inherent biases that can result from a researcher who is examining their own career field, as Vollmer pointed out, the closed nature of the law enforcement environment, dictates that the only method for truly analyzing the field of policing must come from within by someone who is accepted within the field, thereby allowing true and authentic responses to research questions, and unfettered access to the information, sites and artifacts needed to conduct a valid comprehensive study.

Furthermore, the immersive ethnographic like approach to interviews in which the researcher became one with the individuals being studied --joining them in their recruit academies, riding in the passenger seat with the officer on shift during his assigned patrol, and swapping stories of various law enforcement calls-- allowed the researcher to assimilate into the culture and obtain an authentic inside perspective of officer perceptions that is often inhibited by an unwritten code in which officers choose not to share their personal feelings or beliefs whether because of their natural predispositions to reticence or an imposed manufactured code of silence indoctrinated from academy training staff and police supervisors in the early formative years of an officers policing career. Complicated by the inherent risks in questioning the ultimate training authority of one’s own career field, this study sought to uncover a phenomenon that has little prior research and is a risk that few within the career field have chosen to undertake.
The approach to this study also differs in rigor from other similarly conducted studies. As a result of the challenge of gaining access to law enforcement academies for conducting research, many of the studies of law enforcement utilize small sample sizes that are not representative of the larger population which serves to undermine the trustworthiness of the findings and resulting conclusions. This study is robust, with strong representation across the study from primary role players to include academy recruits, graduates, training staff, field training officers, and police supervisors. Furthermore, with 40 interviews, more than 170 surveys completed, and nine police academy site visits conducted, data collection and analysis strongly supported the establishment of trustworthiness of findings. Additionally, the repeatability of the study is insured by the establishment of a consistent interview and survey tool. First hand access and accounts of the researcher in areas restricted to civilian researchers allowed for an unprecedented examination of the lived experience of police recruits and an esoteric examination of the instructional methodologies employed.

Mitigation of Limitations

Limitations.

The limitations of any research study are the attributes that have the potential to impact the collection and or interpretation of the research data. Limitations can include the scope of the research study, an insufficient sample size, longitudinal limitations, or research bias to name a few. While limitations are typically things that exist beyond the researcher’s control, various efforts can be put into place to limit the likelihood of their occurrence and mitigate their impact on the research study. While every study has limitations, this study in particular had three potential limitations
which were addressed and mitigated to insure the reliability and validity of the
resulting data and conclusions.

**Limited prior literature.**

The first limitation, as noted in chapter two of this study, is the lack of prior
research on police academies. As a result, this study serves to lay the groundwork for
understanding the problem of instructing adult learners in a paramilitary police
academy environment. By approaching it from an insider’s view as a law enforcement
officer researching her own career field, previously inaccessible raw data and artifacts
were collected and analyzed that can serve to assist future research studies on police
academies for those who may have an interest in researching a phenomenon within
law enforcement but reside outside of the career field. This study served to advance
the limited literature in existence on the instructional methodologies present in
paramilitary police academies, specifically when examined through the lens of the
presence of andragogy.

**Social cognition.**

The second potential limitation to this study was the possibility of implicit
social cognition. As a researcher studying her own career field, subconscious attitudes
and stereotypes that may have potentially formed over having served in the career
field of law enforcement for more than a decade may have subconsciously creating
unintended biases that have the potential to impact the study. To limit the impact
implicit bias may have had on the study design, data collection, and analysis, careful
attention was paid to each of those elements in the research process, and bracketing
and intuiting were utilized to limit personal bias resulting from the researcher being a
member of the culture being studied. The study was designed with the assistance of several people, both in and out of the career field, with specific direction to remain cognizant of the potential for bias and to set aside any assumptions held by the researcher to mitigate the potentially deleterious influence that preconceived notions could have on the research process.

*Constructive peer review.*

To limit such a potential impact, a constructive peer review focus group was created that included seven individuals who have all served in law enforcement in some capacity within the last ten years. The focus group included a member of the sheriff’s office, a member of the state liquor commission, three municipal police officers, a campus police officer, and a state trooper. Of that group, three hold certifications as Field Training Officers and three have earned the rank of supervisor; two of whom have achieved the rank of Sergeant, and one of whom has earned the rank of Chief of Police. This group, who are referred to in this study as the focus group, reviewed the studies intent prior to its submission to the Institutional Review Board and examined the questions, survey instruments and approaches that would be utilized during this research process prior to implementation. Once the study received the approval from the law enforcement based focus group, the same process was vetted through the sponsoring institutions educational program instructors to include two faculty members of the doctoral program, and through the universities institutional review board process.
Self-reported data.

When conducting a research study that involves qualitative data, specifically around one entity's perceptions or feelings, a natural limitation is the limited ability for independent verification. The information obtained in the interviews with recruits, academy graduates, field training officers, and police supervisors, specifically sought answers regarding their personal perceptions of the presence or lack thereof of the specific elements of the teaching methodology of andragogy. As an individual, perception is difficult to verify because it is viewed by the beholder. This study intentionally sought data from multiple sources and a wide range of sample participants to negate this concern and to allow for data to be mined from the research participant's personal experiences rather than relying only on inferences obtained solely from site visit observations. The data from the survey questions and the artifacts of evidence obtained during the site visits served as verifiers of the non-quantifiable perception responses and highlighted any areas of incongruence within the triangulated data.

To avoid the potential for bias attribution and exaggeration, research of each of the police academies, state standards, and individual sending departments were conducted prior to conducting any interviews, distributing any surveys, or completing any site visits. Furthermore, to limit the potential for research participants to exaggerate their experiences to make them appear to be better or worse than they actually were, supporting examples were requested to minimize this potential. This was conducted in particular as police officers tend to revel in their glory days of

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2 Bias attribution is the tendency to attribute positive events and successes to one's self or their agency, while attributing negative events or problems to external forces.

3 Exaggeration bias is the act of representing something to be more significant than it actually is.
survival where they bonded together through the pain and struggle of the police academy earning honor and building comradery among other officers based on their successful survival through a training environment where they were spit on, yelled at, physically abused, forced to urinate in their own clothes and required to forgo the basic necessities of adequate food, water, shelter and sleep. To reduce the likelihood of this occurring, the anonymity of the data was stressed to participants, coupled with the fact that it would be aggregated so that no one individual experience would be highlighted.

**Establishment of Trustworthiness**

When considering the trustworthiness of any qualitative research study, readers must evaluate the soundness of the design and methods used in the study, in addition to the resulting findings drawn from the themes presented. Trustworthiness was established in this study both through the delimitation strategies previously described and the triangulation of data. Recognizing that "Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings" (Seliger & Shohamy 1989), multiple failsafe measures were implemented and utilized to prevent this from occurring.

In addition to collecting data from various sources (i.e. surveys, interviews, observations) and various subsets of the policing professional community every effort was made to ensure that the study sample was reflective of the policing community as a whole. Addressing potential concerns regarding the potential impact of mortality and attrition rates on this research study, efforts were made to allow for data collection from recruits who either began the research study but did not complete it and from
recruits who started the police academy basic training program, but left the academy for any reason to include medical concerns, academic failure, ethics and rules violations or were dropped on request. Ten research participants met this criterion. Two of these participants were able to be identified as a result of their having provided their name on incomplete, non-submitted surveys. A third entrant was self-identified during a police academy site visit at Academy India and a fourth was directly observed during day one of the academy training at Academy Alpha. The remaining six could not be identified or queried as to the reason for their attrition.

With a research participant total of 212 individuals between the interviews and surveys distributed, a 2.8% attrition rate is acceptable particularly given that the rate is in actuality much lower when the research participants observed in the site visits are taken into consideration. With more than 300 recruits observed during the academy site visits, the total number of research participants between the survey responses, interviews conducted, and recruits observed is 516. The attrition rate for this research study involving 516 participants is 1.2%, which falls well below the acceptable rate for attrition.

To minimize systematic error which could result in a biased causal conclusion as a result of maturation of the research subjects and the impact a limited data collection timeframe can have on a research study, a triangulated approach to data collection was utilized. The term maturation, as it applies to research studies, addresses the concern of the physical and psychological changes that can occur in research participants over the passage of time. Maturation and the time variable for collection data have the potential to impact research studies based on the notion that
research participants may view the program they are participating in from a different perspective based on how much of the program they have completed. For example, a program participant may have one opinion of an educational program while participating in it, and may view the program differently once they have completed it. This is especially true for evaluations of police academy programs, which as has been established in this research study, clandestine approaches are often utilized to achieve hidden objectives that are not explicitly stated or made known to the program participants. This was observed in multiple interviews with academy graduates and training staff who directly spoke to various elements of the program that while appearing on their face to be purposeless and inconsequential, were in fact intentional efforts to teach the recruits a specific skill, tactic, or mental approach that may be difficult to learn and internalize by directly hearing or seeing it.

This research study diminished the potential impact of maturation and time by using a triangulated approach to data collection. For example, the site visits were conducted over the expanse of the academy program continuum with visits occurring when the academy had completed 1%, 5%, 27%, 38%, 59%, 73%, 87%, 93%, and 99% of the academy program respectively, to eliminate the potential for obtaining skewed perception data from recruits who were currently enrolled in the program. A similar approach was utilized when obtaining data via the surveys which were distributed to recruits at various stages of completion in their academy programs and to academy graduates who had graduated from the program over an expanse of differing times within the last two decades. This allowed for the data obtained to be representative of a wide range of perspectives and understandings and to capture the
authentic perceptions of officer’s perceptions of the presence of the principles of andragogy in the paramilitary recruit basic training police academies.

**Generalizability**

Francis Bacon coined the phrase, *man prefers to believe what he prefers to be true*. To eliminate the potential bias of preconceived notions, and support the establishment of generalizability so that findings can be aptly applied to other contextual settings, fail safes were put into place to address concerns of population and setting.

The issue of population was addressed by researching a sample of police academy graduates that was representative of the population whole. This was achieved and confirmed via the demographic questionnaires which queried and identified the participants age, gender, sexual orientation, geographic location, race, educational attainment, rank, and a series of other demographic variances to ensure that the sample studied was representative of the whole. These numbers were then compared to national statistical averages and were found to be within the acceptable statistical averages, confirming that the findings resulting from the study can be generalized to the larger population with confidence.

While the setting of a paramilitary police academy is unique and has some specific elements, which are particular to law enforcement educational training programs, as was addressed in chapters two and three of this study, career specific adult learning training programs such as the military, higher education, and emergency services educational programs for medical students and fire service personnel share many similar aspects in their training programs. To increase the potential for
generalizability, participants were observed in their natural settings both at the police academy and during the interview process where the individuals being interviewed were given the opportunity to choose the location, time, and place of the interviews. The population sampled also ranged in prior academy academic achievement success self-identifying themselves from poor to excellent students aiding in the transferability of results to a heterogenous grouping of students across various career specific training programs spanning the student academic ability spectrum.

Findings

The overall objective of this research study was to determine whether the principles of andragogy were present in paramilitary police academies on the eastern seaboard of the United States. The objective of this study was achieved through the completion of surveys, site visits, and conducted interviews. The resulting findings from those data sets were then collated, catalogued, and coded to find the emergent themes. Those themes were merged to build a clear conceptual sense of the essential meaning of the phenomenon of the recruit basic academy training as it relates to the presence of andragogy. Six resulting themes emerged from the data, climate of adulthood, application of past knowledge and experience, readiness to learn, relevance, motivation, and the disconnect between andragogic principles and outcome needs. Despite what appears to be a logical conclusion that can be drawn from the literature that curriculum and instructional practices of police academies should be grounded in andragogy, these themes and their resulting findings demonstrate that academies predominantly continue to operate in a pedagogical approach discounting the tenets and principles of andragogy as an acceptable learning approach, a phenomenon that
results from the perceived unique elements and needs of law enforcement training programs.

Finding 1: With the exception of the respect shown academy instructors by recruits the first tenet, climate of adulthood, was not evidenced in academy instructional practices

Knowles (1984) postulated that in order for adults to effectively learn, they must be taught in a climate of adulthood. This climate is described as an environment in which the learner’s self-concept is constructed around their notion of their independence and individual capabilities. Maturing from a dependent learner that is reliant on others to make decisions for them to include feeding them, and instructing them when they should void their bowels, the learner who receives constant feedback throughout their educational career, eventually advances in adulthood to the point where they become capable of making their own choices and decisions. While these choices are initially small and inconsequential, Knowles asserts that the change from a dependent learner to an autonomous one occurs in all aspects of the learner’s life as they grow and mature into adulthood.

Keeping this natural growth pattern in mind, it can be concluded that adult career educational programs must consider and address the psychology of adulthood and the impact of self-direction on adult learning needs. Paramilitary law enforcement academies by their nature, are intentionally designed with specific features that appear on their face to be counterintuitive to a climate of adulthood. Rudimentary privileges that most adults take for granted to include the freedom to speak when they desire to, the ability to stand where they want, sit where they choose, walk in the direction they
desire, or use the restroom when needed are all strictly controlled in a police academy environment. Recruits are told what they may eat, how they may eat, when they must go to bed, and what they may wear. Every element of the police academy is regimented with the intentional design to strip the recruits of their individuality and mold them into conformists who are dependent on their fellow recruits and academy instructors for even the most basic activities and decision making.

Chappell & Lanza-Kaduce (2010) speak directly to this intentional socialization and subculture of paramilitary police academies where the dominance of the hierarchical paramilitary structure strips away individuality and forces a culture of compliance upon the individual with the intention of replacing personal values and beliefs with those of the principles and philosophies of policing. This pervasive approach by paramilitary police academies encourages an inherent acceptance of the organizational values that are indoctrinated through experiential learning. Values such as loyalty, trust, solidarity, hierarchical decision making, and strict adherence to rules and regulations regardless of personal predilections are emphasized.

This culture of dependence is reinforced on a broad spectrum as was evident in the artifacts observed during the police academy site visits. Officers walked at the same pace, in the same direction, turned at the same point, and wore the same uniform (site observation, Academy Alpha, Bravo, Charlie, Foxtrot, Hotel and India, 2016). No eye contact was made with superior officers as they traversed though the hallways, as each head sat firmly eyes trained on the back of the one before it and any who dared to vary from the actions and activities of the collective whole were reprimanded by senior officers and academy instructors. This was illustrated at Academy Hotel when
one of the recruits during the march from the chow hall to the barracks stepped out of formation to avoid a puddle of water and then rejoined the squad after circumventing the obstruction. This autonomous decision resulted in a hailstorm of profanities by the academy cadre. The castigation was followed by a series of forced physical exercises for the entire academy platoon to reinforce the error in the recruit’s decisions making process, and a subsequent overnight march through a series of puddles to reinforce the importance of compliance and dependent decision making.

As explained by Instructor Frank (March, 2016) of Academy Bravo, the academy utilizes phases of training. During the first phase of the three-part training, everything the recruits do, say, and think is strictly controlled, and orchestrated by the instructional staff. They are stripped of their individual personalities and beliefs and indoctrinated with the principles of the organization. She explained that this is done in an effort to “break them down [and] if you break them, you have to put them back together. (p. 1.)” The academy intentionally strives to eliminate individuality to create a uniform police officer that on the street will react and respond in the ways prescribed by Academy Bravo’s sending police department. Instructor Frank (March, 2016) explained that the public demands fairness and equality. When one police officer behaves in a manner that is different than the others, it creates a culture of distrust and creates an unsafe environment for all police officers. The transparency of uniformity guarantees that citizens know what to expect when they call for assistance from an Academy Bravo police officer and that a consistent, department approved action will result. This serves to reduce liability, prevent lawsuits, and ease the burden on the responding officer as they have a strict set of procedures that they will follow upon
responding to a call for assistance or proactively addressing a criminal or perilous action.

A climate of adultness is similarly identified as one in which adult learners possess a conscious need to be treated with mutual respect and supportiveness in their educational environment. Maslow’s hierarchy of human needs recognized that humans must have their most basic core needs fulfilled in order to meet self-actualization (Huitt, 2004). One of those base needs is a sense of belonging and personal self-esteem that is achieved through a climate of respect and mutual value (Huitt, 2004). Respect as defined by Merriam Webster (2016) is described as a “high or special regard” for something or someone. When asked to define the term respect, FTO Rome of Academy Echo (June 2016), described it as “treating someone the way you would want them to treat you.” Chief Whiskey (August 2016) described it as “admiration of someone’s beliefs and abilities (p. 2).”

When surveyed whether the recruits and academy graduates perceived the presence of a climate of mutual respect within the instructional classes at police basic recruit training academies, there was an overwhelming response in the affirmative regardless of the demographic analysis of the question. Endeavoring to understand how a climate in which recruits are sworn at, forced to engage in acts of humiliation and shaming, and given limited freedom contained a climate of respect, further investigation was conducted to explain this seeming contradiction.

Chief Whiskey (August 2016) explained that respect for instructors is an inherent component of police academy. While recruits may not respect the instructors personally, there is an assumed professional level of respect that results simply for
their having attained the position of a police academy instructor. It is a respect given based on an assumption that it was earned for without it, the “academy would be chaos” (p. 3, Chief Whiskey, August 2016).

