

Introduction

The Center for Law Enforcement Ethics

The Southwestern Law Enforcement Institute is a division of the Southwestern Legal Foundation located in Richardson, Texas. Since 1957 it has offered law enforcement management training and executive development programs. In July of 1992 the Southwestern Law Enforcement Institute, supported by a grant from the Meadows Foundation of Dallas, Texas, launched the Center for Law Enforcement Ethics. The Center is intended to be a catalyst to promote ethics education within the law enforcement community.¹

At the time the Center was established, Dr. Gary W. Sykes, Director of the Southwestern Law Enforcement Institute, wrote an article entitled, “Why Police Ethics?” that discussed the need for increased attention to this vital area. He noted that all of the historical efforts to enhance police accountability have relied on rules and punishment. These efforts include court decisions, administrative and procedural due process and the civil process that rely on punitive measures to deter officers’ conduct. He argued that these “rule-based systems of accountability seem insufficient if officers hold differing views or there is a subculture which nurtures values different from the ideals of democratic policing.” He closed this piece by stating:

“The quality of policing in a democratic society must rely on the quality of the people doing the work. Providing officers with an educational experience that enhances ethical consciousness with the tools to make ethical decisions is not the only step, but must be the next step. The new Center for Law Enforcement Ethics will play a role in achieving the goal of more ethical policing.”²

¹ “The Institute Forms a Center for Law Enforcement Ethics,” *The Ethics Roll Call*, Vol. 1, No.1 (October 1993): 1.

² Gary W. Sykes, “Why Police Ethics?” *The Ethics Roll Call*, Vol. 1, No. 1 (October 1993): 4.

The new Center began by conducting a survey to evaluate the need for ethics training in law enforcement agencies across the state of Texas. It made plans for the publication and distribution of the newsletter, “The Ethics Roll Call,” and held its first Ethics Conference in February 1993. This conference led to the drafting of a law enforcement code of ethics. After the Center was established, it created curriculum committees to design ethics training programs for trainers, field training officers and management personnel.³ At its inception, the stated goals of the Center were:

- To examine the ethics of professional obligations in law enforcement.
- To explore strategies that enhance the ethical climate in policing.
- To establish programs that will provide ethical decision-making goals.⁴

In May 1994, the Center for Law Enforcement Ethics graduated its first class of 23 ethics trainers.⁵ Since that time, about 3000 law enforcement professionals have graduated from this weeklong (36 hours) program. At the core of this program is the introduction of the lesson plan for “The Ethics Course.” Attendees leave the program prepared to present this basic eight-hour course at their home area departments and academies. The Train-the-Trainer program also includes the presentation of an additional eight hour program called “The Field Training Officer Ethics Course;” a discussion of classical ethics literature entitled “Police Ethics: Understanding the Present Through The Classics;” and an “Adult Learning Refresher.”⁶

³ “The Institute Forms a Center for Law Enforcement Ethics,” *The Ethics Roll Call*, Vol. 1, No. 1 (October 1992): 1.

⁴ The Center for Law Enforcement Ethics, http://www.slei.org/LE_Eth/default.htm, 13 September 2000.

⁵ “Ethics Center Graduates Class of 23 Ethics Trainers,” *The Ethics Roll Call*, Vol. 1, No. 4 (Fall 1994): 3.

⁶ The Ethics Train the Trainer Course Schedule, Southwestern Law Enforcement Institute, Center for Law Enforcement Ethics.

The Ethics Course Curriculum

The basic Ethics Course is intended to be an eight-hour program taught by graduates of the Ethics Train-the-Trainer course. A curriculum committee at the Southwestern Law Enforcement Institute developed the course after reviewing established literature in the field and materials from ethics training programs such as the Aspen Institute and the Josephson Institute. The committee, which represented a wide range of expertise, developed an initial training curriculum. The program was then piloted and refined and has since been taught in many locations around the United States and Canada without substantial change.⁷

Delivering this message to members of law enforcement in a positive manner can be a challenge. The course is intended to be taught in an informal, relaxed atmosphere to encourage discussion of these potentially difficult issues. It is not intended to be perceived as preaching by the instructor about the ethical shortcomings of police officers. Instead, the course provides tools for identifying potential ethical dilemmas, for analyzing situations in which participants may find themselves and for making ethical decisions. If done well, the presentation of the material will facilitate a discussion of the issues in which the participants will be able to reach their own conclusions about the ethical dilemmas encountered in the field.⁸

Ethics Training Questionnaire

The Center for Law Enforcement Ethics Train-the-Trainer program prepares the graduates to present the basic Ethics Course in their home areas. In this way, the Center has the potential to spread police ethics training exponentially. After over six years of

⁷ Gary W. Sykes, interview by author, Richardson, TX, 11 October 2000.

providing the Train-the-Trainer program, and the training of three thousand people from all parts of the United States and Canada, the Center for Law Enforcement Ethics is interested in ascertaining the impact of the ethics training. Simply put, they want to know if it is doing any good. Although word from the front filters back to the Center, it is difficult to know how many of the Train-the-Trainer graduates are actually teaching the program. Also, unlike other areas of police training that require a specified number of training hours, the Ethics Course has no such requirement. Within the climate of limited training dollars and many high-liability training areas, the number of hours and the frequency of training are determined by the agency doing the training.

In an effort to continually assess the status of ethics in the field, the Center would like to know what ethical issues the Train-the-Trainer graduates are seeing in their agencies. The Center also asked questions relating to the manner in which the training is being received in the law enforcement community, the level of support at various levels of the agencies and if there are positive effects from the training. Finally, the Center would like feedback about how they can provide better support to the trainers in the field. This information can be used to modify the program to fit the needs of the community, if necessary.

In the first quarter of 2000, the Center for Law Enforcement Ethics sent a survey (see Appendix B) to 1140 graduates of the Train-the-Trainer program in an attempt to answer the above questions. In the Winter 2000 edition of “The Ethics Roll Call,” Associate Director Dan Carlson explained the purpose for the survey.

“Each new year (not to mention new millennium!) provides excellent opportunities for examining where we’ve been, and planning where we should be heading. To that end, we are seeking the assistance of more than 1,000 graduates

⁸ See Appendix A for an outline of the Ethics Course Lesson Plan.

of the Ethics Train-the Trainer course, each of whom will soon be receiving an “Ethics Training Questionnaire.” That survey, which is funded by the Research Fellows at the Southwestern Legal Foundation, will help us measure the effectiveness of ethics training over the past several years. Absolute anonymity is assured, so we are asking each recipient to provide thoughtful responses to the questions posed.”⁹

The Center received 186 responses to the survey. These surveys were analyzed to establish the distribution of common answers to the questions. Many of the questions presented in the survey required a written, or open-ended, response. While this is an excellent way to allow respondents the opportunity to speak freely and give thoughtful responses to the questions without having to choose between given responses, it makes it somewhat difficult to accurately capture the data in table form. These responses were interpreted and coded as fairly as possible to capture the meaning of the respondent. The following section contains a summary of the data compiled and the most common responses received. In an effort to ensure that all responses received proper attention by the Center, a complete listing of the less prevalent responses is included in Appendix C of this report.

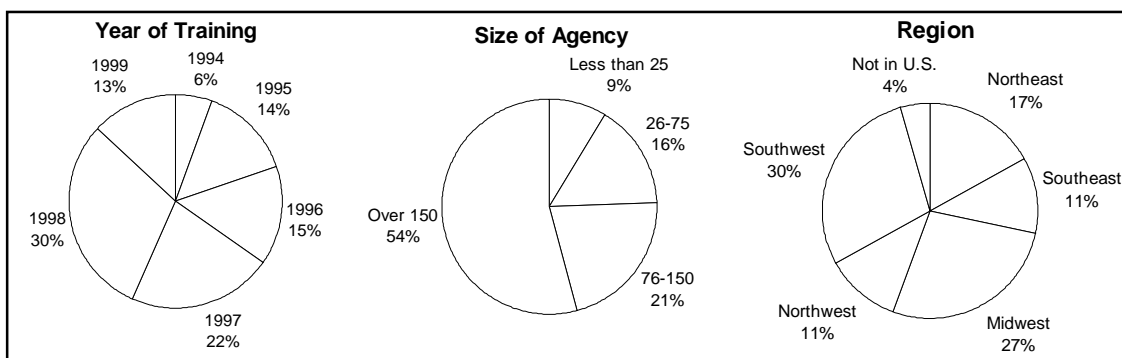
⁹ Dan Carlson, “Ethics Survey Underway.” *The Ethics Roll Call*, Vol. 7, No. 1 (Winter 2000): 7.

Survey results

Demographics

The 186 responses (16.3%) to the 1140 surveys distributed to graduates of the Police Ethics Train-the-Trainer program represented agencies in all geographic areas within the United States and eight from outside the country. The responses represent graduates from the program in all years from 1994 to 1999. There were responses from departments of all sizes, although the majority (54.3%) came from departments with more than 150 sworn officers.

Chart 1



Ethics Instruction

Of the returned surveys, 166 (89.3%) reported that they had taught the Law Enforcement Ethics courses within their agencies. In total, they reported training 54,089 students in the ethics courses. The majority of responses (70.4%) described the reason for providing ethics training at their agencies as a proactive means of preventing problems. Nine percent reported that the training was required by the state/licensing board; 5.5% responded that it seemed like a “trendy” issue or was politically correct; and 5% stated that the training was provided in response to a specific issue, scandal or lawsuit.

Twenty respondents reported that they had not had occasion to teach any of the Law Enforcement Ethics courses. The most common reasons were a lack of management support (25%) and that there were other training topics that had been given priority in their departments (25%). Four respondents (20%) reported that the ethics training had not yet been scheduled at the time of the survey. One respondent reported that the training was not needed in his or her department.

The respondents reported a broad distribution of students in their classes from different positions within the department such as line personnel, supervisors, managers, civilians and others (including recruits, cadets and criminal justice students). The number of hours allocated annually to ethics training by departments also revealed a broad distribution. The most common number of hours allocated to line personnel was eight (38.8%), followed by four hours (25.0%), and two hours (13.8%). Likewise, supervisors were most commonly allocated eight hours of training (39.3%), then four hours (28.0%), and then two hours (11.2%). A similar pattern emerged with management personnel. Eight hours of training was allocated in 42.4% of the responses, four hours in 21.2%, and two hours in 12.1% of the cases reported. The average number of training hours provided to each group was Line: 5.8 hours, Supervisors: 5.7 hours, Management: 5.9 hours, Civilian/non-sworn: 6.1 hours, and Other: 7.1 hours. There were many explanations provided for the amount of training conducted by the departments (Appendix C, page 5).

Reception of Ethics Training by Participants

The survey responses showed that the ethics training participants had received the program in a very positive manner. The vast majority (94.8%) of respondents perceived a

positive reception by class participants. There were two respondents (1.2%) who reported only a negative reception. Seven respondents (4.1%) rated the reception of the training as both positive and negative.

Some of the reasons listed for this positive reception were the non-judgmental/non-preaching approach to the training (18.4%), and that the topic is current, interesting, or necessary (16.6%). Class interaction and discussion were listed by 14.3% of the respondents, and the program content was listed by 8.3% of the respondents as the reason the program was received in a positive manner. See Appendix C, page 8 for a further list of reasons given by the trainers. Of the 13 responses that indicated some negative reception of the program, four (30.8%) reported a lack of management support, two (15.4%) stated that the participants perceived an implied criticism of police, and two (15.4%) replied that the participants felt that the training was not needed.

The trainers were asked to rate the attitudes about ethics training programs of various groups within their agencies before and after the training they had conducted (see Chart 2). The question required a response on a scale of 1 (low), 3, 5, 7, and 9 (high). There were significant increases in every category between the perceived pre and post-training attitudes. The positive attitude perception increased from a minority to a majority of respondents in every group following the training. In the patrol level group, the perceived attitude in the two highest categories (7 and 9) increased from 18.9% to 77.6%. At the line supervisor level, the perceived attitude in the top two categories increased from 23.6% to 81.1%. Upper management was perceived to have improved their attitudes from 36.6% to 75.4% at levels seven and nine. Civilian/ non-sworn attitudes were elevated from 26.1% to 82.9% and the “other” category improved from 28.8% to 78.0%

in the highest two categories. Chart 2 shows the averages of the reported attitudes about the ethics training programs before and after the training.

Chart 2



Perceptions of Training Effectiveness

It is difficult to measure the effectiveness of a program like this in a very complex area such as law enforcement ethics. In response to whether the ethics training had any noticeable effect in their departments, 83 (50.9%) of the respondents to this question reported that there had been a noticeable effect. As evidence to this conclusion, they cited that there have been positive discussions of ethical issues in the workplace (20.4%); an increased awareness and understanding of ethical issues (17.3%); a reduction of allegations of misconduct against employees (11.2%); and an overall perception of an improved ethical environment (10.2%). One interesting contrast to the response describing a reduction in allegations of misconduct is that eight (8.2%) of the respondents

reported an increase in the reporting of misconduct by members within the agency following the training. Nine (9.2%) of the respondents reported that there was insufficient evidence to support a conclusion to this question.

Fifty-seven respondents to this question (35.0%) reported that there had been no noticeable effect in the department following the ethics training. The majority of these responses (71.2%) did not regard the reason in a negative manner. The most common response (30.3%) stated the reason there was no noticeable effect was that there had been a good ethical climate prior to the training. Fourteen trainers (21.2%) stated that there was no evidence to support a conclusion on this issue. Thirteen trainers (19.7%) thought that it was too soon after the training to see a noticeable effect. Of the respondents that perceived no noticeable effect after the training, four (6.1%) reported a lack of management support as the reason; four (6.1%) indicated that the strength of the negative police culture inhibited these effects; four (6.1%) indicated a need for more training; and three (4.5%) indicated that there had been no follow-up or reinforcement for the program. There were 23 respondents (14.1%) who stated that it was unknown to them if there was a noticeable effect in the department after the training.

Support for Ethics Training

The trainers were asked to rate the participation or support for the ethics training of various entities on the 1,3,5,7,9 scale. The participation or support of the Head of the Agency averaged 7.21, Upper management averaged 6.64, Line supervision averaged 6.33, the Training Academy/Director averaged 7.66, Elected Officials averaged 6.46, the News media averaged 5.69 and Union/F.O.P. averaged 5.42. The distribution of these responses by percentage is presented in Table 1.

Table 1

14. How would you rate the participation or support of the following entities or individuals in the ethics training within your agency or agencies? (By percent)							
Level of Support	Head of Agency	Upper management	Supervisors	Training Academy	Elected officials	News media	Union/FOP
9 High	47.9%	32.1%	12.4%	53.2%	33.3%	22.2%	12.6%
7	30.7%	36.4%	52.4%	32.4%	29.6%	23.6%	35.8%
5	9.8%	17.6%	26.5%	10.1%	19.8%	31.9%	22.1%
3	7.4%	9.1%	7.1%	2.9%	11.1%	11.1%	18.9%
1 Low	4.3%	4.8%	1.8%	1.4%	6.2%	11.1%	10.5%
Responses	163	165	170	139	81	72	95

Ethical Issues in the Field

The ethics trainers were asked to list the pervasive ethical issues that their agencies had faced in the past five years. There were 152 responses to this question with a total of 242 separate answers.¹⁰ Some of the respondents listed as many as four separate issues. The most common response (14.5%) indicated that issues of truthfulness and honesty were the most pervasive in their agencies. Sexual harassment and misconduct were listed on twenty six surveys (10.7%); twenty respondents (8.3%) listed criminal investigations of agency members; and nineteen (7.9%) indicated that other off-duty conduct such as driving under the influence of alcohol and domestic violence had been pervasive. Obviously, there may be some overlap in these categories due to the potential criminal charges associated with some of these behaviors. Fourteen (5.8%) of the responses listed racial/ethnic tension or bias, including racial profiling, as an issue their agency has faced. There were 22 other (non-categorized) responses that are listed in Appendix C, page 13.

¹⁰ This section allowed multiple answers per respondent. Percentages in this section are calculated based on the total number of issues listed, not the overall number of survey respondents.

There was a somewhat similar pattern in the following question that asked respondents what, in their opinion, are the most critical ethical issues facing law enforcement today. Of the 170 trainers who responded to this question, there were 257 separate issues listed. The most common response, listed 27 times (10.5%), was a concern for the public perceptions about law enforcement, including issues of accountability and trust. Use of force and racial tension or bias each received 22 responses (10.1%). Truthfulness/honesty was listed 23 times (8.9%) and the challenges of recruiting and hiring ethical employees was listed on 21 surveys (8.2%). This question received forty (15.6%) other (non-categorized) responses (listed in Appendix C, pages 14-15).

Feedback for the Center

One of the purposes of this survey is to find ways that the Center for Law Enforcement Ethics can better provide support for the trainers in the field. Survey question 17 asked directly what support the Center could provide, while question 18 asked if there were any other suggestions for the Center. After coding and analyzing the responses to these questions, it was found that many of the responses to these two survey questions were overlapping. The responses to these questions were combined to provide a stronger pattern of common responses (See Table 2).

There were a total of 253 comments captured in these two questions.¹¹ The most common response to these questions was a statement of praise for the work of the Center. Comments such as, “Keep up the good work” were found in 47 of the 253 responses

(18.6%). Thirty responses (11.9%) contained positive comments about “The Ethics Roll Call.” Thirty surveys (11.9%) made reference to the desire for refresher or advanced training seminars. Twenty-one answers (8.3%) requested updated materials and instruction techniques for ongoing training, and nineteen suggested that the Center identify or provide a materials library of videos and publications that can be used to further their ability to teach the ethics programs. Of the 253 suggestions found in questions 17 and 18, there were 57 other responses that could not be fairly coded into the following categories (see Appendix C, pages 16-19).