Coupled with the notion of respect is the concept of safe environment where learners feel free to ask questions and make mistakes. Conrad & Donaldson (2004) summarize this as an environment where learners are unafraid to share experiences and ideas. Recruits and graduates however shared in their interviews a culture where it was considered best practice “don’t speak unless you are spoken to, be invisible and if no one knows your name, you are doing good. Either go for number one or fly under the radar. There are no other choices (p. 3, Officer Kilo, August 2016).” Officer Kilo’s illuminating statement served to underscore the perception that recruits attending police academy are discouraged from actively engaging in their educational process and encouraged to silently absorb the information imputed to them with unquestioning acceptance. Failure to do so, as evidenced in both the surveys, site visits and interviews, is likely to result in a physical punishment of forced exercise or the deprivation of personal possessions and or freedoms.

The third hallmark of a climate of adultness is the ability for adult students to take an active collaborative role in the mutual planning and directing of their own learning. Recognizing that police recruits are adult learners attending an educational academy with a specific career focus in mind, an investigation into the presence of this tenet of andragogy was conducted. Knowles (1975) identified self-directed learning as the ability for an adult learner to take the initiative in planning and actualizing their own learning experiences. Seeking to uncover whether police academy recruits are
able to play an active role in the decisions that affect them, an analysis of the survey data, site visits and interviews revealed a clear picture.

The survey results for the questions that speak directly to self-directed learning confirm that this element of the first tenet of andragogy which includes a climate of adultness was not present in paramilitary police academies. Although some recruits indicated that elements of self-direction existed, the overwhelming majority identified that they did not have the freedoms and were passive dependent beings in a highly-controlled learning environment. This lack of self-direction was both explicit and implicit as recruits who had a vested interest in pursuing an instructional topic suppressed their interest as extended class time in one area resulted in lost personal time to include restroom facility use, and sleep recovery times. Furthermore, training academy staff explained that the curriculum is tightly controlled by state standards and department regulations to the point that recruits who have a vested interest in a current topic that is not covered in the approved curriculum are not able to pursue further information or direction in it without approval from the academy directors. This was exemplified by an instructor who desired to show a Youtube video of a current event that served to illustrate a point of clarification for a recruit that had posed a line of inquiry. The instructor explained that he would have to obtain permission from the Training Coordinator, who would have to obtain permission from the Executive Director of the academy, who would have to view and approve the video, receive a memo regarding the purpose for its inclusion, and approve it in its entirety prior to the video being approved for use at the academy (site observation, Academy Foxtrot, August 2016). The extensive effort necessary to modify instruction to meet student
specific needs is a long and arduous task that discourages changes to the curriculum and instructional approaches.

**Finding 2: Application of past knowledge and experience is an internal effort on the part of recruits and not central to the instructional philosophy and practice of police training academies**

Throughout the site visit and interview process, it was evident that the recruits came to the police academy with a wealth of knowledge and experiences that they attempted to access as a foundation from which to build their recently learned knowledge of policing upon. Some recruits entered the academy with prior experience in the military, some were college graduates, and others had experience in the career field as part time police officers prior to enrolling in the full-time police academy. Knowles (1970) argues that adult learners should be allowed to access and utilize these past experiences to augment and facilitate the learning of new material. Rather than reinventing the wheel, instructors of adult students are encouraged to utilize the best practices of supporting the educational process by encouraging the application of past knowledge and experience to the new material being learned. While the research participants indicated that they were able to use past knowledge and experiences to assist with the facilitation of their learning at the police academy, many of them noted that it was an internal effort to do so that was not supported by the instructional faculty.

Recruits with prior military experience referred to their previously learned skills of survival in physically challenging environments in which they were deprived of adequate food, water, and sleep as stepping stones from which they built upon
while at the academy. Although they came to the program with these skills, they were not acknowledged by the instructors or encouraged, but were elements personally utilized without specific encouragement from the academy staff.

The one outlier that was present in several discussions was the prior knowledge of police recruits who had served in the military, regarding the proper method for making one’s bed. Academy staff at two of the nine academies visited referenced this prior knowledge during the site visit and encouraged recruits to seek out individuals who could use that information to assist them with learning the proper methods for folding a bedsheet. These specific instances however, did not translate into the classroom and appeared to be subject specific regarding the proper methods for making a bed as opposed to a pervasive instructional philosophy. Furthermore, the prior knowledge was shared among police recruits but was not built upon or used to further the recruits understanding of curricular material or new skill sets taught at the academy.

Recruits with prior military experience were not the only group to indicate the presence of the ability to apply prior knowledge and experience to the police academy setting. Recruits who had earned a four-year degree prior to entering the academy showed a higher propensity towards the ability to use their prior experiences then the recruits who had earned a GED, high school diploma, or an associate’s degree, as this group comprised more than half of the affirmative responses. These findings are in harmony with research studies that have examined the impact a post-secondary educational degree has on police recruit success at academy (Sanderson, 1976 & Johnston & Cheurprakobkit, 2002).
These finding are countered by the responses to survey questions 23-31 which were specifically designed to elicit responses regarding whether police academy recruit and graduates were able to relate their pre-academy experiences to the new material being learned at the academy, how often they were able to use previously learned skills to aid in their learning efforts, and whether they were provided with opportunities to discuss and share their previous relevant experience during the instructional components of the police academy. The survey data showed that almost 80% of the respondents felt that they were able to apply past knowledge and experiences to the new material learned at the police academy. When those responses were broken down by age, race and gender however, the data reveals that while Caucasian male recruits indicated a 100% affirmation that they were able to utilize their past relevant skills and knowledge, 20-30% of African-America or Black recruits and female recruits reported otherwise indicating that they were not able to do so.

Endeavoring to determine the explanation behind why Caucasian males found the tenet to be overwhelmingly present and African American and females found it to be less so, the data was presented to two of the females previously interviewed during the police academy site visits. Lieutenant Mike (February 2017), an African-American female and Chief November (February 2017), a Caucasian female, both graduates of Academy Golf. Both officers reported that they perceived the recruit academy experience to be different for female recruits then it was for male recruits. They identified that the expectations for female recruits were different then for their male counterparts in that the police academy staff held an underlying assumption that they were unlikely to successfully graduate the academy as a result of their gender.
While neither Lieutenant Mike or Chief November were able to provide statistics relative to the percentage of females that dropped out of the academy as opposed to the number of male recruits with the same result, they articulated a common perception held among police officers that females are less likely to successfully complete the training program. Chief November, identified these double standards and dual sets of expectations in her interview in June of 2016, and underscored the statement in her follow up questioning in February of 2017 when she stated, “most of the time they didn’t think we were going to graduate anyway so they did not spend as much time with us females or even care to hear what we had to say (Interview, p. 1).” An act which she attributed to the underlying assumption that the female recruits were less likely to graduate and the ones that did, would likely withdraw from policing early on their careers. While these statements may be disheartening to hear in a time coined as the third wave of feminism, the results are well documented in several studies which show that women drop out of police academy training programs at a higher rate than male recruits, and they leave the career at an earlier stage then most men (Gillis, Howie, & Munford, 2004 & National Center for Women and Policing, 2013). This has been attributed to the nature of the job, sexual harassment, complications with raising a family and the employment expectations of a police officer, economics, and a lack of both internal and external supports (Owens, 1996).

Regardless of the reasoning the lack of longevity of female recruits and police officers has led to a bias against female recruits that whether conscious or not has translated to a reduced opportunity for them to share their personal experiences and
prior knowledge in the recruit academy setting (Wilson & Ann, 2016). Lieutenant Mike (p. 1, interview, February, 2017), who identified as African-American, stated that she did not observe any appreciable difference in the way recruits were treated by race and could not account for the statistical variance African-American or Black survey respondents showed indicating a greater lack of opportunity to apply past knowledge and experience to the information learned at the police academy. Although Lieutenant Mike was unable to articulate a reason for the racial disparity, literature written by Michael Schlosser (2013) of the University of Illinois Police Training Institute concluded that while recruits and recent graduates of police academy “have a color-blind racial attitude” (p. 22), the instructors in those academies continue to possess indicators of racist ideologies that bleed into the instructional setting and their daily interactions with recruits.

A third contributor to the reasoning behind recruit’s inability to utilize past experiences and knowledge to support their learning process at the police academy is the get it and forget it mentality that occurs with module learning. Recruits and academy training staff noted that because of the large amount of material that must be covered during the recruit’s attendance at the police academy, there is little room for reflection and cross subject relation. It is reasonable to presume that in an academy setting where the individual instructional blocks have been designed to be separate independent standalone units that are not reliant on previous knowledge for understanding, that the curriculum as a whole would not allow for or encourage opportunities to bring outside knowledge and experience to bear on the topics at hand. For as Costa and Kallick (2008) noted in the text, Learning and Leading with Habits
of Mind, “their learning is so encapsulated that they seem unable to draw it forth from one event and apply it in another context (p. 338).”

**Finding 3: Although recruits enter the academy ready to learn, relevance of curriculum is not apparent and lack of apparent relevance inhibits learning.**

Knowles (1984) asserted that unlike children in a pedagogical learning environment who readily learn new information without questioning it, adult learners have an innate desire to know why they need to learn new information, and whether it will be valuable for them to have learned it. Career specific training programs such as the police academy have an advantage over other educational settings in the area of readiness to learn as all individuals enrolled in the basic recruit police academy program are new to either the career field, or the police department that sent them. Given the primary purpose of the basic police academy, to provide new recruits with the information and skills they need to be a successful police officer, enrolled students recognize that the information is valuable if for no other reason than the fact that successful completion of the academy is required to remain in the job. This was supported by survey data obtained from recruits and academy graduates where when asked in question 35 of the survey whether they were prepared to learn the material presented, 100% of the survey respondents indicated that they were choosing either always or sometimes ready to learn. None of the research participants chose the options of rarely or never. This overwhelming response in the affirmative serves to support the conclusion that the recruits felt prepared and ready to learn the material presented at the police academy.
The challenge then shifts from the question of why the recruit should learn the information, to whether it is valuable. This is where the raw data obtained in the interviews provided an enlightening view. Consistently, in interviews with academy graduates, field training officers, supervisors and department heads, a constant refrain of dissatisfaction with the graduated recruit dominated the conversations. The belief that academy was a box that had to be checked, filled with antiquated information and out of date approaches was referenced repeatedly.

Much of the dissatisfaction stemmed from a belief that the academies had not kept up to date with current policing needs and the majority of the content focused on, were elements that were irrelevant and invaluable. FTO Oscar (p. 2, Interview, August 2016) of Academy Foxtrot summarized this when he explained that he never understood why the academy spent such an exorbitant amount of time teaching recruits how to march, salute, make their beds, or clean a room. While these skills were all used in some capacity during the career of a law enforcement officer, marching is strictly limited to parades and funerals. Gone are the days of Roman deployment strategies where officers engage in heavy manned column maneuvers to attack their targets. Today’s tactical approaches demand a different style of approach, one in which endless line marches are imprudent. The reasoning behind requiring a bed that was perfectly made down to the exact centimeter seemed meaningless to him and he, like several of his fellow recruits, sacrificed attention to valuable instructional time, focusing instead during lectures on speculations as to the state of disorder his room would be in when he returned post inspections. FTO Oscar (Interview, August 2016) explained that the things the academy spent the most time and energy on, were
things that had no apparent consequence, value, or direct connection to policing yet these, were the elements for which the greatest physical punishments, demerits, or humiliating correction resulted from.

The theme of readiness to learn encapsulates a third element which is just as significant as the material itself having value and importance to the recruit. In order for an adult to be ready to learn, they must be physically, mentally, and emotionally prepared to do so. The academy seeks to ensure that recruits are physically prepared for the job by requiring a minimum standards physical fitness test prior to entry into the academy. The examination is typically scheduled, weeks in advance and the recruit is given the exact activities they will be required to perform and informed of the time restrictions or weight expectations included. Once the academy begins however, recruits are thrust into a learning environment coupled with physical, emotional, and mental stressors to include reduced sleep, forced exhaustion, and no win situations. For example, at Academy Hotel, recruits were instructed to run circles around an indoor suspended track for an unspecified period of time. When the recruits began to slow down, the academy cadre asked the platoon leader whether the recruits “had had enough.” When the Platoon leader advised that they had, the entire academy was yelled at, accused of being lazy, and forced to engage in an exercise called on your back, on your front, which mirrors its name as recruits were required to lie on their backs and then flip back and forth to their stomach on command, mimicking the actions of a fish out of water. The recruits were then ordered to continue running and when asked the same question a few minutes later, the platoon leader altered the response and provided the opposite answer from before which resulted in the academy
cadre telling the platoon to continue running followed by a series of expletives and required physical exercises. The recruits quickly learned that none of the answers provided would be the correct one regardless of the decision they choose. This struggle to solve an unsolvable challenge placed an undue burden on the recruits mental and emotional states for as one recruit noted in frustration, “no matter what, you can’t win…we can’t win…everything we do is wrong (site observation visit, unknown recruit, August 2016).” While data which will be discussed further in the next theme, that of relevance, indicates that these seemingly pointless activities and expectations actually had intentional clandestine objectives, the interviews and surveys with the recruits show that the relevance was not immediately apparent, and that the lack of transparency served as an inhibitor to the recruits learning.

**Finding 4: In regards to the current demands in the field, police academy curriculum and instruction lacks in relevance.**

The theme of relevance emerged repeatedly throughout the study. Relevance, as it is related to the methodology of andragogy assumes that adult learners desire to know the connection between what they are learning to their context of work, and its practical applicability to their everyday lives. The research data obtained in this study demonstrated that the recruits and academy training staff, regardless of gender, age, educational attainment, class size, or academy style and geography, found the information taught at the academy to be both relevant and immediately applicable to their daily jobs.

Diverging from this opinion were the responses from the academy graduates and the training officers, and supervisors at the various sending police departments.
While the recruits and academy staff indicated a high level of satisfaction with the material being taught and indicated its immediate relevance to the job of policing, the graduates reported that the information learned was antiquated and focused on aspects of law enforcement that were no longer relevant and skill sets that were out of date with current best practices. For example, one department supervisor explained that the academy still teaches recruits to collect pubic hair for secretion and DNA analysis when responding to sexual assault scenes, to try to count the number of rounds fired by suspects during deadly use of force incidents for later recall when writing the after-action report, and how to collect information from caller ID boxes and pagers. These methods are all antiquated and no longer relevant for the average police officer encounter as society has changed the norm for pubic hair preferences resulting in a lack of available samples, revolvers and standardized magazines have been replaced with automatic weapons and high capacity and extended magazines with a wide ranging capacity for ammunition, and caller id display units and pagers have been replaced with smart phones and wearable technology such as smart watches, exercise trackers, and jewelry that houses USB’s and micro SD cards.

Research participants explained that it is more than just a change in the curriculum, it is also a change in communication styles, and the way officers must interact with the public. The timeworn approach of aloofness, forced formality, and social separation that officers learn at the academy under the current regime is not well suited for the expectations of a society that demands a more approachable officer who can interact with the community in a welcoming and caring manner. These traits and characteristics, according to the supervisors training the most recent academy
graduates, are lacking in new officers as a result of their having graduated from environments where they are screamed and yelled at for 16-20 weeks and then put on the street and expected to behave in a differing manner. The recruits and graduates both identified the method of approach in which recruits are repeatedly degraded and yelled at as no longer relevant for today’s officer, regardless of any hidden or unspoken objective.

The theme of the presence of antiquated and irrelevant information being taught at the police academy was evidenced most clearly in the responses to question 38 of the survey where participants were asked to identify the percentage of relevant information learned at the academy when compared to the total information acquired. A concerning statistic emerged when analyzing the responses from the department supervisors. More than 50% of supervisors indicated that only 11-30% of the material learned at the recruit academy was relevant to their job as a police officer, as compared to the recruits and training staff who identified 71-100% of the material as relevant. This data set and resulting analysis identifies what should be a significant area of concern for academy staff, directors, and POSTS. When more than one out of two graduating officers who has attained the rank of a supervisor identifies that less than one third of the information learned at the basic recruit academy is relevant to their job as a law enforcement officer, either the curriculum or instructional methods should be revisited.

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4 POST is an acronym for the certification and standards board for police officers in a particular state. The words utilize to create the acronym vary from state to state but each hold the same essential meaning and context. For example, on the Eastern Seaboard of the United States POST has been utilized to illustrate: Peace Officers Standards and Training, Police Officers Standards and Training, Peace Operations Specialized Training, and Police Officers Specialized Training to name a few.
Several of the academy staff spoke to these concerns in their interviews explaining that much of the information or skills that the academy teaches which officers identify as irrelevant, are actually carefully crafted, intentional efforts to teach an underlying skill that is not always readily apparent at the time it is being learned. Training Coordinator Dover (p. 2, interview, August 2016) likened much of the obscure training approaches to training a child. He advised that just like parents teach children basic socialization skills such as how to wait their turn, share their property, remain patient, or how to treat others, the academy uses similar approaches to teach skills to the recruits beyond the act of imparting the wisdom directly. “You can’t just tell a kid to share and they understand sharing, you have to teach them by having them experience what it feels like when someone doesn’t share…we teach the recruits what it is like to find yourself without your gear so that they never forget the tools that may save their lives someday (p. 2, interview Training Coordinator Dover, August 2016).”

When presented with the survey results showing a disparity between the perceptions of relevance held by training staff and recruits, with those of academy graduates and supervisors, a series of consistent responses from graduates emerged identifying a key point of conflict in the current instructional approach through which recruits are expected to learn and do without questioning or needing to know the why behind the order. The adult recruit learners identified that they did not take issue with alternative approaches to teaching the skills, but to the lack of transparency and the underlying secrecy that caused the learning process to feel punitive and degrading rather than constructive and purposeful. Officers reported that once particular examples were explained to them as a result of participating in this study, they could
understand why some of the activities that they had previously questioned, may in fact have been relevant to the educational experience. One officer interviewed exclaimed in a manner that sums up many of the respondents shared sentiments. “If they would have told us why we… why we were running around in the woods like idiots or why they did half that shit to us then maybe I would have been more invested, but at the time it just felt like they were being dicks because they could (p. 2, Officer Boy, August 2016).” The failure by the academy staff to inform the recruits of the underlying goals and objectives post incident, served to reinforce the perception graduates held that the material was irrelevant and purposeless.

When asked whether he believes his perception of the academy and approach to the program would have changed had he known about the clandestine objectives while still enrolled, he indicated that it would have. Officer Boy (August 2016) reported that he lost respect for his training commanders and shifted from an eager recruit who desired to learn everything he could so that he could be the best possible officer upon graduation, to one who was just going through the motions and meeting the academy minimums while trying as best as possible to stay under the radar until graduation day.

When the academy staff participating in this study were presented with this information, as a whole, they reacted with repugnance, and exclaimed that it was not their job to tell the recruits what they were doing or why they were doing it. It was the recruits job to do what they were told and to not ask questions. For “once you open that door and let them start questioning you…you invite insubordination… and let the

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5 The term under the radar refers to an individual’s effort to draw as little attention to themselves as possible.
inmates run the asylum (p. 3, interview Academy Cadre Nancy, June 2016).” Brian Smith (2016), director of training for the Chicago Heights Police Academy shared similar sentiments writing,

“I can attest that pushups have been a successful tool in …establish[ing] guidelines…our law enforcement classes tend to suffer more severe punishments…imagine dealing with a group of 20-35 ‘Type A’ personalities … these self-assertive police officers report to class ready and willing to offer their opinions of how this class should operate. We sometimes struggle…when expressing our expectation in the session…after several bouts with the pushups as a team regiment of discipline, we normally establish our control immediately (THE CHIEF OF POLICE, Summer 2016, p.20).”

**Finding 5: Incongruence between the preferred motivational preference of recruits and academy instructional practices results in the inhibition of learning.**

The theme of motivation dominated much of the conversations, appeared repeatedly in survey results, and was exceptionally evident in site observations. The theory of andragogy speaks to this theme proclaiming that adult learners are more internally than externally motivated to learn. An examination of police academy instructional strategies and motivational efforts revealed a heavy presence of the use of external motivators, specifically those that involved physical activity, to assure that the instructional material was learned. While external motivators have been shown to be an effective temporary motivational tool, the lasting effects of using physical activity as a disciplinary consequence to encourage learning results in only the
temporary retention of new material, but does not often translate to long term retention (Atwater, Dionne, Camobreco, Avolio & Lau, 1998).

Furthermore, the use of physical pain, exercises, and activity to motivate learners to understand new content and material while initially effective as a motivational tool, reduces in impact the more frequently it is used (Burak, Rosenthal & Richardson, 2013). As such, the physical activity and exercises must incrementally increase over time to continue the desired effect creating a dangerous methodological approach where learning, based on the fear of physical consequence could have deadly consequences. This is evidenced by the new training regiments implemented for academy staff around the treatment and prevention of Rhabdomyolysis, a syndrome that can result from overexertion of particular muscle groups, typically occurring in non-athletes who are forced into sudden repeated extreme physical activity (Academy Alpha, Instructor Manual, 2016).

While adult learners are responsive to some external motivators such as an increased salary or job promotion and advancement, the more powerful motivating tools are the internal motivators to include increased self-esteem, a better quality of life, increased job satisfaction, and improved self-confidence (Knowles, 1998). Surveys, interviews and site visits showed however that the dominant motivational tool employed by police academy staff to encourage the recruits to learn the content material and new skills, was the threat of forced physical exercise. Recruits were ordered to do push-ups, run laps, complete leap frogs and complete other similar physical activities when they failed to complete a skill correctly, or failed to accurately recall information they had been told. They were forced to repeat these physical
exercises over and over until they could correctly answer questions or successfully mastered a skill. Recruits explained that while the fear of these punishments was initially successful, eventually “you gave up actually trying to learn anything and just settled with memorizing it long enough to pass the exam (p. 3, FTO Oscar, July 2016).”

The data from this study showed that threats of physical exercise, particularly push-ups, was one of the most frequently employed motivators in the academy setting. While it is unclear from the responses alone whether it was actually utilized the most, the information obtained during the research interviews served to expound on the survey data results. Corporal William (June 2016) explained that recruits learn to hate physical fitness. Push-ups were equated with punishment and long runs which once served as a relaxing break for some recruits prior to the academy, became synonymous with failure. Corporal William explained that even to this day, nine years after graduating from the academy, he still “can’t walk a set of stairs without yelling in my head, and sometimes out loud, every step...every other⁶ (June 2016).” Physical activity which he once used as a stress reliever, post academy became a stress inducer. He equated this to the negative association between physical exercise and punishment that he acquired during his police academy experience. Corporal William explained that he is not alone in his feelings. Physical fitness is a vital component of law enforcement and may make the difference between whether an officer lives or dies while performing their job (International Association of Chiefs of Police, 1978) and

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⁶ This phrase refers to the instructional call out from the leader at the front of an exercise line of individuals who are running a series of stairs. When the leader calls out every step the participating individuals foot must touch the top of every step as they ascend and descend each flight. When the leader calls out every other, the individual must skip alternating steps during the exercise activity as they work their way up and down a series of stairwells.
yet, many officers according to Corporal William, leave the academy with a distaste for the very thing that may save their life one day.

When asked how long the impact of the external motivators of physical exercise for failure and inadequacy at the academy extends post-graduation, he exclaimed that it is

“ingrained in your head like a traumatic PTSD experience…it is like boot camp…it is hard to explain to someone who has not been there but you remember everything about the place, the way it smelled, what you felt, what you had to endure…some things you don’t forget (June 2016).”

I inquired of him whether he or any of his fellow officers continued to use those external motivators employed while at the academy as post academy educational motivational tools. Corporal William stated he did not and does not know of any other officers who self-impose threats of physical punishments or exercises on themselves as an educational strategy for learning material.

In 1943, Abraham Maslow, published a theory on human growth that has since been named, Maslow’s hierarchy of needs. In his theory, often graphically portrayed in the image of triangle, he asserts that the needs at the base of the triangle, the physiological needs, must be met first before an individual is motivated to reach their next goal. This theory, which has been generally accepted in the psychological and scientific community as accurate, is important when examining police recruit academy employed external motivators as the base needs that Maslow identifies which must be met for individual growth and learning to occur include at its foundation; air, food, water, sleep, clothing, and shelter. Many of the current recruits and academy
graduates identified incidents in which they were denied sleep or food as a punishment with the stated objective being identified by academy staff as a motivation for the recruit to perform better, learn more, or complete an activity with greater skill and precision.

Once an individual’s physiological needs are met, the next goal and focus becomes that of safety and security. Maslow identified safety and security needs as both physical and financial and the threat of physical punishment or expulsion from the academy for failure to learn could rightly be interpreted as a threat to the physical and financial needs of the adult recruit learner. Maslow explains that it is not until these base needs are met, that a learner can truly have the freedom to learn the greater concepts.

Deputy Tyson (March 2016) explained this concept reporting that “you know they can only do so much to you, but it’s hard to know what that so much is. You think you know the limit and then the next day you cross it (p. 6)” as instructors impose even greater threats of physical punishments “upping the ante as academy goes on (p. 6).” Considering Maslow’s theory that physiological and safety needs must be met before an individual can put effort into reaching a goal of esteem and self-actualization, it is difficult to rationalize why “some instructors would single out those who seemed not to be with the program for punishment or embarrassment (Graduate survey #49, July 2016)” as a motivational tool to push the recruit to perform better or learn the material. Self-respect and autonomy are not congruent with public humiliation or strict control over when a recruit may use the bathroom, talk to another, or dictation as to what foods they may eat. Although many internal motivators were
listed upon direct request in the survey, the data results and interviews demonstrate that the internal motivators were brought to the academy by the recruit haphazardly and although present as motivating factors, they were not utilized as an intentional motivational tool, nor were they further cultivated by academy staff.

The heavy use of the external motivation of physical activity to force a recruit to learn new skills was defended by academy teaching staff who explained that this method of instruction had been successfully utilized for years in police academies nationally and in paramilitary programs both in the United States and internationally across the globe. Sergeant Noah (June 2016) explained during the site visit at Academy Golf that the recruits entering the police academy today have a host of excuses during the first few weeks for why they did not successfully learn the material. These excuses include poor instruction by the command staff, exhaustion from lack of sleep, or the material not being presented the way they would have preferred it. Eventually, the recruits “learn to learn it or else it is going to hurt…they stop making excuses because we don’t take ‘em…[and] they learn it so they don’t have to run till they puke. If it’s not broke, don’t change it (p. 5. Sergeant Noah, Academy Golf, June 2016).” The question for Sergeant Noah then becomes how success is defined for the data obtained from the Field Training Officers at the sending police department shows a general dissatisfaction with the graduating recruit and a discovery that the recruits are graduating from the academy not having learned and or not successfully having retained the material they were taught at the academy. From these statements, it could be logically concluded that the existing strategies utilized may not be functioning as well as Sergeant Noah perceived them to be.
Despite the regular use of these external motivators at basic recruit academies, a survey of recruit and graduate preferences identify a strong partiality towards the use of alternative motivators that speak to internal persuasive efforts that inspire personal growth and a desire for competence that result in an intrinsic desire to learn the material for long term comprehension. Supporting this conclusion, question 45 of the survey provided research participants with five possible motivators and inquired which would most likely influence them to successfully learn the instructional material presented at the academy. The choices included the promise of public praise or personal satisfaction for mastery, the threat of physical punishment or humiliation for failure to learn, or the guarantee of a monetary award for learning the material (See table J – Successful motivational strategies).

Table J: Successful motivational strategies

<table>
<thead>
<tr>
<th>Q: 45 Identify which of the following strategies would most likely motivate you to successfully learn the instructional material presented at the academy.</th>
<th>Personal satisfaction</th>
<th>Public praise</th>
<th>Monetary reward</th>
<th>Physical punishment &amp; humiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Recruit</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>81%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>86%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Education</td>
<td>GED / High School</td>
<td>92%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Associates / Certificate</td>
<td>87%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Bachelors / Masters / Terminal</td>
<td>76%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Age</td>
<td>18-27</td>
<td>80%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>28-37</td>
<td>83%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>38-47</td>
<td>80%</td>
<td>2%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>48-57</td>
<td>97%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>58-67</td>
<td>90%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Race</td>
<td>White</td>
<td>82%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>88%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Geo. region</td>
<td>New England</td>
<td>83%</td>
<td>14%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Mid-Atlantic</td>
<td>89%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>South East</td>
<td>72%</td>
<td>6%</td>
<td>16%</td>
</tr>
</tbody>
</table>
With 94% of recruits and 81% of graduate survey respondents identifying personal satisfaction as their most motivational reason to learn material, an examination of the survey broken down by the various demographics supports the overwhelming conclusion that this intrinsic motivator would be the preferred method for encouraging recruit learning.

Not all of the academies utilized the extrinsic motivator of physical exercises to encourage learning. Academies Delta and Echo used the extrinsic motivation of candy, rewarding recruits with correct responses despite the fact that both of the academy survey results for participants who listed their academies on the demographic questionnaire indicated overwhelmingly personal satisfaction, followed by public praise as the greatest motivational tools to encourage and assist with their learning efforts. FTO Romeo (June 2016) explained that this has created and reinforced a generation of recruits who expect to be awarded officer of the month for meeting the minimum expectations of the job. He advised that the previous generations of recruits did the job because it was expected and did not need a reward or pat on the back to learn the material or do what was expected of them. He explained that recruits “have to get a sticker chart or gas card as a reward” or enticement to learn material that was once learned because it was an expectation for the job. He continued on to explain, “I pay them that is why they should learn it, they are supposed to learn the material because you need it for the job. There is nothing exceptional about that. I shouldn’t have to give them candy to make them learn something, but we do (p. 2, Interview FTO Romeo, June 2016).”
The external motivators utilized whether public praise, candy, job choice, or physical exercises, can be categorized into two groupings: positive reinforcement and negative reinforcement. When examining the negative external motivators, the threats of punishments or loss of property and privileges for failure to learn material, the research study established that fear of the instructional staff heavily impacted the learning process for female recruits. More than 50% of all of the survey respondents confirmed that fear of the instructors impacted their learning. For the male recruits, almost 70% indicated that the impact was a positive motivational tool that encouraged them to learn the material while 60% of the female respondents identified it as a negative one. The data from this question suggests that fear of the instructor is largely a successful motivational tool for male recruits, while an inhibitor for female recruit learning. The incongruence between the reported data for motivational preferences and the current instructional methodologies for motivating recruits shows a clear disconnect that is negatively impacting the learning process of academy recruits.

**Finding 6:** In regards to paramilitary police academies, a disconnect exists between andragogic principles and outcome needs.

Recognizing that the police academy is an integral part of the early formation and direction of a new law enforcement officer’s career, it is imperative that it be conducted in the most effective manner possible. With this in mind, while the research study was primarily concerned with examining whether the best practices in adult learning were present at these recruit academies, as the study unfolded and themes began to emerge, an additional finding emerged based on the summative
evaluation of the graduated recruit resulting from academies that employ andragogical
tenets in their instructional approaches.

The theory of andragogy asserts that adult learners, need to know why they are
being asked to learn new material, desire to be able to have responsibility for their
own self-direct learning, utilize past knowledge and experiences to understand new
knowledge and acquire new skills, must believe the new information to be relevant to
their current lives, is task oriented and are more motivated to learn material as a result
of internal incentives, rather than external ones. With these assertions in mind,
coupled with arguments identifying them as best practices for teaching adult learners,
it would be logical to conclude that the implementation of these principles in basic
training academies would result in a better trained recruit.

The results of this study however indicate that a disconnect between andragogic
principles and outcome needs for the field of law enforcement exists as the resulting
recruit product post implementation in the more andragogic academies were reported
to be insufficient for the needs of the career field of law enforcement.

Supporting elements that spoke to this finding of disconnect were repeated
evidence of;

• the impact honoring the adult learners need to know and desire to engage in
  self-directed learning had on the acceptance of hierarchy and chain of
  command,

• the impact a change in motivational techniques has had on career commitment
  and longevity,
• the efforts to encourage readiness to learn and interest in the material that have resulted in a sense of entitlement and reduced diligence.

**Need to know and self-directed learning v. hierarchy and chain of command**

Research data from this study established that recruit academies Bravo, Delta, Echo, and India, displayed the highest propensity of the academies studied, to utilize andragogic principles in their instructional approaches. This was evidenced in part by their extensive efforts to ensure that the recruits fully understood what they were about to learn, and why it was important for them to learn prior to learning it. An example of these efforts was seen at Academy Echo where each block of instruction was prefaced with an explanation of the learning objectives, which were directly connected to the training manual and compulsory minimum standards established by the State Department of Criminal Justice Standards, followed by an advisement of the assessment method that would be utilized to evaluate and measure their understanding (see Appendix BB for Performance Outcome 4.11). Recruits were instructed what criteria they were specifically responsible for learning, were advised why it was important to learn, how it could be practically applied, and were informed that they could choose between two assessment methods, “a written or practical exercise, [where they would be expected to] identify factors to consider when performing non-business hours building security checks (p. 64, State Criminal Justice Training Reference Manual, 2012).”

A multitude of similar examples were evident in the other academies as well. Sergeant Mary (June 2016) at Academy India explained that the entire academy
modified its curriculum to ensure that each aspect was relevant to the policing that would be conducted by their officers on the streets. Recognizing that his department does not address specific content areas such as fish and game violations but has an increased call load for water related incidents as a result of their geographic proximity to the Atlantic Ocean, the academy has reduced its focus on providing instruction regarding wildlife crimes and has replaced that training time with water related criminal law and rescue techniques. This was done specifically to address complaints by recruits such as those voiced by the research participant who completed graduate survey #6. When asked whether he was required to learn things at the academy that seemed irrelevant or without purpose he wrote that “some of the coursework is irrelevant to the work we do at ABC.” Graduate survey participant #9 had a similar response recalling that he was required to participate in a four-hour training block at Academy Foxtrot, where he received instruction regarding how to properly seatbelt a child into a vehicle and ensure that a car seat is properly fitted and appropriately placed in a vehicle. At the start of the lesson, the instructor had informed participant #9 and the rest of his recruit class that even though they were being instructed on the proper methods, they could not actually install child restrain seats post-graduation until they completed the Certified Car seat and Child Passenger Safety Technician course post basic academy. He further noted that this was a skill set and information he has never utilized in his 13-year career as a law enforcement officer.

Instructor Frank (Interview, March 2016) of Academy Bravo explained that allowing the recruits to have an element of control around their instructional process in

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7 ABC, which stands for Alcoholic Beverage Control, is the acronym used for the statewide policing agency responsible for regulating alcoholic beverages and licensing permits.
an otherwise strictly controlled environment demonstrates that the instructional times are intentionally designed to be different and for the recruit. As was explained earlier, Academy Bravo indicates a change in expectations by the removal or donning of the police cover. Once in the classroom, when the cover is removed, recruits are encouraged to ask questions and address their instructor when they disagree with a statement, assumption or learning example. Instructor Frank (Interview, March 2016) explained that by treating the recruits with respect, and allowing them to question the instruction they received, a richer, more robust educational learning process occurs in the recruit classroom.