Table 2

Questions 17 and 18 combined		
Response	Total	Percent
Keep up the good work	47	18.6%
Positive comments about <i>The Ethics Roll Call</i>	30	11.9%
Instructor advanced course	21	8.3%
Updated materials and instruction techniques for ongoing training	21	8.3%
Identify/provide materials library (videos, publications)	19	7.5%
Strategies to improve management support (including management courses)	14	5.5%
Internet resources (materials, newsletter, list serve, chat line)	13	5.1%
More geographical locations for functions	10	4.0%
Instructor refresher course	9	3.6%
Continued leadership on ethical issues (speaking out)	9	3.6%
Work with police academies to improve ethics training	3	1.2%
Other (non-categorized)	57	22.5%
Number of Responses	253	100.0%

¹¹ Percentages in this section are calculated based on the total number of suggestions, not the overall number of survey respondents. See Appendix 3 for a breakdown of the responses to individual questions 17 and 18.

Cross Tabulated Data

After the basic compilation of the data, several variables were cross-tabulated to determine if there was a relationship between the responses. There were some patterns that emerged. One has to be somewhat cautious in making broad generalizations about regions and agencies based on this data. While one can assume that the ethics trainers have a good sense of the ethical issues faced in their departments and regions, the number of respondents is very small in comparison to the number of law enforcement officers and agencies in the United States and Canada.

Initially, several survey responses were sorted and tabulated based on the responses to the demographic questions at the beginning of the survey. The year the Ethics Train-the-Trainer course was attended by the respondent was determined to be insignificant for this purpose, since the same course curriculum has been used since 1994. There is also no information given about the year the agency began the training program, which might lead to a significant variance in the other responses. The size of the agency and geographic region were compared to other variables and showed some variance in the data provided. Responses relating to the amount of training time given, the support for ethics training from different groups, and the perception of a noticeable effect of the training in the department also provided interesting information when cross tabulated.

Head of Agency Support by Region and Agency Size

The participation or support from the Chief, Sheriff or Head of Agency for the ethics training was compared by region and size of agency. According to the responses provided, the trainers in the Northeast region reported less participation and support than

the other regions. One-third of the agency heads in that region supported the program at the highest level. In the other regions about one-half of the agency heads supported the program at the highest level (Table 3). There was little variance in the Head of Agency participation and support based on the size of the agency. The trainers reported that in agencies with more than 150 sworn personnel the support for the program from the chief was perceived to be slightly less than in the smaller departments. The participation and support of upper management was also compared by region with very similar responses.

Table 3

Chief Participation/Support (by percent of responses)	Region						Size			
	NE	SE	MW	NW	SW	Out	< 25	26-75	76-150	>150
9 High	33.3	56.3	52.3	47.4	49.0	57.1	50.0	60.0	51.6	43.5
7	25.5	37.5	27.3	47.4	26.5	28.6	35.7	20.0	32.3	32.9
5	18.5	0.0	4.5	0.0	18.4	0.0	0.0	12.0	3.2	14.1
3	11.1	6.3	9.1	0.0	6.1	14.3	7.1	4.0	6.5	5.9
1 Low	11.1	0.0	6.8	5.3	0.0	0.0	7.1	4.0	6.5	3.5
Number of Responses	27	16	44	19	49	7	14	25	31	85

Out = Not in the United States

Time allocated for Ethics Training by Region and Agency Size

The time allocated for ethics training at the line level was analyzed by geographic region (See Table 4). There were some interesting variances in the time allotted in the different regions. As stated previously, the most common responses to the time allocated for training were eight hours, four hours and then two hours. Agencies allocating eight hours of training were most prevalent in the Northeast (42.1%), Southeast (33.3%), Midwest (40.6%), and Southwest (51.4%). In the Northwest only one respondent (8.3%) reported that eight hours was allocated for ethics training. The three agencies outside the U.S. reported no eight-hour training allocation.

The trainers reported four hours of annual training in 36.8% of the Northeast; 25.0% in the Southeast; 28.1% in the Midwest; 16.7% in the Northwest; 21.6% in the Southwest; and 0% in agencies outside the United States. Two hours was allocated at the following frequencies: Northeast (5.3%); Southeast (0%); Midwest (9.4%); Northwest (58.3%); Southwest (8.1%); and Not in the United States (66.7%). The time allocated in the Northwest shows an inverse relationship to the other United States regions. It is clear from the data provided that the course is being shortened to two hours annually in the Northwest with great frequency.

The amount of time allocated for ethics training at the line level showed less variance depending on the size of the agency (Table 4). In all sized agencies, eight hours was the most frequent allocation, followed by four and then two hours. In agencies with more than 150 sworn personnel, it was slightly less common to allocate eight hours of training. The percentages in Table 4 do not add up to 100% due to the fact that there were other time allocations (3, 6, 12, etc.) that were reported with less frequency.

Table 4

Time Allocated (by percent)	Region						Size			
	NE	SE	MW	NW	SW	Out	< 25	26-75	76-150	>150
Annual hours										
8	42.1	33.3	40.6	8.3	51.4	0.0	44.4	54.5	38.1	33.9
4	36.8	25.0	28.1	16.7	21.6	0.0	33.3	31.8	19.0	23.7
2	5.3	0.0	9.4	58.3	8.1	66.7	11.1	9.1	14.3	16.9
Number of responses	19	12	32	12	37	3	9	22	21	59

Out = Not in the United States

Noticeable Effects of the Ethics Training

Eighty-three of the respondents who had conducted the training reported that there had been a noticeable effect in their agencies following the training. This response was compared to several other survey responses to attempt to determine if there was a

relationship between these variables. It should be noted again here that of the 57 respondents that reported no noticeable effect, the majority (71.2%) reported that it was too soon to tell, there was no evidence to support a conclusion, or that there had been a good ethical climate prior to the training.

The number of hours allocated for ethics training showed a surprising pattern in comparison to the noticeable effect within the agency. In agencies allocating eight hours of training, 43.3% reported that there was a positive effect (No: 38.6%). In 53.3% of the agencies providing four hours of training the trainers reported a noticeable effect (No: 35.7%) and 73.3% of the respondents reporting that two hours had been allocated perceived a noticeable effect (No: 6.7%). This is the opposite of what one might expect if a “more is better” approach is assumed.

There was some difference in the perceived noticeable effect of the ethics training based on the size of the agency, although there is no clear pattern. In the smallest agencies, the effects were the most noticeable (61.5%). In agencies with 26 to 75 sworn personnel, 44.0% reported that there was a noticeable effect. Trainers in agencies with 76-150 officers reported a noticeable effect in 56.3% of the responses. In the largest agencies (more than 150) 50.6% reported a noticeable effect from the training.

The participation or support of various individuals and groups was also compared to the perception of a noticeable effect in the agency following the training. This data shows the importance of the participation and support of these entities to the perception of a noticeable effect in the agency. Table 5 shows a comparison of the noticeable effect in the agency following the training with the perceived level of support by the given entity. For example, in cases in which the head of the agency was perceived to support

the training at the highest level (9), 66.2% of the respondents reported a noticeable effect in the agency following the training. The “unknown” responses have been omitted from the data table.

Table 5

Level of Support	9	7	5	3	1
Head of Agency (# of responses)	71	45	15	11	5
Noticeable effect	66.2%	48.9%	20.0%	27.3%	20.0%
No noticeable effect	21.1%	42.2%	53.3%	63.6%	80.0%
Management (# of responses)	48	56	25	14	1
Noticeable effect	60.4%	64.3%	28.0%	28.6%	0.0%
No noticeable effect	29.2%	23.2%	52.0%	57.1%	100.0%
Supervisors (# of responses)	20	82	42	9	1
Noticeable effect	60.0%	52.4%	54.8%	11.1%	0.0%
No noticeable effect	30.0%	36.6%	33.3%	55.6%	100.0%
Academy Director (# of responses)	70	41	9	4	1
Noticeable effect	58.6%	53.7%	44.4%	50.0%	0.0%
No noticeable effect	27.1%	34.1%	44.4%	50.0%	100.0%
Elected Officials (# of responses)	23	21	14	9	3
Noticeable effect	69.9%	57.1%	42.9%	44.4%	0.0%
No noticeable effect	13.0%	23.8%	57.1%	22.2%	100.0%
News Media (# of responses)	15	15	19	8	6
Noticeable effect	73.3%	60.0%	73.7%	37.5%	16.7%
No noticeable effect	0.0%	26.7%	26.3%	62.5%	50.0%
Union/FOP (# of responses)	10	31	20	16	8
Noticeable effect	70.0%	71.0%	70.0%	31.3%	12.5%
No noticeable effect	20.0%	12.9%	25.0%	62.5%	50.0%

Pervasive Ethical Issues by Region

While it must be reiterated that one should exercise care in drawing firm conclusions from this limited data, there were some variances between region and size of the agency and the pervasive ethical issues that the respondents’ agencies faced in the past five years (See Tables 6 and 7 for complete data). The purpose of this section is not to make broad assumptions about the ethical issues faced by different geographic regions

and agencies of different sizes, but to attempt to fairly capture the survey responses in a usable form for the Center.

When compared by region, the pervasive ethical issue responses showed some similarities and differences. For example, while racial/ethnic tension or bias was the most common response in the Northeast, it was the least common response in the Southeast. Work ethic was listed as a pervasive problem in the Midwest, while in the Northeast it was not. The misuse of overtime, sick time, equipment, etc. was more common in the responses from outside the United States. The most common responses are discussed in this section in descending order of prevalence. The strength of these responses is enhanced by the open-ended format of the questions. The respondents were not required to limit their responses to an established list of issues. For a complete comparison of these issues, see Table 6.