With the exception of Academy Bravo however, the Field Training Officer’s and Supervisors at Academies Delta, Echo, India and even Foxtrot, expressed a frustration with the resulting graduate recruit, attributed in part to characteristics and behaviors that were cultivated in academy graduates as a result of the implementation of self-directed learning in the instructional model. FTO Oscar explained that he is seeing a generation of recruits that he refers to as the why generation. He explained that the new officers he is assigned to train post basic academy “question everything, start by questioning staff and instructor which leads to questioning me [as the FTO] and their supervisors (August, 2016).” He explained that they do not understand how to follow chain of command, and then corrected himself advising that they understand how the chain of command is supposed to work however, they choose to ignore it and do whatever it is that they would like to do regardless because they have been taught that it is an acceptable way to interact with their supervisors.
While the implementation of the principle of self-directed learning has led to a more pleasurable academy experience for the attending recruits (survey question 40 results analysis), the supervisors and training authorities of the sending police departments report receiving academy graduates who subsequently struggle to follow directions, have difficulty obeying orders that run contrary to the way they may prefer to handle an incident, and fail to complete duty assignments that are less preferable to other activities they profess they would prefer to be engaging in. Corporal Lincoln of Academy Golf explained that the academy has oscillated back and forth between attempting to allow recruits to have more freedom and involvement with the instructional process and conducting a strictly paramilitary tightly controlled learning environment. Referring to these recent changes as a pendulum swing, he noted that the academy realized after early implementation of some of the andragogic principles such as self-direction and self-concept that recruits failed to gain an appreciation of the separation between student and teacher. Recruits began to interact with, and respond to, the academy instructors as they would a friend, causing an imbalance in the student teacher relationship, a dynamic that made training a challenge and decreased recruits receptiveness to critique and redirection (Interview, Corporal Lincoln, June 2016). Lieutenant Mike and FTO Papa (interviews, June 2016) shared similar perceptions reporting that academy graduates under this andragogic based style of learning through which recruits are encouraged to interact with instructors in a questioning manner, or are given the choice to participate in certain activities at their own discretion, such as physical fitness training, has created problems for the officer post-graduation.
As a result, Academy Golf has begun to revert back to the previously utilized instructional methodologies. Lieutenant Mike explained that they have “eliminated the team building components. We are not a team with our recruits. We are not going to dinner on weekends. We are the teachers, they are the students (Interview, June, 2016).” She explained that recruits, once they had graduated the academy were returning back to the police department and when they were critiqued for failing to properly perform a traffic stop, or were told that they were not allowed to do something that they wanted to, the officer would “fall apart or go ask another supervisor (p. 3, Interview Lieutenant Mike, June 2016).” FTO Oscar (Interview, August 2016) had similar responses explaining that he has had new officers who less than three months after graduating from the academy ask to take a police cruiser home because they had an early morning post-basic training class the following day at the police academy. When they were told that they were not allowed, and must drive to the police department and pick up the vehicle in the morning on their way to the training, “they spend twenty minutes trying to argue with me and plead their case…we have taught them that they can do whatever they want and if they don’t like the answer they pitch a fit or try to create an insurrection by getting the rest of patrol (p. 4)” to join with them in their crusade for change by arguing with the officer in charge of fleet management. While FTO Oscar had a reason for telling the officer that he could not take home the cruiser, he reiterated that he did not feel it was his responsibility to do so, nor was the new officer entitled to one. “Sometimes you just have to do what you are told because you are told to do it (p. 4, interview, August 2016),” or as was

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8 The term fleet is used by law enforcement officers to refer to all of the vehicles owned by the police department.
posted on a sign on the wall at Academy Hotel, *this isn’t Burger King, you can’t have it your way.*

While a new officer questioning an order or refusing to accept a response of ‘no’ from a supervisor may seem trivial to some, Chief Whiskey (p. 2, interview, August 2016) explained that in the career of law enforcement where seconds can mean the difference between life and death, officers must obey orders from their superiors without dithering and must not vacillate from those orders until told to do so, regardless of their personal preferences or if they believe it could be addressed or handled via a more effective approach. Chief Whiskey (August 2016) identified that the critical understanding of the need and reasons for chain of command must be instilled at the outset of the officer’s career, during those first few months at the basic recruit training academies, and the failure to do so under the “wishy washy do what you want” style of academy, is creating a new generation of “dangerous cops” (Interview, Lieutenant Union, December 2016).”

**Fluctuating motivational strategies v. Career commitment and longevity**

Survey data and interviews confirm that police academy recruits are eager to attend the police academy and to learn information that they believe will help them to be successful in their future careers. This creates a natural interest and internal motivation for these adult learners as it is directly applicable to their future daily lives and learning the material, is a necessary component for graduation, which is required to preserve their employment. While the motivation level is not believed by police department supervisors to have altered over the years, the expectations for academy graduates and the expectations they leave with have changed.
New officers have traditionally been excited to complete the academy and are eager to *hit the streets* and begin using their newly acquired knowledge to enforce laws, protect the public, and serve their assigned communities. With that in mind, as the officers begin this journey, they quickly become dissatisfied with the mundane aspects of the job and seek tangible rewards for completing everyday tasks that are part of the normal position description as they have become accustomed at the recruit academy. Director Spencer (Interview, June 2016) of Academy Delta explained that for that reason, the academy has moved away from using the external motivators of physical punishment to gain compliance or force recruits to learn the instructional material. He explained that law enforcement is a career where someone should want to learn the material because it will make them a better officer, not because they want to avoid physical discipline. He equated the teaching method of mandating someone to learn out of fear of physical pain to forcing someone to apologize for a wrong they committed. Just like a child who is coerced into saying they are sorry for a wrong they have done for which they do not feel any remorse, so to, requiring a recruit to learn material not because they want to, but because it earns them a piece of candy or because they avoid PT as a result, is not an effective learning tool.

Director Spencer acknowledged that while fear and external motivators do have a temporary motivational result, the recruits and resulting graduated officers eventually decide that the challenges and inconveniences of the career are “not worth it and they walk away (p. 1, Interview, June 2016)” from the career of policing. The data revealed that this lack of internal motivation of these adult learners in the recruit academies is systemic and attributed, according to Training Coordinator Titus
(interview, August 2016), to a societal change. He supported his conclusion by his observations of the last ten recruit academies to pass through the doors of Academy Foxtrot. Recruits who were once motivated to do physical fitness training and understood it to be an important aspect of the career of law enforcement now lack the determination and grit to give their full effort to the exercises. He countered Knowles (1984) assertion that adult learners are more internally motivated than externally citing multiple examples of recruits and academy graduates who put only the minimal amount of effort in, unless they are receiving a tangible award. Training Coordinator Titus explained that the recruits he is seeing today

“have to take a timeout and stand over here for a minute [while I] pull out my ouch card…they have to get a ribbon for everything…and we keep telling them [as a society] that if they are hurt or injured they should stop (p. 3, Interview, August 2016).”

These behaviors are not congruent with the expectations of officer’s post-graduation where an injured officer must continue to fight to subdue the resisting subject, must remain out in the cold weather at the scene of a traffic crash, and must endure the physical pain of remaining in a crouched position on watch at the scene of a barricaded subject regardless of how tired, cold, or exhausted they may be. The ouch card that Training Coordinator Titus referred to must be shelved and replaced with tenacity, steadfastness, and resolve to get the job done regardless of the circumstances.

While stepping out of PT or scenario based training at the academy may have a minimal impact at the time, it can have a long term psychological impact that
negatively effects officers once out in the career field. Chief Sierra (interview, August 2016) expressed similar concerns noting that because officers lack the internal motivation to learn new material, or perform the mundane aspects of the job, they tend to allow minor excuses to serve as reasons to take a day off, or fail to complete assigned tasks. For example, the number of officers who have used sick days or fail to meet the annual training requirements over the last several years has skyrocketed at Chief Sierra’s department. He reports that officers no longer “tough it out” but find any excuse to avoid overtime or tackle the tougher aspects of the career. He further reported that “new cops don’t have the drive anymore to be cops” they desire to be rewarded or “want headlines every time they make an arrest or stop a car. Cops used to want to do the job because it was a family and you did the job and took the hours because you bled blue (p. 1, Interview, August 2016).” The newer officers, according to Chief Sierra, now lack this motivation and he belies that a shift away from the militaristic, para military approach to force recruits to learn while at the academy, has attributed to retention challenges as this unmotivated generation of officers, tend to leave the career field after three to five years dissatisfied with the job (McIntyre, Stageberg, Repine & Mernard, 1990).

Investment and interest in the material v. entitlement and ill prepared.

William Harvey (2011) once wrote that the career of policing is “90% boredom and 10% stark raving terror.” Much of the training at police academies is dedicated to preparing an officer for that critical 10% however, the mundane elements cannot be overlooked. Considering this statement and reflecting on Knowles (1984) tenets of readiness to learn and orientation to learning, it has been recognized that
adult learners are prepared to learn the things they need to know to accomplish the expectations of their daily lives and they have a predilection for doing so in a problem-centered approach. Over time police academies have become responsible for instilling a greater amount of knowledge into the new recruits creating an increase in the number of training hours required for graduation (interview, Director Adam, June 2016). Academies Delta and Echo recognized that with the increase in required training hours, police recruits were becoming frustrated with the endless hours of instruction and the prolonged academy program. Academy training programs that began as eight week programs became 22 and 26 week endeavors with post basic training classes required for certification as a police officer (Director Zulu, June 2016).

As a result, academies began introducing increased scenario based instruction to break up the monotony of classroom instruction and meet the educational demands of the incoming recruits. The challenge with this modification was the extensive amount of time scenario based instruction was taking to disseminate information. Chief Whiskey (Interview, August 2016) advised that it already takes a year from the date of hire until they are able to be used in any productive capacity for the department. Between completing a 26 week police academy, a 16 week FTO program, and the federally mandated two-week critical incident management training, he cannot afford for the academy to extend beyond its current timeframe and would argue for a return to instruction by memorization, which he considered to be successfully churning out good police officers, over task oriented or scenario based instruction that takes more time, and as a result, more money.
As these academies expanded over time to accommodate for the new information and varied instructional approaches, the recruits in attendance also changed demanding a more interactive environment that was responsive to their specific learning needs. Recruits who grew up taking Neil Flemming’s VARK test and other similar learning style assessment exams entered the academy expecting to be taught in an environment that was responsive to their personal learning style. Often, these recruits quickly discovered a disparity between their preferred method of learning and the instructional methods employed at the police academy to disseminate new information.

Question 23 of the survey spoke to this matter by inquiring of recruits whether they had a preferred style of learning, and if they answered yes, they were asked to identify what it was. Seventy-two percent of the survey respondents identified that they did have a preferred learning style and listed it in the survey. This statistic holds particular value in that the question was asked in an open-ended format where respondents were asked to fill in their response to the question rather then choose from a pre-existing set of polytomous answers. Research on survey data shows that surveys containing closed questions with preset answers have a higher response rate than those with open ended questions. Given that information, a 72% response rate on an open-ended inquiry is significant and its data is worth research consideration. Of the 72% that identified a preferred learning style, the majority identified themselves as kinesthetic learners. Despite this identification, these same respondents reported in survey question 26 that the primary means of instruction at the police academy was auditory and visual.
While the notion of individual learning styles is not a new concept, as early thinkers as far as back as Aristotle are credited with recognizing the different skills, talents and abilities that individual children hold. It was not until the 1970’s that the theory of individual learning styles truly took hold in the field of education (Coffield, Moseley, Hall & Ecclestone, 2004), being further defined by Walter Burke Barbe in 1979 with his VARK\(^9\) classification system (Barbe, Milone & Swassing, 1979). While some scholars criticize the notion of preferred learning methods and express reservations regarding the scientific reliability of the classification system, or whether individualization of instructional method contributes in any significant measurable manner to learning outcomes (Henry, 2010), it stands to reason that if the recruit expresses prior experience with one instructional modality, specifically that of kinesthetic learning, for which they have found increased success in learning new material or skills, that the field of policing would benefit from including this modality as a priority instructional approach. Recruits however report quite the contrary and note that their prior experience of learning and utilizing a preferred modality is not permitted in the police academy setting where the majority of the instruction is conducted in non-preferred methods despite their experience and success in a tactile, hands on approach in prior educational settings.

Several of the academy staff members interviewed had strong responses to the notion of readiness to learn and orientation to learning when it was viewed through the lens of instructional approaches and identified learning styles. Chief Yankee (June 2016) of Academy Alpha explained that academy recruits should be invested in

\(^9\) A theory in which three primary learning modalities were identified: Visual, Auditory, and Kinesthetic.
learning the material because it is necessary information for an officer to perform their job. Despite what he considered to be an obvious expectation, he found that recruits have begun to expect instructors to entertain them. They were no longer only required to disseminate essential information, but the recruits expected the dissemination to be done in a way that was considered to be interesting, fun, and in a manner, that honored their individual learning styles and needs. Chief Clark (interview, June 2016) echoed these sentiments explaining that he has received reports from direct line supervisors and Field Training Officers that new officers graduating from the academy seem to lack the capability and or desire to pay attention to instruction in the FTO training and assessment process. This was evidenced at Academy Delta and Echo during the site observations (June 2016) when recruits stood up and walked out of the classroom intermittently during the instructional blocks, when they were observed perusing unrelated websites on the Internet while the instructor lectured from the front of the room, and when the recruits fell asleep during the PowerPoint supported instruction.

As was summarized by Sergeant Noah (June 2016), the recruits graduating from the academy have a sense of entitlement unlike that which he has seen before. They graduate from the academy and expect their training officers and superiors to bend to their personal needs and when they do not, the new class of officers feel justified in ignoring the mentors they have been assigned to follow. The notion of adulthood, choice, and modifying curricular instruction to meet the needs of the recruits has created a police officer who expects more than the job allows, or at least more than supervisors are willing to permit. New officers are expected to work weekends, nights, and holidays. They are assigned the most poorly maintained
vehicles and equipment and given the worst duty assignments and calls. Regardless of this, and despite what they have learned under the new academy regime of choice and self-concept, once in the field, recruits cannot refuse orders or walk away because an activity lacks excitement. They must continue to listen to the old woman who has called the police to the home multiple times for the creak she hears upstairs in the attic despite the fact that no one has actually trespassed into her home. They must see the call through to its end, even if the department gets a call that may involve more intriguing or exciting activity such as a domestic violence incident or a burglary in progress. Chief Yankee’s (June 2016) concern is that recruits have been allowed in the academy to walk out of the room, redirect their attention elsewhere, or fall asleep when something or someone does not interest them and these responses are not consistent with allowable behavior for police personnel.

Academies which showed evidence of implementing some of these andragogic principles, abandoning the militaristic approach to instruction are now being forced to address a new set of problems. Training Coordinator Titus reported that the average mean\textsuperscript{10} age of the current academy class at Academy Foxtrot is 23. The youngest recruit is 19 and the oldest is 56, an age which he noted “through off the curve” as the mode average is closer to the lower 20’s. These new recruits whom he referred to as Millennials struggled to learn the material presented to them because the instructional methodologies and approaches being used were the same ones that he had been instructed with more than 18 years prior. As a result, Academy Foxtrot has had to require its instructors to “show them bit by stinking bit at a time and then ask them

\textsuperscript{10} A mean average is determined by adding all of the numbers in a series together and then dividing by the total amount of numbers used. A mode average is determined by identifying the most common, or frequently appearing set of numbers in a series.
[referring to the recruit] to show you right there and then they have nine minutes to get back to their rooms and make their racks standard (p. 1, Interview, August 2016).”

The instructors must then require the recruits to participate in the instruction process through an approach he referred to as teach back where the platoon or squad leaders would be taught information that they then had to teach to their fellow recruits. This is crucial in Training Coordinator Titus’ eyes for “without teach back we can’t get it done (p. 1, Interview, August 2016).”

The challenge to this implementation is that the recruits, also revealed later in the FTO process with their assigned training mentor’s post-graduation, require constant affirmation as they work through the arduous and lengthy process of partitioned instruction. Training Coordinator Titus explained that “in years past you could tell a recruit they were failing or not good at this – now they cry and have a melt-down online, and I have to pull them offline (p. 2, Interview, August 2016).” He explained that if they get stuck on any one section of the partitioned training they cease to be able to move forward with any aspect of learning. This was supported by a comment made by FTO Oscar (interview, July 2016) who shared a recent training experience with a 19-year-old academy graduate he was assigned to train. He explained that he can teach the new officer to conduct a motor-vehicle stop and he is fine but the moment something goes wrong such as a rip in his uniform pants or the issuance of verbal counseling for failing to attend traffic court, the entire day is ruined and the new officer is incapable of salvaging the remaining shift and turning it into anything productive.
These actions have been attributed by both academy staff and department supervisors to a softening of the police training where recruits are no longer tested or required to endure stressful environments. Once out on the streets, these officers have no reserve of prior experience to fall back on that would have typically been acquired during the recruit training process. When they are challenged, or questioned, a natural expectation of the job whether it be by the media, a judge, a defense attorney or in the court of public opinion on social media, they lack the ability to withstand the challenges and become overly defensive and prone to rash responses. Chief Sierra stated that he has seen officers engage in verbal debates on social media with people who questioned their arrests or critiqued their response to a traffic hazard that closed a highway or rerouted traffic. He has similarly witnessed a decline in new officers’ ability to handle the stress of the career and advised that when things do not go as they had expected or desire for them to be, they leave the career field in pursuit of a job that will allow them the freedoms that they crave. In those academies that possess fewer of the andragological tenets in their instructional approaches, these same concerns were not raised in interviews, nor were they present in the academy survey data.

Implications.

The findings in this study show that characteristics of the tenets of andragogy can be found to some degree in paramilitary police academies but the resulting graduate is not meeting the current demands of the career field. This finding is consistent with the limited prior literature that exists, and provides a comprehensive and coherent explanation of the data that was analyzed and collected as a part of this research process. These findings and resulting conclusion are not limited only to
police academy instruction, but can be applied beyond the conditions that were set in place for this particular study, to inform the practice of professionals in the fields of medicine, the military, fire and ambulance emergency services, higher education instruction, and educational administration.

This study demonstrates that while the majority of paramilitary police academies employ some of the principles of andragogy in their instructional efforts, the principal approach to instruction is pedagogical in design. For those academies that do employ these andragogic principles, a disconnect between the graduating recruit and the outcome needs required by the profession were discovered. This disconnect has resulted in a dissatisfied employer and an unprepared officer. Department heads, supervisors, and training officers reported that graduating recruits are unprepared to deal with the harsh realities of the career of law enforcement after exiting from an academy where they were given freedom of choice, allowed a measure of self-direction and control over their environment, and relied on internal motivations to encourage learning over the more tangible punitive and controlling paramilitary pedagogical style. This strict paramilitary style that requires recruits to mold themselves to the expectations of the academy, and to follow the orders of a training staff without question, as they were set forth to the recruits as an omniscient, omnipotent, and omnipresent force, yielded to department supervisors, a more desired officer post-graduation.

While these pedagogical teaching methods have been referred to as “barbaric” and “outdated” by some, their use had been demonstrated to produce a recruit who understands how to function within the chain of command, who does not falter in
times of duress, who is capable of withstanding long hours, rotating shifts and solo response efforts, and can endure the stress of the ambiguity, violence, and tension inherent in the job. Today’s society however demands more of the 21st century law enforcement officer. They are expected to meet the expectations that law enforcement officers have been charged with for centuries, but now must do so while also displaying empathy, courtesy, professionalism, and a genuine level of concern for the citizenry they protect and the offenders they address (Posick, Rocque & Rafter, 2014). Officers are expected to possess these traits after leaving a career training academy built on the concepts of subordination, external motivation, and the use of physical force, pain, and fear, to achieve compliance.

The resulting findings of this study have several implications, particularly around the future of law enforcement training. Academy Bravo has begun to take the first steps to resolve the societal push for a more andragogical based academy while still meeting the outcome needs of the police department in their educational programming. Utilizing a two-part academy that serves as a paradigm shift from the traditional police academy approach, recruits engage in a multi-week intensive residential paramilitary pedagogical style academy, followed by an andragogical academic commuter style police program. This model serves as a practical suggestion for addressing the issues that have been raised in this research study by blending the strengths of both the andragogy and pedagogy teaching models to create an academy graduate that is satisfying the needs of the recruit, field training officers, supervisors, and department heads of the sponsoring police agency. This has been demonstrated by the positive responses from the community around community policing initiatives.
and police/citizen relations, and the supportive feedback from the supervisors and field training officers in the police department that sends recruits to Academy Bravo (Interview Sheriff Tango, March 2016).

The replication of the model of a hybrid career training academy has implications beyond law enforcement to other career specific training programs struggling to provide instruction and career preparation that meets the contemporary needs of the profession. The career fields of education administration, specifically that of principals and superintendents, is an ever-changing profession with similarities to law enforcement. Often a solo position, augmented by various subordinate and collaborative level staff members, education administrators must find the balance between tough leadership and empathy. Theodore Kowalski (2004) a specialist in educational administration recognized that similar to police academies, “substantial reforms in administrator preparation, program accreditation, and state licensing standards (p. 93)” are necessary to meet the demands of today’s society. While a paramilitary training approach is a stark contrast to the more andragogy based principal training programs in existence today, the findings of this study indicate that some of the skills and traits needed for a job that demands strong leadership, quick decision making, the ability to modify plans on a whim, and control ones emotions in a highly charged environment, might be more adequately obtained in a hybrid style approach to teaching that incorporates a teaching methodology that induces stress and anxiety into the training process. This hybrid method may also meet the concerns of a lack of stable leadership resulting from a high turnover rate of principals, contributed in part by the poor preparation they received in career training programs, and in part
because the excessive demands of the job, outweigh the personal benefits (Zavala, 2014; Hess & Kelly, 2007 & Coulter, June 2, 2014).

Applying these same concepts conversely to military training academies which have a tradition steeped in pedagogical teaching styles where recruits are told how to learn and what they will learn with little regard or concern for a climate of adultness, self-directed learning, the recruits understanding of the reason and applicability of the new material being learned, or an effort to nurture their internal motivations to learn, this study indicates that a hybrid instructional approach that incorporates elements of an andragogic approach may benefit military recruits attending the boot camps of the various branches of the military (Volkin & Volkin, 2005). For example, the Marine Corps manual (MCO-1510.32D Individual Training Standards for Recruits), states that the process for recruits to learn how to become combat marines is achieved by enduring stress that is "produced initially by fear of the unknown." As the training process continues, recruits are directed through an increasingly challenging and physically taxing program that is unrelenting in its test of a recruits physical and mental ability. These challenges produce a stress and mental pressure that “comes from fear of failure (FMFRP 0-1B Marine Physical Readiness Training for Combat)” that recruits know results in physical punishment, humiliation, and incentive exercises, manifested by the drill instructors (DI’s). That fear spurs them to learn the material to avoid punishment and is intended to ensure that the recruits can “stand up to stress” before they are actually tested in a real combat scenario. This learning methodology where knowledge is acquired by fear runs contrary to Knowles assertion that adults must learn in a climate that is physically comfortable and psychologically safe.
As a result of recent hazing allegations and recruit’s deaths, the Marine Corps is examining alternative approaches for instruction within the confines of boot camp instruction (Schogol & Harkins, September 8, 2016). Utilizing a new program instituted by United States Army Captain Elizabeth Stanley, a mindfulness based mind-fitness training is being piloted with the new recruit classes entering Parris Island that utilizes yoga based stretching and breathing techniques to augment the traditional *Total Force in Readiness* program that is designed to instill toughness and stamina in Marine recruits (Associated Press, January 2013). The key to the success of the hybrid program is its ability to alleviate concerns such as those expressed in the Time Magazine article titled, *Boot Camp Goes Soft* (June 24, 2001) where military sociologist Charles Moskos, is quoted as saying that “kinder, gentler drill instructors are not necessarily creating the kind of force you want to go to war” [with]. The findings of the data from this study indicate that a hybrid program that incorporates elements of a dependent learner, authority driven, formal, competitive training approach, coupled with a self-directed, mindful, collaborative teaching method may produce a more well-rounded Marine who is less prone to suicidal ideations, has greater resiliency, and less likely to acquire post-traumatic stress disorder.

**Future Research**

This study is limited in scope as the subset of academies examined, officers interviewed and surveys submitted were limited to those entities known to the researcher, referred by law enforcement officers, or entities that directly sought participation in the study. Researchers endeavoring to further research and consideration around this topic may want to consider expanding the data subset to
include a greater number of academy site visits, interviews conducted, and surveys collected. This would allow for data collection from academies that may be reluctant to consider alternative instructional approaches, and would allow for an even greater representative voice of law enforcement from which to draw the authentic lived recruit academy experience, thereby expanding the potential for generalizability of findings.

Additional research considerations for individuals seeking to expand the knowledge acquired in this study would be an examination of the graduated recruit of police academies piloting hybrid pedagogical and andragogical teaching models in recruit police academies. Given that only one police academy on the Eastern Seaboard is currently utilizing this model, which is in its infancy stages of less than five years of implementation, a series of pilot test programs at academies in each of the geographical divisions, would provide additional insight and expose the long-term efficacy of the hybrid methodological approach.

**Summary**

The purpose of this study was to examine the presence of andragogy in recruit law enforcement training academies on the Eastern seaboard of the United States as perceived by the police recruits in attendance, academy graduates, training officers, supervisors, and department heads. The findings revealed that while elements of andragogy were present to varying degrees in the academies studies, the greater the presence of these tenets, the less satisfied entities were with the graduating recruit as the outcome needs for the career were not being met as a result of the increased presence and utilization of andragogic principles. The resulting conclusion was the discovery that a hybrid model of andragogic and pedagogic principles was perceived
as the strongest model for creating a graduating recruit that meets the demands of today’s society while still insuring their ability to meet the outcome needs of the career.

This study serves to contribute to social change by raising awareness regarding the current status of police academy instruction as it compares to best practices in adult education, and offering alternative instructional approaches that may assist law enforcement training academies with modifying current instructional practices. When I began this research study I was informed that an examination of police academy instructional approaches was tantamount to political suicide based on the adage that police academies and their instructors were never wrong and to even suggest such was insubordination. This study has shown that opportunities for improvement exist within the current instructional programs, and as was demonstrated in the data obtained from recruits, graduates, training officers, and supervisors, the need exists to consider alternative approaches to instructing and learning behind the academy walls that extend beyond the traditional pedagogical paramilitary model. While a change to academy instructional approaches it not an easy conversation to begin, this study is the first step in that courageous journey as there is no more worthy an endeavor then to best prepare those individuals who have sworn to protect and serve our nation’s people through the field of policing.
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Police Employees

Definition

The Uniform Crime Reporting (UCR) Program defines law enforcement officers as individuals who ordinarily carry a firearm and a badge, have full arrest powers, and are paid from governmental funds set aside specifically for sworn law enforcement representatives.

User’s note

Because of law enforcement’s varied service requirements and functions, as well as the distinct demographic traits and characteristics of each jurisdiction, readers should use caution when drawing comparisons between agencies’ staff levels based upon police employment data from the UCR Program. In addition, the data presented here reflect existing staff levels and should not be interpreted as preferred officer strengths recommended by the FBI. Lastly, it should be noted that the totals given for sworn officers for any particular agency reflect not only the patrol officers on the street but also the officers assigned to various other duties such as those in administrative and investigative positions and those assigned to special teams.

Data collection

- Each year, law enforcement agencies across the United States report to the UCR Program the total number of sworn law enforcement officers and civilians in their agencies as of October 31.
- Civilian employees include personnel such as clerks, radio dispatchers, meter attendants, stenographers, jailers, correctional officers, and mechanics provided that they are full-time employees of the agency.

Summary overview

- In 2012, a total of 14,006 law enforcement agencies provided data on the number of full-time law enforcement employees (sworn officers and civilian personnel) on staff.
- Nationally in 2012, the rate of sworn officers was 2.4 per 1,000 inhabitants. The rate of full-time law enforcement employees (civilian and sworn) per 1,000 inhabitants was 3.4. (Based on Table 74.)
- The largest officer-to-individual rate among the city population groups was an average of 3.6 officers per 1,000 inhabitants in cities with fewer than 10,000 residents. (See Table 71.)
- County agencies reported an average of 2.6 officers per 1,000 inhabitants. (See Table 71.)
- Sworn officers accounted for 70.1 percent of all law enforcement personnel in the United States in 2012. (Based on Table 74.)

What you won’t find on this page:

Line-of-duty deaths of police officers. The annual UCR publication Law Enforcement Officers Killed and Assaulted contains extensive information on line-of-duty deaths (felonious and accidental) and assaults on local, college and university, state, tribal, and federal officers. The publication can be found at www.fbi.gov/about-us/cjis/ucr/ucr.
Appendix B: Police academy waiver guidelines
Appendix C: Research study recruitment poster

The purpose of this research study is to learn more about the instructional techniques utilized during police basic recruit academies.

You are eligible to participate in this research study if you:

- Successfully completed, within the last 15 years (02/15/2001 - 02/15/2016), a full-time paramilitary police academy basic training program in: ME, NH, VT, MA, RI, CT, NY, NJ, PA, DE, MD, DC, VA, WV, NC, SC, GA or FL.
- Currently employed by a law enforcement agency in the United States of America.
- 18 years of age or older
- Fluent in English with a high school diploma or GED equivalency certificate.

There are no monetary costs for participating in this study.

During this study, you will be asked fill out a survey or asked to answer some questions in a general interview guided approach regarding your basic recruit academy experience. All interviews will take place with the primary investigator Jennifer Frank at a mutually agreed upon location. The research study will begin on 01/01/2016 and will continue until 05/01/2017 with each participant being assigned a specific date and time for their survey or interview, and accompanying paperwork process.

To learn more about this research study email:

Principal Investigator: Jennifer Frank

Study Contact email: Jfrank1@plymouth.edu
Appendix D: Project summary sheet

<table>
<thead>
<tr>
<th>PROJECT SUMMARY SHEET</th>
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<tbody>
<tr>
<td><strong>Title of Study:</strong> An examination into the presence of andragogy in paramilitary law enforcement recruit academies on the Eastern seaboard of the United States.</td>
</tr>
</tbody>
</table>
| **Principal Investigator:** Jennifer Frank  
  Jfrank1@plymouth.edu |
| **Supervising Faculty Member:** Dr. Linda Carrier  
  Contact Email: Llcarrier@plymouth.edu  
  Telephone: 603-535-2101 |
| **Sponsoring educational institution:** Plymouth State University, Plymouth, NH |

**Instructions:**
Read the below statement and distribute this form to the basic academy police recruits. Instruct all recruits to read the summary form to themselves, answer appropriately and return the form in whatever manner the facilitator believes is most effective.

**Statement:**
You are being given an opportunity to participate in a research study on police academies. Your decision to participate, or to abstain, will have no influence on your academy standing, ranking, position, or academic grade. Any information you choose to provide will remain anonymous, with the exception of the researcher running the study.

Participation in this study will take approximately one hour during which time you will remain on site at the academy and complete a survey or a 1:1 interview with the researcher. The information provided will be aggregated with the answers provided by police recruits from multiple academies. If you are interested in participating, you will receive further information about the study via an informed consent form.

Please check the box below indicating your willingness to consider further participation in the study, or your decision to abstain. If you indicated an interest in participation, please write your first and last name on the form on the line identified as “name.” If you chose not to participate, write the words “police academy” on the line identified as “name.” This is being done to protect your privacy so that your fellow recruits will not be able to identify whether you have chosen to participate or have declined and will allow the researcher to identify those individuals with whom she may make contact.

Once you have checked the box and completed the name line, please return this form to the facilitator in whatever manner they have advised you to do so.

**Decision:**

☐ I AM interested in participating in this study.

☐ I am NOT interested in participating in this study.

**Name:**

_______________________________  
(First)

_______________________________  
(Last)
Appendix E: Sample note taking interview sheet
Appendix F: Conflict of Interest Disclosure Statement

INSTITUTIONAL REVIEW BOARD (IRB)

Conflict of Interest Disclosure Statement

Name: Jennifer M. Frank
Department/Unit: Plymouth State University
Phone: 802-674-9042
Email: Jfrank1@plymouth.edu

An investigator has a Conflict of Interest in a research study when s/he or any member of his/her immediate family (spouse/spousal equivalent, parents, and children) has interests in the design, conduct, or reporting of the research that might compromise the integrity of the research. Conflicts of interest can be financial, personal, supervisory, academic, or professional. For further guidance, the University’s general Conflict of Interest Policy is set forth on the back of this Statement. The investigator has an ethical responsibility to disclose a potential conflict of interest or a possible appearance of a conflict of interest to the IRB and to potential research subjects as part of the informed consent process. If an investigator or his/her immediate family member is directly involved in potential subjects' health care, professional or academic supervision/evaluation, precautions must be undertaken to avoid the appearance of coercion or conflict of interest in the recruitment process.

Please check all applicable boxes.

☐ 1. I and no member of my immediate family have any financial conflict of interest (a) that is related to or would reasonably appear to be affected by the proposed research; or (b) in external entities whose financial interests would reasonably appear to be affected by such activities.

☐ 2. I am disclosing the following financial conflict(s) of interest:
   ☐ Salary, consulting fees, or other payments for services
   ☐ Equity or ownership (stock, stock options, partnership interests or other ownership)
   ☐ Intellectual property rights (patents, trademarks, copyrights, licensing rights, etc.)
   ☐ Honoraria, royalties for books, publications or lectures, gifts or other payments
   ☐ Positions in entity related to research (board member, officer, etc.)
   ☐ Other financial interests that could affect or be perceived to affect the results of research or educational activities proposed for funding

☐ 3. I and no member of my immediate family have a personal/professional dual role conflict of interest related to this proposed research.

☒ 4. I am disclosing the following personal/professional dual role conflict(s) of interest:
   ☒ Supervisory role as faculty/teacher, direct supervisor/manager,
   ☐ Healthcare provider
   ☐ Family/friend relationships
   ☐ Other
If you have identified any conflict of interest (numbers 2 and/or 4), please provide additional details below. Describe how the investigator plans to manage, reduce, or eliminate the conflict.

The qualitative research approach, phenomenology, is the “descriptive study of how individuals experience a phenomenon” (Koul, 2009, p. 85). Researchers using this approach are most interested in discovering the lived experience of the participants and seek to understand in a vicarious manner, their individual perspectives. Within this philosophy is the belief that a common reality or interest is shared by each of the individuals or groups studied. In depth interviews are commonly used to capture this information and once collected, the researcher focuses on identifying the commonalities uncovered rather than highlighting the differences through a de-contextualization and re-contextualization analytical process (Starks & Trinidad, 2007).