- **Northeast:** There were 35 responses to this question from the Northeast region. Seven respondents (20.0%) reported that their agencies had faced “Racial/ethnic tension or bias,” and four (11.4%) reported “Truthfulness/honesty” issues as pervasive.
- **Southeast:** Twenty-six responses came from trainers in the Southeast. “Sexual harassment/misconduct,” “Use of Force,” and “Misuse of overtime, sick time, equipment, etc.” each received four (15.4%) responses.
- **Midwest:** Sixty-six responses to this question were from the Midwest. Eight (12.1%) reported that “Work ethic” was a pervasive issue. “Truthfulness/honesty,” “Sexual harassment/misconduct,” and “Criminal conduct by employees” each received seven (10.6%) responses to this question.
- **Northwest:** There were thirty responses to this question from trainers in the Northwest. Six (20.0%) reported “Truthfulness/honesty” as a pervasive ethical issue their agency has faced. The next four most common issues each received only three (10.0%) responses (See Table 6).
- **Southwest:** Seventy-three responses to this question were from trainers in the Southwest. Thirteen (17.8%) reported “Truthfulness/honesty” issues, eleven (15.1%)

reported “Sexual harassment/misconduct,” and eight (11.0%) reported “Off duty conduct” as a pervasive issue.

- **Not in the United States:** There were ten responses to this question from trainers outside the United States. Three of these trainers (30.0%) reported the “misuse of overtime, sick time, equipment, etc.” as a pervasive ethical issue their agency has faced. Several other issues received only one response.

Table 6

Pervasive Ethical Issue	Region					
	NE	SE	MW	NW	SW	Out
Truthfulness/honesty	11.4%	11.5%	10.6%	20.0%	17.8%	10.0%
Acceptance of gratuities	2.9%	3.8%	4.5%	3.3%	5.5%	10.0%
Off duty conduct (including DUI, DV)	8.6%	0.0%	6.1%	10.0%	11.0%	0.0%
Sexual harassment/misconduct	8.6%	15.4%	10.6%	3.3%	15.1%	0.0%
Leadership/supervision ethics	8.6%	3.8%	4.5%	6.7%	6.8%	0.0%
Use of force	8.6%	15.4%	6.1%	6.7%	8.2%	0.0%
Racial/ethnic tension or bias	20.0%	3.8%	3.0%	10.0%	1.4%	10.0%
Substance abuse	0.0%	0.0%	4.5%	0.0%	2.7%	0.0%
Discourtesy/ unprofessional treatment of citizens	8.6%	7.7%	3.0%	3.3%	1.4%	0.0%
Ends justify the means	0.0%	0.0%	7.6%	0.0%	1.4%	10.0%
Criminal conduct by employees	8.6%	7.7%	10.6%	0.0%	9.6%	10.0%
Misuse of overtime, sick time, equipment, etc.	2.9%	15.4%	6.1%	10.0%	5.5%	30.0%
Favoritism/political influence	0.0%	11.5%	1.5%	3.3%	4.1%	10.0%
Work ethic	8.6%	0.0%	12.1%	10.0%	1.4%	10.0%
Other (non-categorized)	8.6%	3.8%	9.1%	13.3%	8.2%	10.0%
Total number of responses	35	26	66	30	73	10

Out =Not in the United States

Pervasive Ethical Issues by Size of Agency

The difference in the size of the agency also showed some variance in the pervasive ethical issues that the agencies have faced in the past five years. The only issue that was reported at or near the top of the list by each size category was “Truthfulness/honesty.” Leadership/supervision ethics was reported to be more common in smaller agencies. The prevalence of sexual harassment/misconduct was higher in agencies with over 25 sworn personnel. The most common issues are discussed here in descending order of prevalence with the remainder of the data presented in Table 7.

- **Agency size less than 25:** Of the sixteen responses from trainers in the smallest departments, three (18.8%) indicated that “Leadership/supervision” issues were pervasive. Three (18.8%) also reported “Criminal conduct by employees,” and two (12.5%) responded that “Truthfulness/honesty” was a pervasive ethical issue.
- **Agency size 26-75:** There were thirty-seven responses to this question from trainers in agencies between 26 and 75 sworn officers. Five (13.5%) reported “Sexual harassment/misconduct,” four (10.8%) reported “Truthfulness/honesty,” “Off duty conduct,” and “Work ethic” as pervasive ethical issues.
- **Agency size 76-150:** Of the forty-two responses from this size agency, nine (21.4%) reported “Truthfulness/honesty,” five (11.9%) reported “Sexual harassment/misconduct,” and (9.5%) reported “Acceptance of gratuities.”
- **Agency size more than 150:** There were 137 responses to this question from trainers in agencies with more than 150 sworn personnel. Nineteen (13.9%) reported “Truthfulness/honesty” issues, and fourteen (10.2%) reported “Sexual harassment/misconduct.” “Use of force” and “Criminal conduct by employees” were each reported by twelve (8.8%) of the respondents.

Table 7

Pervasive Ethical Issues	Size of Agency			
	< 25	26-75	76-150	> 150
Truthfulness/honesty	12.5%	10.8%	21.4%	13.9%
Acceptance of gratuities	6.3%	2.7%	9.5%	3.6%
Off duty conduct (including DUI, DV)	12.5%	10.8%	7.1%	6.6%
Sexual harassment/misconduct	6.3%	13.5%	11.9%	10.2%
Leadership/supervision ethics	18.8%	2.7%	7.1%	5.8%
Use of force	0.0%	5.4%	7.1%	8.8%
Racial/ethnic tension or bias	0.0%	5.4%	7.1%	5.8%
Substance abuse	6.3%	2.7%	0.0%	2.2%
Discourtesy/ unprofessional treatment of citizens	6.3%	2.7%	0.0%	5.1%
Ends justify the means	0.0%	2.7%	0.0%	3.6%
Criminal conduct by employees	18.8%	8.1%	4.8%	8.8%
Misuse of overtime, sick time, equipment, etc.	6.3%	5.4%	7.1%	8.0%
Favoritism/political influence	0.0%	5.4%	2.4%	3.6%
Work ethic	6.3%	10.8%	4.8%	4.4%
Other (non-categorized)	0.0%	10.8%	9.5%	9.5%
Total number of responses	16	37	42	137

Conclusions

As stated in the introduction to this report, the Center for Law Enforcement Ethics conducted this survey to determine how the Ethics Course was being received in the field and if there is any measurable success after agencies completed the training. They also wanted to obtain feedback about how the Center could better support the trainers and their programs. The survey served these purposes well and gathered some interesting supporting information as well.

The first issue confronted in receiving the responses to the survey was that there were only 186 surveys returned of the 1140 that were sent out. This seems like a low response rate from a targeted group like this. One would hope that there would be enough interest and support from the trainers who had completed the program to respond to the survey. Associate Director Dan Carlson noted that a large number of the surveys had been sent to people who had graduated from the Ethics Train-the-Trainer Program in the early years of the training (1994-1995). The majority of the responses came from graduates from the years 1997-1999. One might assume that some of the trainers who attended the course five years ago have moved on to other positions in their departments and may not be currently involved in conducting the training. Some may have left their departments by the time of the survey. Others may have simply not taken the time to complete the survey. Since 89% of the returned surveys reported that the respondent had conducted the training, it is also possible that many of the recipients who did not respond have not conducted the training program. Since there was no information identifying the respondent or agency, it is difficult to make firm conclusions about the response rate.

Of the surveys received, there was a broad representation of trainers from across the United States and eight from outside the U.S. It is encouraging that the respondents had trained in excess of 54,000 law enforcement professionals across the country. This represents a great deal of experience in providing the training. One can assume that these trainers also have their fingers on the pulse of the ethical issues in their agencies and regions. Based on this, we can draw more firm conclusions about the responses relating directly to the training program, while broader conclusions about the state of police ethics across the country should only be viewed as representative of the agencies that were surveyed.

Management Support for Ethics Training

One of the clear conclusions that can be drawn from these surveys is the importance of management support for the ethics training in order for it to be successful. There were several questions that allowed for analysis of this issue. A very clear correlation emerged between the level of participation and support by the head of the agency, upper management and supervisors and the perception of a positive noticeable effect in the department (See table 5). If these entities supported the training at the highest levels, the training was more likely to be received positively and show a noticeable effect. It appears that the level of participation and support for the training is reportedly high in the survey responses, as the Head of Agency support averaged 7.21 on the 1,3,5,7,9 scale. The participation and support of the head of the agency was reported to be slightly less in the Northeast region and in agencies with over 150 sworn personnel.

Many of the respondents (70.4%) reported that the reason their agencies had provided the training was a proactive means of preventing problems. It seems likely that for an agency to invest in this type of training there would have to be an understanding and appreciation of the importance of the topic. Merely initiating this training in times of limited training funds and competing needs is a proactive step by an insightful administration. Unfortunately, agencies that truly need this type of training the most are probably under-represented in the program. Only ten respondents reported that the training was provided in response to a specific issue, scandal or lawsuit.