Those seeking to obtain a complete and well informed understanding of individual phenomena, utilize phenomenology to mine rich data from the experiences of the study participants. The disadvantage of this method is the challenge of establishing reliable and valid conclusions from data that is primarily subjective in nature and often gleaned from a small subject sample. Moreover, the researcher’s connection to the career field being studied as a current law enforcement officer herself, and her position as a current New Hampshire police academy instructor, makes it more challenging to detect or deter researcher induced bias. The contrasting benefit of this shared connection to law enforcement should also serve to counter the potentiality that participants will moderate their own answers and be afraid to express their true feelings to an outsider to the career field, and will additionally allow for unrestricted access to the study participants.

In an effort to encourage accurate and descriptive feedback without fear of retribution, the researcher has altered her instructional role at the police academy to one of information dissemination only, and is excluded from all recruit academic and physical ranking and evaluation processes. She has also abstained from instructing at the last two New Hampshire basic training academy sessions to further distance herself from potential participants and to reduce research induced bias.

The nature of the hierarchical organizational structure in existence in paramilitary academies, in which seniority and command structure dictate the process for interactions between academy cadre and recruits, necessitates that careful attention to ensure that the voluntary nature of the participants is genuine and not as a result of coercion or by direct order whether stated or implied, must occur. In an effort to mitigate this concern, the informed consent document will outline the voluntariness of participation and emphasize that taking part in this research is not a part of the academy, cadre, or department expectations, and refusing to participate will likewise not affect their employment. Furthermore, a decision to participate in the study will
not provide any special job-related consideration nor will a decision to opt out of the study positively or negatively affect their employment or social interactions within the police department or the academy.

I certify, as an investigator of this research, that I am in compliance with and will continue to comply with Plymouth State University’s policy and procedures pertaining to financial and/or personal/professional CONFLICT OF INTEREST. I further certify that I will comply with any conditions or restrictions imposed by the University IRB to manage, reduce, or eliminate actual or potential conflicts of interest.

*I attest to the accuracy of these answers and, should circumstances change in the future, I will contact the Plymouth State University IRB to update this disclosure statement.*
Appendix G: Informed Consent Form

Informed Consent Form – Police Academy Recruit

Appendix A

Plymouth State University, Plymouth, NH

Consent to Participate in a Research Study

Adult Participants

INFORMED CONSENT FORM

IREB Study #: 11-06-2015

Title of Study: An examination into the presence of andragogy in paramilitary law enforcement recruit academies on the Eastern seaboard of the United States.

Principal Investigator: Jennifer Frank

Contact Email: JFrank@plymouth.edu

Supervising Faculty Member: Dr. Linda Carrier

Contact Email: LCarrier@plymouth.edu

Telephone: 603-535-2101

Sponsoring educational institution: Plymouth State University, Plymouth, NH

What are some general things you should know about research studies?

You are invited to take part in a research study directed by Jennifer Frank. Participation in this study is completely voluntary, and you may refuse to join, or you may withdraw your consent to be in this study, for any reason, without penalty.

Research studies are designed to obtain new knowledge which may help people in the future. You may not receive any direct benefits from being in the research study, but may experience minimal risks for your involvement in the research study.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about whether you would like to participate in this research study. You will be given a copy of this consent form. You should ask the primary investigator any questions you have about this study at any time.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. If you give your permission by signing this document, the results of this study alone identifying information, will be disclosed in a published dissertation.

Principal Investigator’s background and qualifications:

Jennifer M. Frank — The investigator is a full-time law enforcement officer possessing active certifications in the states of New Hampshire and Vermont. She has more than ten years of law enforcement experience, serving in local, state, and federal positions. Thus far, she has served as a police officer, school resource officer, and special investigator during which time she was sworn in as a police officer. She has experience working with the community, higher education, and K-12 student populations, and victims of sexual, domestic violence, and child pornography crimes.

Jennifer Frank is a graduate of the NH 24th Part-Time police academy; the NH 142nd Full-Time police academy, the VT Part-Time police academy, and the VT Full-time warden school academy. In the years following graduation from the various academies, she completed all four with the highest academic average and in the NH full-time academy, she also earned the highest level of academic honors. Since 2008, she has served as an adjunct instructor, teaching the ethics and standing courses for all three academy sessions annually and is an active consultant for D. Stafford and Associates, a firm that specializes in law enforcement training.

The investigator entered the field of law enforcement with a strong background in education having served for six years as a social studies educator in the states of Florida and New Hampshire. She possesses a Bachelor of Arts degree from Gordon College in Political Science and Pre-Law, a Master’s degree and Certificate of Advanced Graduate Studies in Education from Plymouth State University, and is currently a doctoral candidate at Plymouth State University and maintains certifications from the Federal Bureau of Investigations Command Institute, and Supervisory Leadership schools.

What is the purpose of this study?

The purpose of this research study is to determine to what extent the principles of andragogy are present in the academic instructional blocks of paramilitary law enforcement basic recruit academies on the Eastern seaboard of the United States.

You are being asked to be a participant in the study because you meet the criteria of one of the populations being studied: Police academy recruit.

— Currently attending a full-time paramilitary basic police academy on the eastern seaboard of the United States of America.

— 18 years of age or older

— Fluent in English with a high school diploma or GED equivalency certificate.

Are there any reasons you should not be in this study?

You should not be in this study if you are under the age of eighteen, cannot fluently read and speak English, have never been employed by a law enforcement agency, are currently enrolled in a paramilitary police basic recruit academy program, or are an immediate or extended family member (parents, siblings, grandparents, parents, spouses, uncles, and any step relatives that fall within the aforementioned categories) of the primary investigator.
As a participant in this study, I may experience emotional discomfort during the interview, survey completion, or observation process as a result of the invasive and/or questions. Taking part in more than one research study may be harmful to me.

- I am not participating in any other research studies at this time.
- The risks of probable harm or discomfort resulting from participation in this study are potentially moderate in terms of psychological and social risks and minimal in regard to other risks.
- The proposed research risks are not greater, in and of themselves, than those ordinarily encountered in daily life, or during the performance of routine physical or psychological examinations or tests. Because I am being asked to evaluate my own police academy, there is a risk that I may experience discomfort, discomforting, or discomfort in professional or social settings as a result of my participation in the study or experience anxiety as a result of sharing uncomfortable experiences I have encountered with law enforcement officers, concerns regarding my overall preparedness level for duty, or a fear of repercussions for the answers provided.

What if I am injured while participating in this study?

Neither Plymouth State University nor any government or other agency funding this research project will provide special services, fee waved, or compensation for any injuries resulting from this research. I understand that treatment for such injuries will be at my expense and/or paid through my medical plan.

What alternative procedures are available?

No alternative procedures or processes are available however; you may opt to not participate in this study.

How will your privacy be protected?

Only the Principal Investigator, will know your identity. Your name or signature will not be associated with your survey or questionnaire answers or with your verbal interview responses. All documents and information pertaining to this research study will be kept confidential in accordance with all applicable federal, state, and local laws and regulations. I understand that data generated by this study may be reviewed by Plymouth State University’s Institutional Review Board, which is the committee responsible for ensuring my welfare and rights as a research participant, to assure proper conduct of the study and compliance with university regulations. If any presentation or publication results from this research, I will not be identified by name.

To minimize the breach of confidentiality risk, the Principal Investigator will not use your name, police department or other personal or identifiable information during or after your completion of the study or on any study records. Your confidentiality will be protected by the researcher who through the use of an online randomizer will assign a random number participant number so that my name, police department, hometown and other personal or identifiable information will not be associated with any answers or the information provided. The data collected will be stored and secured on Plymouth State University’s server in a password protected user account assigned to the researcher and backed up weekly on a secure, locked, password protected USB drive. Case file name, WCAZA3925007. One year from the conclusion of the study or 12/31/2017, whichever comes first, the list handwritten pen and paper survey responses, interview notations, and electronic responses will be shredded and/or deleted from both the server and the external drive.

The Office for Research Protections and the Social Science Institutional Review Board may review research records related to this project. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, Plymouth State University will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies for purposes such as quality control or safety.

Audio Recording: Your responses to interview questions may be recorded digitally. The digital interviews will be stored by the Principal Investigator until one year from the conclusion of the study or 12/31/2017, whichever comes first, after which time the digital storage will be destroyed. Only the Principal Investigator will have access to the digital recordings. If you do not wish to have your responses digitally recorded, please inform the Principal Investigator and check the appropriate space below. Your recording decision does not have any impact on your acceptance into or exclusion from this study.

☐ I give my permission to be audio and video taped.
☐ I do not give my permission to be audio and video taped.

What if you want to stop before your part in the study is complete?

I may choose to withdraw from this study at any time and for any reason. If I choose to drop out of the study, I will contact the investigator and my research records will be destroyed. If this is an anonymous survey, research records cannot be destroyed following submission of the survey. The investigator also has the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped. In the event that any of the demographic information I provided is found to be false, I understand that I can be terminated from further participation in this study.

Will you receive anything for being in this study?

I will not receive payment for being in this study. Participation in this study is strictly voluntary. These will be no cost to me for participating in this research.

Will it cost you anything to be in this study?

There are no monetary costs for participating in this study and I will be supplied with all of the materials necessary for participating. There will be no travel costs as the interviews and surveys will take place on academy grounds.
What if you have questions about this study?
I understand that I have the right to ask, and have answered any questions I may have about this study. All of my questions have been answered to my satisfaction and I still have further questions about this study. I may contact the primary researcher Jennifer Frank, at jfrank1@plymouth.edu.

What if you have questions about your rights as a research participant?
All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject, or if you would like to obtain information or offer input, you may contact the Chairperson of the Plymouth State University’s Institutional Review Board at 603-535-2221 (Valid until July 31, 2018) or by email at IRB@plymouth.edu.

Title of Study: An examination into the presence of andragogy in paramilitary law enforcement recruit academies on the Eastern seaboard of the United States.

Principal Investigator: Jennifer Frank, jfrank1@plymouth.edu

Participant’s Agreement:
I, the undersigned, certify that to the best of my knowledge, the subject signing this consent form has had the study fully and carefully explained to me and has been given an opportunity to ask any questions regarding the nature, risks, and benefits of participation in this research study. I voluntarily agree to participate in this research study knowing that I am not obligated to do so. I am making this decision voluntarily and no threats or promises have been made against me.

Signature of Research Participant

Date

Printed Name of Research Participant

____________________________

____________________________

Signature of Principal Investigator Obtaining Consent

Date

____________________________

____________________________

Printed Name of Principal Investigator Obtaining Consent

Jennifer M. Frank
### Appendix H: Survey

#### The Presence of Andragogy in Police Academies Study - Demographic Questionnaire

<table>
<thead>
<tr>
<th>Name (Last, First):</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Female, ☐ Male, ☐ Transgender Male to Female, ☐ Transgender Female to Male, ☐ Choose not to answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ American Indian or Alaskan Native, (A person having origins in any of the original peoples of North, South, and Central America), and who maintains tribal affiliation or community attachment.</td>
</tr>
<tr>
<td>☐ Asian, (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent)</td>
</tr>
<tr>
<td>☐ Black or African American, (A person having origins in any of the black racial groups of Africa.)</td>
</tr>
<tr>
<td>☐ Native Hawaiian or Other Pacific Islander, (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)</td>
</tr>
<tr>
<td>☐ White, (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)</td>
</tr>
<tr>
<td>☐ Choose not to answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify your ethnicity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Hispanic or Latino, (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture)</td>
</tr>
<tr>
<td>☐ Not Hispanic or Latino</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your highest level of schooling (present time):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ GED</td>
</tr>
<tr>
<td>☐ High School</td>
</tr>
<tr>
<td>☐ Certificate Program</td>
</tr>
<tr>
<td>☐ Associate’s Degree</td>
</tr>
<tr>
<td>☐ 4 Year degree</td>
</tr>
<tr>
<td>☐ Master’s Degree</td>
</tr>
<tr>
<td>☐ Terminal Degree</td>
</tr>
<tr>
<td>☐ Choose not to answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What agency are you currently employed full-time with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Agency name):</td>
</tr>
<tr>
<td>(Agency state):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many years have you been employed full-time with this agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank):</td>
</tr>
<tr>
<td>(Assignment):</td>
</tr>
</tbody>
</table>

| How many total years have you been employed full-time as a police officer in any agency: |
| (Academy): |
| (State): |

<table>
<thead>
<tr>
<th>Identify the full-time basic recruit police academy that you attended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Current class</td>
</tr>
<tr>
<td>☐ Previous class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the highest level of schooling you had attained by the first day of FT basic recruit academy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ GED</td>
</tr>
<tr>
<td>☐ High School</td>
</tr>
<tr>
<td>☐ Certificate Program</td>
</tr>
<tr>
<td>☐ Associate’s Degree</td>
</tr>
<tr>
<td>☐ 4 Year degree</td>
</tr>
<tr>
<td>☐ Master’s Degree</td>
</tr>
<tr>
<td>☐ Terminal Degree</td>
</tr>
<tr>
<td>☐ Choose not to answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What year did you graduate from the full-time basic recruit police academy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 2001</td>
</tr>
<tr>
<td>☐ 2002</td>
</tr>
<tr>
<td>☐ 2003</td>
</tr>
<tr>
<td>☐ 2004</td>
</tr>
<tr>
<td>☐ 2005</td>
</tr>
</tbody>
</table>

<p>| What was the full time basic recruit police academy that you attended classified as? |</p>
<table>
<thead>
<tr>
<th>(Choose all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Academy</td>
</tr>
<tr>
<td>☐ (Academic)</td>
</tr>
<tr>
<td>☐ Law enforcement skills and information are taught in a setting that most closely resembles that of a college or similar educational institution.</td>
</tr>
<tr>
<td>☐ Paramilitary</td>
</tr>
<tr>
<td>☐ (Self-application)</td>
</tr>
<tr>
<td>☐ (Self-application)</td>
</tr>
<tr>
<td>☐ Undergraduate</td>
</tr>
<tr>
<td>☐ Graduate</td>
</tr>
<tr>
<td>☐ Choose not to answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify the number of individuals in your graduating class of full-time basic recruit police academy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ≤ 10</td>
</tr>
<tr>
<td>☐ 11-25</td>
</tr>
<tr>
<td>☐ 26-40</td>
</tr>
<tr>
<td>☐ 41-55</td>
</tr>
<tr>
<td>☐ 56-70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify (approximately) the number of individuals who began but did not graduate (for any reasons) with your full-time basic recruit police academy class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ≥ 20</td>
</tr>
<tr>
<td>☐ 19-30</td>
</tr>
<tr>
<td>☐ 18-29</td>
</tr>
<tr>
<td>☐ ≤ 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify your overall satisfaction with your recruit police academy experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Great</td>
</tr>
<tr>
<td>☐ Good</td>
</tr>
<tr>
<td>☐ Fair</td>
</tr>
<tr>
<td>☐ Poor</td>
</tr>
<tr>
<td>☐ Choose not to answer</td>
</tr>
</tbody>
</table>
4. How often were you able to moderate the pace of instruction? Restated: Did you have the power and ability to speed up or slow down the pace of the class?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

5. How often were you able to independently monitor and self correct your performance?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

6. How often did you have the ability to modify the length of time spent on specific learning topics?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

7. How often could you seek help and / or access resources to assist your learning process?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

8. How often did you have an opportunity to design learning materials, exams and activities based on your learning needs and wants?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer
9. How often were alternative assessment and instructional approaches available/offered?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

10. How often were you presented with a choice of learning activities?
    - Always
    - Sometimes
    - Rarely
    - Never
    - Choose not to answer

11. How often were you responsible or accountable for your own learning?
    - Always
    - Sometimes
    - Rarely
    - Never
    - Choose not to answer

11A. If you answered always, sometimes, or rarely, in the last question, please provide an example.