It appears from the survey data that the training has been provided uniformly at all levels of the departments. Many of the respondents indicated that their entire agency had received the training. The average number of hours provided is very similar at all levels of the department. As stated earlier, for a program like this to succeed, support and participation from all levels of the agency is essential. The need for support from management is also demonstrated by the fact that 70% of the respondents who had not conducted the training noted that there was a lack of management support or that there were other departmental priorities.

One of the most encouraging messages from this survey is that 94.8% of the respondents who had conducted the training replied that the training had been received in a positive manner in their agencies. Only two respondents stated that the training had been received purely negatively. Both wrote candidly about the lack of support by upper management and the perceived ethical problems at that level as the reasons the training was not received well. Of the seven trainers that reported both a positive and negative reception, the most common reason given was a lack of management support. The bottom

line appears to be that if the goal of police managers is to increase ethical behavior through the provision of this training, s/he must participate and support the training for it to have higher success.

How do We Measure Success?

Eighty-three of the respondents reported a noticeable effect in their agencies following the training. The majority used subjective examples such as a positive discussion or increased awareness of ethical issues in the workplace as evidence to support their conclusions. Since the majority of respondents stated that the training was provided as a means to prevent problems, it can be assumed that these agencies had a relatively positive ethical environment prior to the training. A large number (30.3%) of the trainers that reported no noticeable effect indicated that there was already a good ethical climate prior to the training.

While this is a positive reflection on the ethical climate in the agencies represented, it makes it difficult to measure the actual effectiveness of the training. Nineteen respondents stated more tangible measures—eleven reported a decrease in complaints against officers following the training, while eight reported an increase in internal reporting of misconduct. In order to measure more objectively the effectiveness of the program, an in-depth study of departmental records about the type of complaints received and their origins would need to be completed before and after the training. None of the respondents reported evidence of a decreased level of ethical behavior following the training.

Another strong indicator of the success of the program is the perception that the attitudes toward the training improved significantly after the training had been conducted. The data is clear that the attitudes of participants at all levels of the agencies improved from the lower levels to the higher levels of the 1, 3, 5, 7, 9 scale. While law enforcement personnel may be initially apprehensive about this type of training, the survey results indicate that the method and content of the training may have allayed some of these feelings. This is not a training area in which proficiency can be demonstrated or tested at the completion of the training. To make positive changes in the police culture, it is necessary that the participants accept the training process and content.

Pervasive Ethical Issues and the Need for Ethics Training

While there were some differences in the ethical issues faced by agencies of different sizes and regions, problems with truthfulness/honesty were prevalent in all areas. The fact that this was the most common issue that the respondents' agencies had faced in the past five years is a clear indication of the need for this type of training program. While sexual harassment/misconduct, criminal conduct by employees and off duty conduct including DUI and domestic violence were the next most common responses, these issues are closely governed by policy and statute. Certainly problems with dishonesty prevent the disclosure of these and other types of misbehavior. The Ethics Course curriculum includes considerable discussion of the qualities necessary for ethical behavior such as the Six Pillars of Character (See Appendix A).

In offering an opinion about the most critical issues facing law enforcement today, the trainers most commonly listed the challenges of improving the public

perceptions of law enforcement, especially in the areas of accountability and trust. While external control methods such as policy and statute play a role in these issues, they have not been sufficient to solve the ethical problems in policing. Certainly the ethical problems that have made recent headlines were not the result of a lack of rules and regulations. The Ethics Center was intended to start where written rules and regulations have fallen short by providing officers with an educational experience that enhances ethical consciousness and the tools to make ethical decisions.¹² Given the perceptions of the trainers of the ethical challenges in policing, the Ethics Center can, and apparently does, play an important role in improving ethical police behavior.

¹² Gary W. Sykes, "Why Police Ethics?" *The Ethics Roll Call*, Vol. 1, No. 1 (October 1993): 4.

Recommendations for the Center

The responses to the Ethics Training Questionnaire were extremely supportive of the work of the Center for Law Enforcement Ethics. The most common responses praised the work of the Center, including the publication and distribution of “The Ethics Roll Call.” Clearly the participants in the field are receiving the program in a positive manner. It is evident from the survey responses that the method of training, the interesting nature of the topic, the class interaction and the program content were important factors in this positive reception. If anything, the trainers in their home agencies would like to see more of the same type of programming. Based on the most common responses to questions 17 and 18, which are grouped in this section, the closing recommendations are offered:

Advanced and refresher Train-the-Trainer courses are desired. Some of the respondents stated that they had not conducted the training for a period of time and feel their skills have diminished. Others stated that they had conducted the initial training and were in need of new ideas for ongoing departmental training or were merely interested in learning more about the topic at an advanced level.

Training Support in the form of updated training materials, an available library, clearinghouse or reference list of videos and publications are sought by a significant number of trainers. Many respondents suggested that materials including “The Ethics Roll Call” and new training ideas be sent out electronically by a list serve system. Some of the respondents suggested electronic chat lines and bulletin boards with which trainers can communicate across the country. The fact that recently a four-hour in-service training program was developed by the Center and made available to the trainers, yet was listed as a suggestion by several respondents, may demonstrate the need for more communication channels to get these types of messages to the trainers in the field. Other suggestions included roll call length (10-15 minute) videos on ethical issues and posters to hang in the shift rooms.

Increasing management support was also identified by a significant number of respondents as a role in which the Center could play a larger part. As stated in the conclusions section, management support for the training is essential to its success. The Center should develop strategies to educate senior managers of the importance of their participation and support in the training programs.

Increased financial support for departments with small training budgets was listed by several respondents. Scholarships for attending courses and reduced or eliminated costs of the note taking guides and videos were some of the suggestions.

Continued leadership on ethical issues in policing, including speaking out on these issues, was suggested by several respondents. Some suggested lobbying at the national level for mandatory ethics training and attention for the Center. Suggestions for obtaining national funding for the work of the Center and partnerships with national organizations were also somewhat common.

Improving police academy ethics training was listed on a few of the surveys. One response stated that the fact that the ethics training curriculum was not certified in the respondent's home state (CA) had prevented providing the training in that area.

Providing training, support and activities in more geographic areas was mentioned by several respondents. More centralized locations for courses and programs may encourage more departments to send personnel.

It is clear from the responses that there is a strong demand for the work of the Center for Law Enforcement Ethics. From this author's limited experience with the Center, it is apparent that the current staffing level and resources of the Center are insufficient to greatly expand their programs and services as requested by the trainers. As is often the case, many trainers would like to see more services provided at a reduction in cost. The question is how to provide an expansion of services on the limited budget of the Center? In order to continue to expand the training programs and materials, it would be necessary to increase the funding base of the center. An effort to obtain additional government or private grant money for expanding these programs should be explored. With the topic of police ethics so much in the public interest, there may be a window of opportunity to obtain funding to hire more instructors and administrative staff to expand the program.

One of the rather unique qualities of the Center is that it is a non-profit organization supported by grant funding. Many of the responses to the Ethics Training

Questionnaire reflected expectations of the Center similar to those held by product consumers. While many types of law enforcement training are provided by private businesses or federal and state agencies with sizeable training budgets, this is not the case with the Center. The relationship between the Center and the trainers in the field needs to be developed into a partnership in which each trainer feels a sense of ownership in the programs of the center. After the initial training, trainers should have the tools and insight to continue to develop their training programs with minimal support from the Center. While the Center can act as a catalyst and information clearinghouse, it should not have the sole responsibility of keeping the trainers continually prepared to provide the training.

As discussed in the Winter 2000 edition of “The Ethics Roll Call,” there are already projects underway to address some of the suggestions received in the survey and move in the direction of more participation and assistance from trainers in the field. The Center has created an Ethics Advisory Council to assist in charting their future. This board will evaluate programs and services and provide guidance to the staff at the Center. Regional Ethics Guilds are also being created to better support ethics trainers in their home areas. These guilds will gather periodically for informal, voluntary, peer-to-peer learning. “Guild Captains” would be responsible for focusing the conversation of the guild and keeping it going with the support of the Center.¹³

The Center has developed an in-service training program to be used in annual training programs following the basic eight-hour course. There is an effort underway to improve the web site to allow for more opportunities to communicate with interested persons. In the current information age, the ability to communicate with one’s stakeholders is essential. A huge amount of information can be exchanged using the

World Wide Web. The system required for electronic distribution of the “Ethics Roll Call” and other information may be costly, but the savings in publishing and mailing costs may eventually pay for the system. This should be a priority for the Center.

The Center obviously fills a much-needed role in improving ethical policing in this country and others. It has reached the point of having to re-evaluate the method in which it provides its training programs and support services. By increasing the participation of interested professionals and finding creative ways to fund its work, it can continue to provide excellent, necessary training in the field of police ethics. As one respondent noted, “You need to realize that you are a beacon to the community.” Sometimes the toughest jobs are the ones most worth doing.

¹³Dan Carlson, “Ethics Survey Underway.” *The Ethics Roll Call*, Vol. 7, No. 1 (Winter 2000): 7.

The “Ethics Course” Curriculum Outline:¹

- I. Introduction of the course, instructor and students
- II. Philosophy of the Southwestern Law Enforcement Institute
 - A. Not here to “preach” at you- Rather, will provide tools for:
 - 1. Identifying potential ethical dilemmas
 - 2. Analyzing situation in which you find yourself
 - 3. Making ethical decisions
 - B. Will NOT attempt to “change your mind”
 - 1. Dealing with “Affective” domain
 - 2. Adults change very slowly
 - 3. Will sensitize you to the issues
 - 4. Attempt to “open some doors” –provide alternative ways of looking at issues
- III. Why is this Course Important to Me?
 - A. Career Survival – Litigation
 - B. Media Coverage
 - C. Community View of the Agency
 - D. In-house Dissention
 - E. Personal Stress
 - F. It’s the “Right Thing to DO!”
- IV. What is the State of Society Today?
 - A. Examples for Generating Discussion
 - B. Survey results from *The Day America Told the Truth*
 - C. Lying or Misstatement of Fact (examples)
 - D. Problems in the Law Enforcement Arena
 - E. Why Do Police Officers Sometimes Act Unethically
 - F. Are Police Held to Higher Standards? Should They Be?
- V. Defining Ethics
 - A. Formal/Working Definition of Ethics (group activity)
 - B. Ethics is NOT a written code or credo. It is about what we do.
- VI. The Six Pillars of Character (from The Josephson Institute on Ethics):
 - 1. Trustworthiness
 - 2. Respect
 - 3. Responsibility
 - 4. Justice and Fairness
 - 5. Caring
 - 6. Civic Virtue and Citizenship

¹ Southwestern Law Enforcement Institute, Ethics Train-the-Trainer Lesson Plan, 1993.

- VII. Standards/Principles of Ethical Policing (from *Power and Restraint*)²
1. Fair Access
 2. Public Trust
 3. Safety and Security
 4. Teamwork
 5. Objectivity
- VIII. Identifying and Making Choices
- A. Against the backdrop of the “6 Pillars of Character” and the “5 Principles of Ethical Policing,” there are means by which we can identify and select choices:
 - B. “Think... then A.C.T. (adapted from *The Responsible Administrator*)³
 1. Identifying Alternatives
 2. Project the Consequences
 3. Tell your Story (Consider your defense)
 - C. An Additional Dynamic that must be considered in the making of ethical decisions... Stakeholders.
- IX. Common Methods of Ethical Decision-making
- A. The “Ethics Check Questions” (from *The Power of Ethical Management*)⁴
 1. Is it Legal?
 2. Is it Balanced?
 3. How will I feel about myself?
 - C. The “Ethical Choice Strategies” (from The Josephson Institute)
 1. The Bell
 2. The Book
 3. The Candle
- **Group exercises are then conducted in which participants employ the tools provided above to examine scenarios depicting various ethical dilemmas
- X. Analyzing Reactions or Responses to Ethical Situations – How do we go about explaining or rationalizing our behavior?
- A. Common Statements Neutralizing Ethical Conflict
 1. Denial of Responsibility
 2. Denial of Injury
 3. Denial of the Victim
 4. Condemnation of Condemners
 5. Appeal to Higher Loyalties

² Howard S. Cohen and Michael Feldberg, *Power and Restraint: The Moral Dimension of Police Work* (Westport: Praeger, 1991).

³ Terry L. Cooper, *The Responsible Administrator: An Approach to Ethics for the Administrative Role* (San Francisco: Jossey-Bass, 1990).

⁴ Kenneth Blanchard and Norman Vincent Peale, *The Power of Ethical Management* (New York: W. Morrow, 1988).

- XI. Creating a Healthy Ethical Climate in an Agency (group activity)
 - A. An Opportunity to Take Possession of the Material Discussed in class
 - 1. What would it take to create a healthy ethical climate around here?
 - 2. A challenge to get involved; it is easy to complain because “things never change” or “there is nothing I can do.”
 - 3. Tell us (and perhaps your agency) specifically what you can/will do to make a difference.

- XII. Deciding How I (or my agency) Will Behave
 - A. The 5 Ps of Ethical Power (from *The Power of Ethical Management*)
 - Purpose
 - Pride
 - Patience
 - Persistence
 - Perspective
 - C. The “Boiling Frog Syndrome” example to show the need for perspective

- XIII. A course summary re-emphasizing the importance of the issue of ethics

Southwestern Law Enforcement Institute

Center for Law Enforcement Ethics

Ethics Training Questionnaire

Thank you for taking the time to complete this questionnaire. As a graduate of the Ethics Train-the-Trainer program, you are on the "front lines" of ethics training across the law enforcement profession. Consequently, your views and experiences will be extremely useful as we undertake to measure the impact and effectiveness of ethics training. In addition, your input will help us plan future programs and services at the Center for Law Enforcement Ethics. Needless to say, your utmost candor is essential.

This survey is funded by the Research Fellows at the Southwestern Legal Foundation, and is being sent to more than 1,000 graduates of the Ethics Train-the-Trainer course. After collection and analysis, the results will be published.

CONFIDENTIALITY: Please do not put your name or identity of your department on this form. Confidentiality will be protected, and no attempts will be made to link any response to particular individuals or organizations.

DEMOGRAPHICS: Place an "X" by the letter of the appropriate option:

A. What year did you attend the Ethics Train-the-Trainer course?

- 1994
- 1995
- 1996
- 1997
- 1998
- 1999

C. In which region of the United States is your agency located?

- Northeast
- Southeast
- Midwest
- Northwest
- Southwest
- Not in the United States

B. What is the size of your agency?

- Less than 25 sworn officers
- 26-75 sworn officers
- 76-150 sworn officers
- Over 150 sworn officers

1. Have you had occasion to teach any of the Law Enforcement Ethics courses within your agency or academy?

Yes ____ No ____ (if "No," go to question 6).

2. If "Yes," which of the following comes closest to describing the reason why ethics training is provided in your agency or agencies?

(Place an "X" by your choice)

- _____ Required by state/licensing board
- _____ Proactive means of preventing problems
- _____ Seemed like a "trendy" issue/politically correct
- _____ Response to a specific issue/scandal/lawsuit
- _____ Other (please specify)

3. If "Yes," approximately how many students have attended your course(s): _____

4. If "Yes," what has been the approximate distribution of personnel in your classes:

- _____ % Patrol (line) personnel
- _____ % Line supervisors
- _____ % Upper management
- _____ % Civilian/non-sworn
- _____ % Other (please specify)

5. If "Yes," how much time has been allocated (per year) to ethics training for the following groups?

- Patrol (line) personnel _____ hours
- Line supervisors _____ hours
- Upper management _____ hours
- Civilian/non-sworn _____ hours
- Other _____ hours

6. If "No," why not? _____

7. For ethics training programs you have personally taught or facilitated, what has been the overall reception by class participants? (Place an "X" by your choice)

_____ Positive
 _____ Negative

8. If "positive," why do you think this has been the case?

9. If "negative," why do you think this has been the case?

10. If you have conducted ethics training programs within your agency or academy, has that training had any noticeable effect in the department(s)? (Place an "X" by your choice)

_____ Yes
 _____ No

11. If "yes," what specific examples can you cite as evidence of that effect?

12. If "no," why do you think there has been no noticeable effect?

13. How would you rate the "pre- training" and "post- training" attitudes about ethics training programs of various groups within your agency or agencies? (Circle your choices)

	<i>High</i>		<i>Low</i>		
Patrol level (pre- training)	9	7	5	3	1
Patrol level (post- training)	9	7	5	3	1
Line supervisor (pre-training)	9	7	5	3	1
Line supervisor (post-training)	9	7	5	3	1
Upper management (pre-training)	9	7	5	3	1
Upper management (post-training)	9	7	5	3	1
Civilian/non-sworn (pre-training)	9	7	5	3	1
Civilian/non-sworn (post-training)	9	7	5	3	1
Other (pre-training)	9	7	5	3	1
Other (post-training)	9	7	5	3	1

14. How would you rate the participation or support of the following entities or individuals in the ethics training within your agency or agencies? (Circle your choice, if not applicable, check N/A)

	<i>High</i>		<i>Low</i>		<i>N/A</i>
Chief/Sheriff/Head of Agency	9	7	5	3	1 <input type="checkbox"/>
Upper management	9	7	5	3	1 <input type="checkbox"/>
Line supervision	9	7	5	3	1 <input type="checkbox"/>
Training Academy/Director	9	7	5	3	1 <input type="checkbox"/>
Elected officials	9	7	5	3	1 <input type="checkbox"/>
News media	9	7	5	3	1 <input type="checkbox"/>
Union/F.O.P.	9	7	5	3	1 <input type="checkbox"/>

15. What pervasive ethical issues has your agency faced in the past five years?

16. In your opinion, what are the most critical ethical issues facing law enforcement today?

17. In what way(s) can the Center for Law Enforcement Ethics provide better support for you?

18. Do you have any other suggestions for us?

Please mail completed questionnaires to:
Southwestern Law Enforcement Institute
P. O. Box 830707
Richardson, TX 75083-0707

1. Have you had occasion to teach any of the Law Enforcement Ethics courses within your agency or academy?		
Response	Total	Percent
Yes	166	89.25%
No	20	10.75%
Number of Responses	186	100.00%

2. If "yes," which of the following comes closest to describing the reason why ethics training is provided in your agency or agencies?		
Reason	Total	Percent
Proactive means of preventing problems	140	70.4%
Other (please specify)	20	10.1%
Required by state/licensing board	18	9.0%
Seemed like a "trendy" issue/politically correct	11	5.5%
Response to a specific issue/scandal/lawsuit	10	5.0%
Number of Responses	199	100.0%

Note: 166 trainers responded to this question.