12. How often were you told why you needed to learn material before you were instructed in it?
    - Always
    - Sometimes
    - Rarely
    - Never
    - Choose not to answer

13. How often were you informed how the instruction would be conducted?
    - Always
    - Sometimes
    - Rarely
    - Never

14. Identify which of these instructional methods were used during your classroom time at the academy:
    - Lecture
    - Group discussion
    - Independent work
    - Scenarios
    - Memorization
    - Tactile hands-on
    - PowerPoint
    - Handouts (paper or digital)
    - Role play
    - Group work

15. How often did the physical design and placement of objects in the classroom promote your learning?
    - Always
    - Sometimes
    - Rarely
    - Never
    - Choose not to answer

16. How often was cooperative learning encouraged without the loss of healthy competition?
    - Always
    - Sometimes
    - Rarely
    - Never
    - Choose not to answer

17. How often was the climate flexible to diverse learning needs?
    - Always
    - Sometimes
    - Rarely
    - Never
18. Were the instructor's attitudes generally positive or negative?
Use the rating scale below to indicate your answer.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td></td>
<td></td>
<td></td>
<td>Positive</td>
</tr>
</tbody>
</table>

19. How often did fear of the instructor or instructor imposed consequences impact your learning?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

19a. If you answered Always, or Sometimes, to the last question, identify whether the impact is positive or negative.
- Positive
- Negative

20. How often did the academy environment create a safe place for learning successes and failures?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

21. How often did the instructors meet the needs of a diverse group of learners?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

22. How often was a climate of mutual respect present within the instructional classes?
- Always
- Sometimes
- Rarely
- Never

23. Do you have a preferred style of learning? If so, what is it?
- Choose not to answer
- Yes
- No
- Choose not to answer

24. Did you consider the career field of law enforcement as a result of a specific experience?
- Choose not to answer
- Yes
- No

25. Which method works better for you to find a new location that you have never been in?
- Looking at the route on a map
- Hearing directions
- Choose not to answer

26. Pick the instructional method below that most closely represents the primary means of instruction at the police academy.
- Visual (PowerPoint)
- Auditory (Lecture)
- Kinesthetic (Hands-on)
- Never
- Choose not to answer

27. Recalling on your experience as a student in high school, how would you categorize yourself academically?
- Great student
- Good student
- Average student
- Poor student
- Choose not to answer

27a. Using the same choices, how would you categorize yourself during police academy?
- Great student
- Good student
- Average student
- Poor student
- Choose not to answer

28. How often did you have opportunities to relate your pre-academy experiences to the new material being learned at the academy?
- Always
29. How often did you use specific skills learned prior to attending the academy to assist with your learning efforts in the program?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

30. How often were opportunities for discussion and sharing past relevant experiences made available during the instructional components of the academy?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

31. Did pre-academy experiences influence your learning?
- Yes
- No
- Choose not to answer

32. How often were you able to directly apply the material you learned at the academy to the field?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

33. Which of the below most accurately describes the majority of the instruction you received at the academy?
- Practical
- Excessive facts and figures
- Choose not to answer

34. How often were real-world examples and scenarios integrated into the instructional phase of the academy?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

35. How often were you prepared to learn the material presented?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

36. Do you believe that the information you learned at the academy helped you perform your job on the street better?
- Always
- Sometimes
- Rarely
- Never
- Choose not to answer

37. How often were you required to do things at the academy that seemed irrelevant or without purpose?
- Always
- Sometimes
- Rarely
37a. If you answered Always, Sometimes or Rarely, to the last question, please provide an example.

38. What percentage of the information that you learned during the academic classroom portion of the basic training academy would you classify as relevant to your job as a police officer?
   - None
   - 1-10%
   - 11-20%
   - 21-30%
   - 31-40%
   - 41-50%
   - 51-60%
   - 61-70%
   - 71-80%
   - 81-90%
   - 91-100%
   - 11-20%

39. What motivated you to learn? Were these elements present at the police academy?

40. How often did you enjoy the instructional components of the academy?
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

40a. Please elaborate in the box below, why you chose the answer that you did to question #40.

41. How often did the instructor utilize extrinsic motivators to encourage you to learn?
   Vocab: Extrinsic motivators — Motivation from something outside of yourself such as money, advancement, a reward, or the avoidance of physical pain or punishment.
   - Always
   - Sometimes
   - Rarely
   - Never
   - Choose not to answer

41a. Provide one example of an extrinsic motivator used, and summarize the context in which it was utilized.

42. Identify which of the following you would prefer:
   - Job satisfaction
   - Job promotion / advancement
   - Choose not to answer

43. Identify which of the following you would prefer:
   - Better quality of life
   - Higher salary
   - Choose not to answer

44. Identify which of the following you would prefer:
   - Highest grade
   - Improved self confidence
   - Choose not to answer
45. Identify which of the following strategies would most likely motivate you to successfully learn the instructional material presented at the academy.
   - ☐ The promise of public praise for successfully learning the information
   - ☐ The personal satisfaction you will feel for having mastered the material
   - ☐ The threat of physical punishment for failure to learn the information
   - ☐ The threat of public humiliation for failure to learn the information
   - ☐ The guarantee of a monetary reward for successfully mastering the material.
   - ☐ Choose not to answer

46. How often did any of the motivational strategies used have an adverse effect on your learning?
   Vocab: Adverse = negative
   - ☐ Always
   - ☐ Sometimes
   - ☐ Rarely
   - ☐ Never
   - ☐ Choose not to answer

47. Do you believe that the information you learned at the academy helped you perform your job on the street better?
   - ☐ Yes
   - ☐ No
   - ☐ Choose not to answer
## Interview Questions: Recruit

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Share with me your academy experience so far.</td>
<td></td>
</tr>
<tr>
<td>2. To what extent are you able to self-direct or assist in the planning of your own learning during your time at the basic academy?</td>
<td></td>
</tr>
<tr>
<td>3. Is the climate at the police academy, conducive to your learning?</td>
<td></td>
</tr>
<tr>
<td>4. Did your prior academic, social, physical, spiritual, or emotional experiences influence your learning at the academy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If so, please explain or describe the experience, identify whether you perceived it to have a positive or negative impact, and why.</td>
</tr>
<tr>
<td>5. Is the information you obtained at the academy relevant to your job as a police officer?</td>
<td></td>
</tr>
<tr>
<td>6. What percentage of the information that you learned during the academic classroom portion of the basic training academy would you classify as relevant to your job as a police officer? (0-20%, 21-40%, 41-60%, 61-80%, 81-100%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide two examples of information or activities that you considered relevant, and two examples of information or activities that you considered superfluous.</td>
</tr>
<tr>
<td>7. Are you motivated to learn the instructional material at the academy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why or why not?</td>
</tr>
<tr>
<td>8. What motivates you to learn?</td>
<td></td>
</tr>
<tr>
<td>9. Is there any information about your academy experience that you would like to share with me that you have not had an opportunity to do so thus far?</td>
<td></td>
</tr>
</tbody>
</table>

***Question syntax will be modified as necessary for entrant and graduate interviews but will remain consistent in content.***
### Appendix J: Classroom observation matrix

<table>
<thead>
<tr>
<th>Academy:</th>
<th>Date:</th>
<th>Day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Continuum:</td>
<td>of</td>
</tr>
<tr>
<td>Class:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Elements</th>
<th>Demonstrated Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided review of previous work as warm-up exercise for recruits</td>
<td>Used an activity that fosters social communication</td>
</tr>
<tr>
<td></td>
<td>Used an activity to review previous learning</td>
</tr>
<tr>
<td></td>
<td>Used an activity to orient group to new topics</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Stated lesson objectives and reviewed the agenda</td>
<td>Indicate observed activity:</td>
</tr>
<tr>
<td>Provided opportunities for recruits to become familiar with lesson materials</td>
<td>Previewed vocabulary</td>
</tr>
<tr>
<td></td>
<td>Used visuals to preview (e.g., table of contents, headings, graphic organizer)</td>
</tr>
<tr>
<td>Checked recruits’ background knowledge on the topic/lesson</td>
<td>Asked questions about the topic</td>
</tr>
<tr>
<td></td>
<td>Engaged recruits in an activity (e.g., Jeopardy, word association)</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Used appropriate presentation style(s) for content and audience</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Case study</td>
</tr>
<tr>
<td></td>
<td>Other activity/game</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Gave adequate/appropriate explanation of new concepts</td>
<td>Describe:</td>
</tr>
<tr>
<td>Responded to recruits’ questions</td>
<td>Answered questions immediately</td>
</tr>
<tr>
<td></td>
<td>Deferred responding until later in the lesson</td>
</tr>
<tr>
<td></td>
<td>Posted questions for later</td>
</tr>
<tr>
<td>Periodically checked recruits’ comprehension</td>
<td>Asked general questions (e.g., Is there anything you do not understand?)</td>
</tr>
</tbody>
</table>
(continued)

<table>
<thead>
<tr>
<th>Practice</th>
<th>Asked content-specific questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asked recruits to summarize in their own words</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Set up practice activities clearly</td>
<td>Clear modeled activities</td>
</tr>
<tr>
<td></td>
<td>Gave clear oral and written instruction</td>
</tr>
<tr>
<td></td>
<td>Gave examples and/or demonstrations</td>
</tr>
<tr>
<td></td>
<td>Scaffolded learning</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Gave practice activities during class</td>
<td>What was observed:</td>
</tr>
<tr>
<td>Monitored/assisted all recruits (individually, paired, and grouped)</td>
<td>Listened to each group interacting</td>
</tr>
<tr>
<td></td>
<td>Answered only clarifying questions</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Used a variety of communicative strategies for practice of language skills and content</td>
<td>Recruits paired/grouped for speaking</td>
</tr>
<tr>
<td></td>
<td>Recruits exchanged writing for targeted oral feedback</td>
</tr>
<tr>
<td></td>
<td>Recruits prepared projects/posters, etc., and shared with class</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>In a new situation during the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In their own situation after the lesson</td>
</tr>
<tr>
<td>Gave recruits time to apply what was learned</td>
<td>Paired/grouped recruits</td>
</tr>
<tr>
<td>Gave recruits time to share their application (work)</td>
<td>Whole class</td>
</tr>
<tr>
<td>Gave recruits an opportunity to comment/evaluate each other’s work, as appropriate</td>
<td>What was observed:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Used communicative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used a test</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Evaluated recruits’ application of concepts</td>
<td>Used written reflection</td>
</tr>
<tr>
<td></td>
<td>Used oral feedback</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Gave recruits an opportunity to evaluate the lesson, as appropriate</td>
<td>Assigned homework</td>
</tr>
<tr>
<td></td>
<td>Used warm-up/closing activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave recruits opportunities to review materials over time</td>
<td></td>
</tr>
</tbody>
</table>
(continued)

<table>
<thead>
<tr>
<th>Gave recruits opportunities to ask questions</th>
<th>Used review games or discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td>Orally or in writing during class</td>
</tr>
<tr>
<td></td>
<td>Posting electronically</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gave recruits a task to further investigate content</th>
<th>Assigned homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td>Linked with future lessons</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

Observer’s Comments:

A modified version based on a template provided by the Technical College System of Georgia, Office of Adult Education.
Appendix K: Site visit request letter

Detective Jennifer Pink, Windsor, VT Police
29 Union Street, Windsor, VT 05089

director

Director

Criminal Justice Training Academy

2016

Director

I am writing to request the opportunity to conduct a site visit at the Criminal Justice Training Academy, during the Basic Training Class, as a component of the research phase of my dissertation process. I currently serve in the dual role of School Resources Officer for the Windsor Southeast Supervisory Union and as a Detective for the Windsor Police Department, assigned to the Special Investigations Unit for Windsor County. Furthermore, I am a graduate of the 248th part-time and 143rd Full-time police academies in New Hampshire, where I served as an officer for nine years, and similarly graduated from the Full-Time Waiver Certification course in Vermont in 2015.

Currently, I am enrolled in the Doctor of Education Program at Plymouth State University in Plymouth, NH, where I have completed all of the coursework requirements and successfully advanced to doctoral candidacy. Having completed chapters 1-3 of my dissertation, I have spent the last nine months conducting research at various paramilitary police academies on the Eastern Seaboard of the United States through multiple site visits, survey requests, and data gathering through primary sources. My dissertation research surrounds the study of the integration of best practices in education in a paramilitary basic recruit police academy training environment, more specifically around determining to what extent the principles of andragogy are present. Currently, I have completed more than one police academy site visits ranging from the Mid-Atlantic, and the... Academy in the Northeast.

The purpose of the site visit is to obtain a hands-on look at the daily instructional practices and learning opportunities presented at various police academies. The information gathered is triangulated with the data received from peer site visits and from officers along the eastern seaboard who have completed surveys, and participated in directed interviews. All data is aggregated to ensure accuracy for both the officers, police departments, and educating academies. During the requested site visit, I would observe/quote the instructional processes of the academy and would not interfere in the training in any manner either verbally or by physical presence. As a member of the law enforcement community and having served as a police academy adjunct instructor for the State of New Hampshire for the last ten years, I am cognizant of the importance of the training environment and will make certain to observe without creating any undue distraction. These site visits are an integral component of my dissertation research process on examining academy instruction and my efforts to identify best practices being utilized along the east coast so that we can create an even more effective learning environment for police recruits across the country.

For your convenience I have enclosed a copy of the site visit observation matrix that would be utilized for taking notes in the event you were amenable to allowing an observation of the basic recruit Police Academy Training Class or discussion with any of the instructing cadre around their perceptions of the current training environment.

Sincerely,

Jennifer Pink
Plymouth State Doctoral Student
Windsor, VT Police Detective

---

Attachment:

<table>
<thead>
<tr>
<th>Basic Recruit Police Academy</th>
<th>Classroom Observation Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy</td>
<td>Date</td>
</tr>
<tr>
<td>Instrmc</td>
<td>Continuity</td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Instructional Element</td>
<td>Demonstrated Activity</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided review of previous</td>
<td>Discussed activity that</td>
</tr>
<tr>
<td>work as warm-up exercise for</td>
<td>fosters social</td>
</tr>
<tr>
<td>recruits</td>
<td>communication</td>
</tr>
<tr>
<td>Provided opportunities for</td>
<td>Provided activity to</td>
</tr>
<tr>
<td>recruits to become familiar</td>
<td>receive previous</td>
</tr>
<tr>
<td>with lesson materials</td>
<td>instruction</td>
</tr>
<tr>
<td>Provided opportunities for</td>
<td>Provided vocabulary</td>
</tr>
<tr>
<td>recruits to become familiar</td>
<td>Used visuals to preview</td>
</tr>
<tr>
<td>with lesson materials</td>
<td>(e.g., table of contents)</td>
</tr>
<tr>
<td>Chartered recruits' background</td>
<td>Added questions about the</td>
</tr>
<tr>
<td>knowledge on the topic lesson</td>
<td>content (e.g.,</td>
</tr>
<tr>
<td></td>
<td>Jacoby, word association)</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Provided adequate</td>
<td>Description</td>
</tr>
</tbody>
</table>

Preparation

| Provided appropriate          | Lecture                     |
| study for content and        | Discussion                  |
| relevance of new concepts    | Demonstration               |
|                              | Case study                  |
|                              | Other activity group        |
|                              | Other                       |

Responded to recruits'          | Approved questions immediately|
| questions                     |                              |
| Provided feedback to        |                              |
| recruits                     |                              |

Formerly taught recruits'       | Added general questions (e.g.,|
| comprehension                 | Is there something you do not understand?) |
|                              | Added content-specific       |
|                              | questions                    |
|                              | Added recruit's responses to |
|                              | instructions                |
|                              |                             |
Detective Jennifer Frank, Windsor, VT Police
29 Union Street, Windsor, VT 05089
Assistant Training Coordinator, Sergeant

July 10, 2016

Assistant Training Coordinator,

It was an honor and a privilege to have the opportunity to meet with both you and members of your staff during the June 27, 2016 police academy site visit at the Police Department Training Academy. Everyone that I came into contact with during my visit provided a professional and articulate summary of the academies instructional methodologies, assessment tools, and the various strategies utilized by your agency. The information obtained during the interviews, building walk through, and direct observations, will serve to better inform my dissertation research around law enforcement academy instruction and assessment, as a result of the hands on opportunity to observe the best practices utilized by your staff instructors.

Remaining cognizant of the busy academy schedule and extensive obligations that you must complete during the day, I am especially appreciative of the time that you personally took to meet with me and to answer the myriad of questions. Your passion for advancing the agency and commitment to continue to move the training academy forward, serves to illustrate why the Police Department Training Academy is a standard of excellence for which all criminal justice training academies should aspire to.

Sincerely,

[Signature]

Detective Jennifer Frank, doctoral candidate
PRESENCE OF ANDRAGOGY IN PARAMILITARY LE ACADEMIES

Appendix M: Academy Alpha site visit handwritten note page sample

[Handwritten notes page]
Appendix N: Academy site visit handwritten note page sample
Appendix O: Academy Bravo Sworn Personnel Hiring Process infographic
### Appendix P: Academy Bravo Instructor manual

**Wednesday, February 17th**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ASSIGNMENTS</th>
<th>INSTRUCTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0445</td>
<td>Instructor Brief</td>
<td>Cadre</td>
</tr>
<tr>
<td>0500-0530</td>
<td>Morning Call</td>
<td>Cadre</td>
</tr>
<tr>
<td>0530-0615</td>
<td>Breakfast</td>
<td>Cadre</td>
</tr>
<tr>
<td>0615-0630</td>
<td>Ground Maintenance</td>
<td>Cadre</td>
</tr>
<tr>
<td>0630-0730</td>
<td>Blood Borne Pathogen</td>
<td>Cadre</td>
</tr>
<tr>
<td>0730-0745</td>
<td>Head Calls/Camelbaks</td>
<td>Cadre</td>
</tr>
<tr>
<td>0745-0800</td>
<td>Morning Colors</td>
<td>Cadre</td>
</tr>
<tr>
<td>0800-0845</td>
<td>PT #3</td>
<td>Cadre</td>
</tr>
<tr>
<td>0830-0930</td>
<td>Warm-ups, Workout-Tabata, Cool Down Formation Run</td>
<td>Cadre</td>
</tr>
<tr>
<td>0930-1030</td>
<td>Recruit Showers</td>
<td>Cadre</td>
</tr>
<tr>
<td>1030-1050</td>
<td>March to Range</td>
<td>Cadre</td>
</tr>
<tr>
<td>1050-1230</td>
<td>Firearms-Dry Drills</td>
<td>Cadre</td>
</tr>
<tr>
<td>1230-1315</td>
<td>Lunch at Range</td>
<td>Cadre</td>
</tr>
<tr>
<td>1315-1330</td>
<td>Head Calls/Camelbaks</td>
<td>Cadre</td>
</tr>
<tr>
<td>1330-1600</td>
<td>Firearms - Live Fire #1</td>
<td>Cadre</td>
</tr>
<tr>
<td>1600-1620</td>
<td>March To SOT</td>
<td>Cadre</td>
</tr>
<tr>
<td>1620-1630</td>
<td>Head Calls/Camelbaks</td>
<td>Cadre</td>
</tr>
<tr>
<td>1630-1800</td>
<td>Intro to Vehicle Operations</td>
<td>Cadre</td>
</tr>
<tr>
<td>1800-1815</td>
<td>Evening Colors</td>
<td>Cadre</td>
</tr>
<tr>
<td>1815-1845</td>
<td>Dinner</td>
<td>Cadre</td>
</tr>
<tr>
<td>1845-1915</td>
<td>Ground Maintenance</td>
<td>Cadre</td>
</tr>
<tr>
<td>1915-1950</td>
<td>Instructor Time</td>
<td>Cadre</td>
</tr>
<tr>
<td>1950-2050</td>
<td>Recruit Personal Time/ Hygiene</td>
<td>Cadre</td>
</tr>
<tr>
<td>2050</td>
<td>Final Formation</td>
<td>Cadre</td>
</tr>
<tr>
<td>2100</td>
<td>Lights Out</td>
<td>Cadre</td>
</tr>
</tbody>
</table>

**Overnight:**
Appendix Q: Academy Charlie Medical Waiver Form

Police
Physical Ability Testing
Medical Waiver Form

Print Name ___________________________ Test Date ________________

Last Name, First Name, Middle Initial

This candidate has applied for the position of Police Officer. He or she will be required to complete a battery of four (4) tests during the Physical Ability Test.