ID 2. Other Responses

- 3 Chief of Police requested it.
- 8 Discussing topics & practices that are seldom revisited after the academy.
- 27 Mandatory for all recruits in year 2000 and beyond.
- 28 Required by agency.
- 33 Excellent local option topic.
- 34 This has long been a value of our agency. Now we have the means to reinforce the value.
- 52 Academy
- 56 FTO Training
- 65 Supervisor training 4 hours
- 66 Management training series for officers in Minnesota
- 77 Recruits
- 85 Oregon Public Safety Academy.
- 88 Invaluable information for career survival.
- 107 Criminal justice students and police cadets.
- 114 Self-initiation of instructor
- 115 Recruits
- 120 Leadership concerns
- 130 Orientation curriculum
- 137 Advanced training
- 143 Federal law enforcement officer training
- 151 I enjoyed the ethics training and wanted to pass it on.
- 173 In service training

3. If "Yes," approximately how many students have attended your courses?	
Students	54089
Responses	163
Average	332

4. If "Yes," what has been the approximate distribution of personnel in your classes?					
	Patrol (line) personnel	Line supervisors	Upper management	Civilian/non-sworn	Other
Number of Responses	138	114	69	54	34
Distribution Average	71.1	19.3	9.4	15.6	52.5

ID 4. Other responses

- 2 75% Academy / 25% L.E. Explorers
- 4 Have taught entire department
- 13 Academy recruits
- 15 Cadets
- 25 Recruits
- 27 Recruits
- 30 Detention
- 38 100% of sworn personnel have received the training.
- 46 City attorney and risk manager
- 50 Cadets
- 55 Detectives/investigators
- 57 (Unreliable data. Check marks in place of percentages)
- 58 Narcotics Officers
- 59 Detectives, traffic, admin personnel
- 60 New agent trainees
- 67 100% sworn, 15%civilian/non-sworn
- 68 All personnel in PD
- 69 All corrections staff and corrections recruits
- 70 Corrections officers
- 74 Recruits
- 75 Entire department has received training.
- 83 (Unreliable data: 60,100,5,50)
- 87 Investigators
- 88 Fire Marshals
- 93 Jail
- 95 Investigators
- 99 Investigators and admin personnel
- 102 (Unreliable data: 99,100,99,10,100)
- 104 Line supervisors only
- 107 Police recruits and criminal justice students
- 108 Total attending is 100% of each rank category.
- 109 100% of personnel have attended.
- 110 FTOs
- 111 Every commissioned personnel, regardless of rank

ID **4. Other responses (Cont....)**

113 Recruits
115 Recruits
124 FTO
129 Reserve officers and citizen's academy
133 Detectives, dispatchers & jail personnel
147 City Ombudsman
149 All sworn dept. personnel line, staff, supervisors, investigators, managers
153 Corrections officers
154 Cadets
155 All sworn officers of all ranks
159 Cadets
162 Sgts. and Admin. Only
170 Janitor and chaplain. Unreliable data (50,20,5,8).
177 100% was entered in every category
180 Pre-service academy
183 Police recruits/probationary officers
185 (Unreliable data: 100,75,75,100)

5. How much time has been allocated (per year) to ethics training for the following groups?

Patrol (line) personnel hours		
Hours	Responses	Percent
8	45	38.8%
4	29	25.0%
2	16	13.8%
3	10	8.6%
6	6	5.2%
16	4	3.4%
1	2	1.7%
12	2	1.7%
2.5	1	0.9%
7	1	0.9%
Total		116 100.0%
Average		5.8

Supervisor hours		
Hours	Responses	Percent
8	42	39.3%
4	30	28.0%
2	12	11.2%
3	10	9.3%
6	4	3.7%
16	3	2.8%
1	2	1.9%
12	2	1.9%
0.5	1	0.9%
2.5	1	0.9%
Total		107 100.0%
Average		5.7

Upper Management hours		
Hours	Responses	Percent
8	28	42.4%
4	14	21.2%
2	8	12.1%
3	6	9.1%
6	4	6.1%
1	2	3.0%
16	2	3.0%
2.5	1	1.5%
12	1	1.5%
Total		66 100.0%
Average		5.9

Civilian/non-sworn hours		
Hours	Responses	Percent
8	21	42.0%
4	18	36.0%
2	3	6.0%
6	3	6.0%
16	2	4.0%
1	1	2.0%
2.5	1	2.0%
3	1	2.0%
Total		50 100.0%
Average		6.1

Other hours		
Hours	Responses	Percent
8	9	31.0%
4	7	24.1%
6	4	13.8%
16	3	10.3%
10	2	6.9%
0	1	3.4%
2.5	1	3.4%
3	1	3.4%
9	1	3.4%
Total		29 100.0%
Average		8

ID	5. Comments
2	Per Academy Class
4	16 hours for FTO's
6	(Unreliable data: 24 hours per year for patrol?)
8	Department has 4 "in-service" training sessions per year. Have not found the room to fit in because of state required programs for training.
9	None since the first time
13	One 8-hour session in 1996 for patrol personnel, line supervisors and upper management, none since. 4-8 hours for academy recruits.
17	Only give ethics training to recruits and new Sgts.
21	Line staff will be scheduled this FY.
25	Recruits get 8 hours
28	200 total hours per year is allocated to ethics training.
33	Only done in academy programs.
36	Not on regular basis; taught others outside agency.
39	Cadets
45	Though I had to cut down the course materials, the impact is still there. Had good interaction/participation.
54	(Unreliable data: 80,80,10,10?)
62	Not offered annually
66	14 hour voluntary course
69	Enforcement receiving training this year. Corrections being taught.
71	Time not specifically allocated.
77	Incorporated into all training. Insufficient resources prevent further training.
78	Recruits receive 10 hours.
81	Not currently running a steady program. Not a priority with management.
83	I do not know why there isn't more training in this area. I do know that it is a command decision as to what training my agency receives.
88	Recruits
91	(Unreliable data: 24 hours per year for supervisors and managers?)
92	Initial training. Nothing further.
94	Upper management doesn't participate in training.
105	(Unreliable data: 32 hours per year for patrol?)
106	(Unreliable data: 80 hours per year for patrol?)
108	12 hours over 2 years, FTOs get 8 hours additional.
112	Ethics training is combined with other training and departmental meetings.
123	Basic L.E. Academy
124	None allocated - it is an optional in-service training course.
127	Not been taught since 1995. All department members were taught that year and there have been no follow-up classes.
138	We give all new hires the ethics course, but to employees we offer or mandate ethics training every 2-3 years.
152	Allocation is probably a poor term in this context. Ethics seminars - voluntary self-selection - are offered to all sworn staff. Individuals attend as part of their annual 40-hr continuing education requirement.
153	We teach ethics 8 hours 3x per year for our new CO's that work in the jail. And we offer it in our training calendar 3 more times per year for anyone interested in taking the class.
155	One class given to all officers. I believe recruits receive training in academy.
160	(Unreliable data: 30 hours per year for patrol?)
163	Presented one time (8 hour course) after returning to Dept. after graduating
167	Anticipated

ID 5. Comments (Cont...)

- 173 The only ethics training is given to academy recruits.
- 176 (Unreliable data: 60 hours for patrol?)
- 178 No specific amount of time allocated/year basis
- 182 Last ethics training was done 1/98
- 183 4 hours for dept. recruits/12 hrs. state municipal academy
- 184 (8 hours per week?)

6. If "no," why not?		
Response	Total	Percent
Other training priorities	5	25.0%
Lack of management support	5	25.0%
Not yet scheduled	4	20.0%
Ethics not taught as separate topic	2	10.0%
Ethics training from outside source	1	5.0%
Not needed	1	5.0%
Taught by other instructors in department	1	5.0%
Not POST certified course	1	5.0%
Number of Responses	20	100.0%

7. For ethics training programs you have personally taught or facilitated, what has been the overall reception by class participants?		
Response	Total	Percent
Positive	163	94.8%
Negative	2	1.2%
Both responses	7	4.1%
Number of Responses	172	100.0%

8. If "positive," why do you think this has been the case?		
Response	Number	Percent
Information presented in non-judgmental manner	40	18.4%
Current topic of interest (relevant, necessary)	36	16.6%
Class interaction and discussion	31	14.3%
Program content/curriculum	18	8.3%
Realistic examples	16	7.4%
Decision-making tools	14	6.5%
Officers' general desire to be ethical	13	6.0%
Reinforces current values, attitudes and policy	11	5.1%
Thought provoking material/ self-reflection	7	3.2%
Student sense of personal responsibility	5	2.3%
Students were young and open minded	5	2.3%
Necessary for career success	4	1.8%
Relaxed setting	3	1.4%
Other (non-categorized)	14	6.5%
Number of Responses	217	100.0%

ID 8. Other (non-categorized)

- 4 We hand out feedback forms. All have been positive.
- 24 Several officers came forward thanking management for providing the ethics training.
- 27 Public recognition of expected behaviors by police seemed to ease their concerns.
- 76 Delivery
- 80 Written and verbal feedback from the participants
- 87 Proactive
- 114 Integrity of instructor. Teaching style and attitude of instructor.
- 117 Manner in which material presented.
- 125 Good presentation
- 127 The way the class was presented.
- 141 Upper management bought in on training.
- 149 It makes sense.
- 170 Avoid lawsuits.
- 183 The state municipal academy has recruits fill out program evaluations. Rated above average/excellent on 95% of evaluation forms.