The series of tests measures the upper and lower body muscular strength, muscular endurance, flexibility, and anaerobic power. The Physical Ability Test is comprised of the following components:

1. Push-ups. To assess muscular strength and endurance in the upper body, the applicant will perform as many correct push-ups as they can in one (1) minute.

2. Sit & Reach. To assess the flexibility in the lower back and hamstring muscle groups; the applicant will sit on the floor with legs straight and feet flat against the sit & reach box and will reach forward with their hands attempting to stretch as far as they can. The candidate will be given one practice trial which is not scored. They will then conduct three (3) test trials with 15 seconds rest between each trial.

3. Trunk Pull. To assess the maximum force that can be generated by the torso muscles; the applicant will sit on the floor, knees straight, feet placed flat against a platform, hands grabbing a bar with palms towards the floor and on the command will lean back looking at the ceiling pulling on the bar until the administrator tells them to stop. This test evolves three (3) trials in which a maximal contraction is exerted on each trial for three (3) seconds. The candidate will be allowed a 30-second rest period between trials.

4. 300-Meter Run. To assess anaerobic power and lower body muscular endurance, the applicant will run 300 meters as fast as they can, their score will be the time it takes to complete the run.

In addition, at the conclusion of the Physical Ability Test, the applicant will be provided an opportunity to participate in a recruit academy physical training session. This 25-minute session will include the following exercises: push-ups, sit-ups, alternating lunges, planks, flutter kicks, burpees, leg raises, air squats, and a 25-meter shuttle run.

In your medical opinion, is the above named candidate able to safely perform the physical ability test and physical training session?

YES _____

NO _____

Physician Signature ___________________________ Date ________________

Physician Full Name (PRINT) ___________________________ Office Telephone Number ________________

Physician Office Address ___________________________

This waiver is valid for testing up to 60 days from the date of physician signature. You must bring this form with you on your test date.
## Appendix R: Academy Charlie personal history questionnaire

### Police Department

**PERSONAL HISTORY QUESTIONNAIRE (PHQ)**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Apartment No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Residential Telephone</th>
<th>Work Telephone</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cellular Telephone</th>
<th>Alternate Telephone</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**What academy (Month/year) are you applying to?**

**FOR DEPARTMENT USE ONLY:**

- **Employee Number:**
- **Departmental Use Only:**
  - **DV/Non-DV:**
  - **Certificate:**
  - **License:**
  - **High School Diploma / Transcript:**
  - **ED-214:**
  - **Co-Optional:**
  - **Precinct:**
- **Date Requested:**
  - **Received By:**
  - **Completed:**
  - **Printed:**

*This waiver is valid for testing up to 90 days from the date of signature. You must bring this form with you on your test date.*

### AUTOMATIC DISQUALIFIERS FOR POLICE OFFICER

#### Criminal History

1. Convictions of any kind.
2. Convictions of any kind.
3. Convictions of any kind.
4. Criminal convictions.
5. Criminal convictions.
6. Criminal convictions.
7. Criminal convictions.
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98. Criminal convictions.
99. Criminal convictions.
100. Criminal convictions.

### Traffic Violations

1. Traffic violations.
2. Traffic violations.
3. Traffic violations.
4. Traffic violations.
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98. Traffic violations.
100. Traffic violations.

### Credit

- **Debit cards:**
- **Credit cards:**
- **Charge cards:**
- **Checks:**
- **Collections:**
- **Liens:**
- **Forfeits:**
- **Civil judgments:**
- **Bankruptcy:**
- **Repossession:**
- **Assessments:**
- **Collected:**
- **Unpaid:**
- **Other:**

### Other

- **Voluntary:**
- **Involuntary:**
- **Other:**

### References

- **Employer:**
- **Department:**
- **Officer:**
- **Address:**
- **Phone:**
- **Other:**

### Photographs

- **Affidavit:**
- **Photo:**
- **Signature:**
- **Other:**

### Instructions

**Please read all instructions before completing the PHQ and use in attaching all required documents. Do not delay processing of this application. You may use this PHQ IN-PERSON or you may complete it online. Your completed questionnaire and required documents shall be submitted to the Virginia State Police.**
PRESENCE OF ANDRAGOGY IN PARAMILITARY LE ACADEMIES

500

(continued)
Appendix S: Academy Echo site visit handwritten note page sample
36. 
- "You will probably all make the minimum because you are all

37. 
- "Paper would be an example of elimination by one

38. 
- "Draw. 5 categories: time, or pace, area, visual chart

39. 
- "Take notes

40. 
- "The can make a step forward, back, or think. If not, ask

41. 
- "Suggest "right?" -

42. 
- "Final review - so in final order of most choice in

43. 
- "Have who, how, and the question. - Answer:

44. 
- "Are you, if not, the same. - Tell me, the

45. 
- "I don't mean you feel tired in seeing IT, but that

46. 
- "Refer to female in case of "the" answer"

47. 
- "Question about critical, also, in a "helpful case"

48. 
- "The age of the curriculum
Appendix T: Recruit manual, Room inspection expectations

**PROPER BED SETUP**

- 45° Angle Hospital Corners: On all sheets and blankets
- 24 inch Dust Cover: 12” of sheet under pillow, 6” collar over blanket – total 18” under dust cover
- Name Plates: Centered and touching the dust cover

**BED AT TIME OF WEEK END DISMISSAL**

- Items will be placed in the wall locker as listed, starting at the center and moving towards the side walls
- Outerwear and jackets: Will be fully buttoned or zipped, back of these items will be positioned toward the center
- Academy pant and shirt will be placed on the same hanger
  - The button fly of the pant will be positioned toward the outside of the locker and buttoned as if being worn
  - The shirt will be buttoned as if being worn, with the buttons facing away from the center of the locker
- Sweat suit: On hanger with the front of the sweat shirt faced away from the center of the locker, sweats on underneath with no drawstrings hanging
- Road guard vest: Back positioned toward the center of the locker
- Bottom of the wall locker: Will be used for storing flashlight, impact weapon, laptop, etc. per standards established during the program

**ALIGNMENT OF FOOTWEAR UNDER BED**

- Order: Duty Boots, Running Shoes, Sneakers & Shower Shoes (space left for footwear currently being worn), edge of shoes touching
- Laces: Laces tied and tucked

**WALL LOCKER SETUP**

- Towel: Will be folded in half the long way, then evenly folded over the hanger, folded side on the right, open hook of hanger faces left

- Binders and books: Lined up as picture demonstrates, from outside in, if two sets of books are displayed on dresser – they are mirrored

- PF Shirt and shorts: Displayed on top hook, academy seal facing out, shorts folded inside of shirt, hanger openings facing the same way
Appendix U: Academy Hotel scenario evaluation form

**SCENARIO EVALUATION**

Scenario (Please Circle): MV Stop    Loud Party    Suicidal Inmate    Theft    Warrant service

Did the Student generally apply officer safety tactics?  

Please Circle

YES  NO

Did the Student correctly identify law(s) involved?  

YES  NO

Did the Student effectively communicate/Officer Presence  

YES  NO  N/A

Did the Student Properly apply force/techniques  

YES  NO  N/A

Did the student effectively search the suspect  

YES  NO  N/A

Comment on NO answers

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix V: Academy Hotel simulator evaluation form

**VirTra Simulator Evaluation Form**

**What was your overall impression of the training session?**

**Did you find the training had a real world application or not? Explain your answer.**

---

**Were Safety Protocols observed?**

---

**Were the critiques effective?**

---

**Were there any logistical or other issues that detracted from the training?**

---

**Which scenario did you like the best and why?**

---

---

**Which scenario did you like the least and why?**

---

---

**Any further comments or observations about the session you would care to share with us?**

---

---

---
FINANCIAL STATEMENT

1. Are you currently meeting your financial obligations? □ Yes □ No

2. Have you ever been contacted by a collection agency regarding any outstanding unpaid debt, charge off account, collection account, foreclosure, delinquent account, civil judgment, repossession, garnishment or tax lien?
   □ Yes □ No
   If yes, please explain.

3. Have you ever been sued in court for a collection of any debt contracted by you? □ Yes □ No
   If yes, please explain.

4. Have you ever filed for bankruptcy? □ Yes □ No
   If yes, please explain.

5. Have you ever had any judgments against you, and/or is there any pending at this time? □ Yes □ No
   If yes, please explain.

6. List your current debt or financial obligations:
   
<table>
<thead>
<tr>
<th>Amount</th>
<th>To Whom Owed</th>
<th>Monthly Payment</th>
<th>Item(s) Purchased</th>
</tr>
</thead>
</table>

FAMILY DATA CONTINUED

Father’s Name: Date of Birth: 
Address: Occupation: 

Mother’s Name: Date of Birth: 
Address: Occupation: 

Father-in-Law’s Name: Date of Birth: 
Address: Occupation: 

Mother-in-Law’s Name: Date of Birth: 
Address: Occupation: 

List the names, ages, addresses, and occupations of all brothers and sisters:

Name: Date of Birth: 
Address: Occupation: 

Name: Date of Birth: 
Address: Occupation: 

Name: Date of Birth: 
Address: Occupation: 

List your addresses for the past ten years. If you have served in the Armed Forces, list your duty stations while in the military. Start with the present address and attach additional sheets of paper if necessary.

From: To: Street Address: 
City: State: 

From: To: Street Address: 
City: State: 

From: To: Street Address: 
City: State: 

From: To: Street Address: 
City: State: 

From: To: Street Address: 
City: State: 

From: To: Street Address: 
City: State:
Appendix X: Recruit assessment form Academy Bravo

RECRUIT ASSESSMENT

Last Name, First Initial: ___________________________ Date: ____________

Purpose: This form will provide the Cadre an overall assessment of each recruit’s abilities and performances as observed by their peers.

<table>
<thead>
<tr>
<th>Recruit</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Instructions: Each recruit will rank their peers with a number from 1-19. A ranking of 1 will indicate the recruit is the top of their class. A ranking of the highest number will indicate that the recruit is at the bottom of their class. Those ranked 1-3 and 17-19, will require an explanation as to why they were ranked as such. On page two (2), you will list the recruit’s name followed by your explanation. This assessment evaluation will be considered confidential and will not be seen by other recruits.
5. Instructors shall inspect toilets, bathrooms, showers, eating areas and bedding to ensure cleanliness and proper hygiene are followed twice each day. Instructors will also ensure that cleaning supplies are available for the cleanliness of these locations and that the products are used properly and not mixed in a manner that might pose a health hazard.

6. The Maintenance Coordinator or designee will communicate with the Facilities Maintenance Supervisor when needed to ensure that all plumbing, septic, and electric is functioning properly and pose no risk to health and safety.

M. Documentation of Recruit Performance

1. In order for the Cadre to monitor the platoon's progress and conduct closely, Part of this process is documentation of both the positive and negative. It is the responsibility of the instructor making the observation to document their observation and the facts of the incident on an Observation Form. All members of the Cadre should take the time to carefully review completed Observation Forms on a daily basis. They will be valuable in identifying patterns of conduct by the recruits that either lends favorably to their performance or identifies challenges that need to be addressed. Observation Forms should be forwarded through the Chain of Command upon completion.

2. Observation Forms should contain only facts, not opinions. All Observation Forms should be detailed and complete before forwarding through the Chain of Command.

3. Recruits shall be counseled on the content of all Observation Forms. The recruit may not know he or she has a deficiency in performance or behavior. Furthermore, notification lets the recruit know the Instruction(s) have observed said deficiency and will be looking for a pattern of same.

N. Administration of Corrective Action to a Recruit

1. Recruits who fail to follow directions or do not execute assigned duties may be subject to corrective action. Corrective action is designed to reinforce the request for desired behavior or to gain the recruit’s attention to the specific problem. The administration of corrective action must be consistent throughout the Cadre and should never be administered out of anger or in cases of where a recruit’s physical abilities hamper their desire to complete their assigned duties.

2. Corrective action may be in the form of physical exercise or assigned activities such as essay writing. Corrective action may also be in the form of a restriction of personal time or privileges. In extreme cases, corrective action may be the addition of chores or duties such as grounds maintenance or vehicle maintenance. The assignment of additional duties shall be approved by the Supervisor prior to assignment. Writing assignments shall be done in the recruit's personal time and be relative to the specific matter they address.

3. When physical exercise is used as a means of corrective action, it is the responsibility of the Instructor administering the corrective action to ensure the exercise does not jeopardize the health or safety of the recruit.

4. Examples of physical activities that are permissible for corrective action: push-ups, mountain climbers, side-straddle hops, stationary double time in place, and leg lifts.

5. Basic rules for physical corrective action:
   a) Never exhaust a recruit more than once during a 1 hour period.
   b) Never remove a recruit from a classroom instruction
   c) Never administer physical corrective action:
      • In red or black flag conditions
      • 30 minutes before and 1 hour after a meal
      • Before or 1 hour after a scheduled PT session
      • Recruits on a light or no duty status
      • During liberty, free time, and after evening showers before reveille the next day
      • In minimal and unsafe areas (heads, showers, classrooms, and concrete floors)
      • Once Recruits have been changed into personal clothing, prior to dismissal
      • Villages
      • An entire platoon unless you are the assigned Lead Instructor
      • Outside the designated areas (i.e.,)
      • Only lead Recruits will administer physical corrective action
      • Recruits must remove cover, gun belt (if worn), camisole, and completely empty their pockets.
      • Recruits may only be administered physical corrective action after they have received a physical corrective action class
      • It may be administered during a drill session

Limitations on Physical Incentive Training (PIT):

During Week 1: No more than a total of 3 PIT sessions per day. PIT sessions can be a combination of platoon sessions and individual sessions. Recruits shall receive no more than 1 individual PIT session per day. PIT sessions will not last longer than 5 minutes.

During Week 2: No more than a total of 4 PIT sessions per day. PIT sessions can be a combination of platoon sessions and individual sessions. Recruits shall receive no more than 2 individual PIT session per day. PIT sessions will not last longer than 1 minute.

• The Instructor will administer physical corrective action using a watch and will not exceed the time frame mentioned above.
Appendix Z: Survey questions categorized by andragogy tenets

<table>
<thead>
<tr>
<th>Survey questions categorized by andragogy tenets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 1:</strong> Involved Learners</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 11A, 12, 13, 14,</td>
</tr>
<tr>
<td>15, 16, 17, 18, 19, 19A, 20, 21, 22</td>
</tr>
<tr>
<td><strong>Tenet 2:</strong> Experience</td>
</tr>
<tr>
<td>23, 24, 25, 26, 27, 27A, 28, 29, 30, 31</td>
</tr>
<tr>
<td><strong>Tenet 3:</strong> Relative and Impactful</td>
</tr>
<tr>
<td>32, 33, 34, 35, 36, 37, 37A, 38</td>
</tr>
<tr>
<td><strong>Tenet 4:</strong> Motivation</td>
</tr>
<tr>
<td>39, 40, 41, 41A, 42, 43, 44, 45, 46, 47</td>
</tr>
</tbody>
</table>
Appendix AA: Training division observation form
Appendix BB: Performance Outcome 4.11

**Performance Outcome 4.11.**
Provide building security.

**Training Objective Related to 4.11.**
A. Given a written or practical exercise, identify factors to consider when performing non-business hours building security checks.

**Criteria:** The trainee shall be tested on the following:
1. 4.11.1. Observe area before approach
2. 4.11.2. Foot vs. mobile approach
3. 4.11.3. Look for irregularities
4. 4.11.4. Check vehicles in lots

**Lesson Plan Guide:** The lesson plan shall include the following:
1. Observe area before approach
2. Foot vs. mobile approach
3. Make a physical check of the building, looking and testing for irregularities (unlocked or open doors & windows, broken glass, nonsecure deadbolts, items in disarray, suspicious persons, etc.)
4. Check vehicles in lots
5. Check rear view mirror when leaving

*Instructor Note: Advise trainees that they will need to identify department policy related to false alarms as part of their department training.*