9. If "negative," why do you think this has been the case?		
Response	Total	Percent
Lack of management support	4	30.8%
Participants felt the training was not needed	2	15.4%
Implied criticism	2	15.4%
Other	2	15.4%
Closed minded students	1	7.7%
Not realistic	1	7.7%
Didn't care	1	7.7%
Number of Responses	13	100.0%

10. If you have conducted ethics training programs within your agency or academy, has that training had any noticeable effect in the department(s)?		
Response	Total	Percent
Yes	83	50.9%
No	57	35.0%
Unknown	23	14.1%
Number of Responses	163	100.0%

11. If "yes," what specific examples can you cite as evidence to that effect?		
Response	Total	Percent
Positive discussion of ethics in the workplace	20	20.4%
Increased awareness and understanding of ethical issues	17	17.3%
Reduction in allegations of misconduct	11	11.2%
Perception of improved ethical environment	10	10.2%
No evidence to support a conclusion	9	9.2%
Increase in internal reporting of misconduct	8	8.2%
Material was used in an ethical dilemma	7	7.1%
FTOs and supervisors using the material	5	5.1%
Change in attitude	3	3.1%
Incorporated in organizational processes	3	3.1%
Other (non-categorized)	5	5.1%
Number of Responses	98	100.0%

ID 11. Other (non-categorized)

25 Refresher courses are sought.

46 More common goal and direction. Better morale.

113 Hard to tell. The officers who behave appropriately yes.

153 The effect is more on a personal level than Dept. level, however I do think it makes a difference.

172 We haven't lost any people who have taken the course.

12. If "no," why do you think there has been no noticeable effect?		
Response	Total	Percent
Good ethical climate before training	20	30.3%
No evidence to support a conclusion	14	21.2%
Too soon to tell	13	19.7%
Lack of management support	4	6.1%
Strength of negative police culture	4	6.1%
More training needed	4	6.1%
No follow up or reinforcement	3	4.5%
Other (non-categorized)	4	6.1%
Number of Responses	66	100.0%

ID 12. Other (non-categorized)

- 99 I still see isolated incidents, and I do not feel that the overall condition of ethical behavior was in that bad of condition.
- 119 Not taken as seriously as it should be.
- 139 Personal attitudes. Personal agendas.
- 113 The officers with questionable character, no.

13. How would you rate the "pre-training" and "post-training" attitudes about ethics training programs of various groups within your agency or agencies?	
Group	Average
Patrol level (pre-training)	4.45
Patrol level (post-training)	6.72
Line supervisor (pre-training)	4.81
Line supervisor (post-training)	6.85
Upper management (pre-training)	5.39
Upper management (post-training)	7.04
Civilian/non-sworn (pre-training)	4.82
Civilian/non-sworn (post-training)	6.95
Other (pre-training)	5.15
Other (post-training)	6.76

13. Patrol level	Pre-training		Post-training	
Response	Total	Percent	Total	Percent
1 Low	13	8.2%	1	0.6%
3	56	35.2%	5	3.2%
5	60	37.7%	29	18.6%
7	22	13.8%	101	64.7%
9 High	8	5.0%	20	12.8%
Number of Responses	159	100.0%	156	100.0%

13. Supervisors	Pre-training		Post-training	
Response	Total	Percent	Total	Percent
1 Low	10	6.9%	3	2.1%
3	35	24.3%	6	4.2%
5	65	45.1%	18	12.6%
7	27	18.8%	88	61.5%
9 High	7	4.9%	28	19.6%
Number of Responses	144	100.0%	143	100.0%

13. Upper management	Pre-training		Post-training	
Response	Total	Percent	Total	Percent
1 Low	6	5.4%	1	0.9%
3	17	15.2%	4	3.6%
5	48	42.9%	22	20.0%
7	31	27.7%	48	43.6%
9 High	10	8.9%	35	31.8%
Number of Responses	112	100.0%	110	100.0%

13. Civilian/non-sworn	Pre-training		Post-training	
Response	Total	Percent	Total	Percent
1 Low	9	10.2%	3	3.7%
3	18	20.5%	1	1.2%
5	38	43.2%	10	12.2%
7	18	20.5%	49	59.8%
9 High	5	5.7%	19	23.2%
Number of Responses	88	100.0%	82	100.0%

13. Other	Pre-training		Post-training	
Response	Total	Percent	Total	Percent
1 Low	3	5.8%	2	4.0%
3	10	19.2%	2	4.0%
5	24	46.2%	7	14.0%
7	10	19.2%	28	56.0%
9 High	5	9.6%	11	22.0%
Number of Responses	52	100.0%	50	100.0%

14. How would you rate the participation or support of the following entities or individuals in the ethics training within your agency or agencies? (By Response)							
Response	Head of Agency	Upper management	Supervisors	Training Academy	Elected officials	News media	Union/FOP
1 Low	7	8	3	2	5	8	10
3	12	15	12	4	9	8	18
5	16	29	45	14	16	23	21
7	50	60	89	45	24	17	34
9 High	78	53	21	74	27	16	12
Number of Responses	163	165	170	139	81	72	95

14. How would you rate the participation or support of the following entities or individuals in the ethics training within your agency or agencies? (By Percent)							
Response	Head of Agency	Upper management	Supervisors	Training Academy	Elected officials	News media	Union/FOP
1 Low	4.3%	4.8%	1.8%	1.4%	6.2%	11.1%	10.5%
3	7.4%	9.1%	7.1%	2.9%	11.1%	11.1%	18.9%
5	9.8%	17.6%	26.5%	10.1%	19.8%	31.9%	22.1%
7	30.7%	36.4%	52.4%	32.4%	29.6%	23.6%	35.8%
9 High	47.9%	32.1%	12.4%	53.2%	33.3%	22.2%	12.6%
Number of Responses	100%	100%	100%	100%	100%	100%	100%

14. How would you rate the participation or support of the following entities or individuals in the ethics training within your agency or agencies? (Average)	
	Average
Chief/Sheriff/Head of Agency	7.21
Upper management	6.64
Line supervision	6.33
Training Academy/Director	7.66
Elected officials	6.46
News media	5.69
Union/F.O.P.	5.42

15. What pervasive ethical issues has your agency faced in the past five years?		
Response	Total	Percent
Truthfulness/honesty	35	14.5%
Sexual harassment/misconduct	26	10.7%
Criminal conduct by employees	20	8.3%
Off duty conduct (including DUI, domestic violence)	19	7.9%
Use of force	18	7.4%
Misuse of overtime, sick time, equipment, expenses	18	7.4%
Leadership/supervision ethics	15	6.2%
Racial/ethnic tension or bias (including racial profiling)	14	5.8%
Work ethic	14	5.8%
Acceptance of gratuities	11	4.5%
Discourtesy/ unprofessional treatment of citizens	9	3.7%
Favoritism/political influence/professional courtesy	9	3.7%
Ends justify the means	7	2.9%
Substance abuse	5	2.1%
Other (non-categorized)	22	9.1%
Number of Responses	242	100.0%

NOTE: 152 trainers responded to this question.

ID 15. Other (non-categorized)

- 1 Mainly keeping ourselves on the straight and narrow.
- 6 Unfortunately our agency has dealt with several serious issues, which has resulted in serious discipline for a number of officers.
- 12 Employee to employee harassment
- 21 Fraternalization with criminals
- 26 Academy washouts for core values violations.
- 30 Fraternalization/associations
- 32 Political activities of the police association.
- 45 Rumor/gossip to the point it was getting really nasty.
- 66 We have been involved in investigations of individuals accused of ethical misconduct in law enforcement throughout the state.
- 98 Establishing respect in the community.
- 120 Officer misconduct-minor but public
- 121 Use of internet responsibly
- 123 Explosive growth w/i the agency that has lead to immaturity/decision making issues that evoke media scrutiny and public outcry.
- 126 Allegations of a ticket quota (false) made by union members. No action taken against anyone.
- 152 The dilemma of open dialog with the community while having to hold back information for effective investigation.
- 153 We have had several staffs having disciplinary problems that involved ethical decisions.
- 156 Union/management problems.
- 161 Treatment of each other
- 172 We have lost at least 1 person per year for 5 years due to ethical considerations.
- 174 High profile lawsuits
- 175 Just keeping our good people good.
- 182 All individual cases

16. In your opinion, what are the most critical ethical issues facing law enforcement today?		
Response	Total	Percent
Public perceptions (accountability and trust)	27	10.5%
Use of force	26	10.1%
Racial/ethnic tension or bias (including racial profiling)	26	10.1%
Truthfulness/honesty	23	8.9%
Recruiting /hiring ethical employees (changing workforce)	21	8.2%
Loyalty/ silence/cultural tolerance for misbehavior	16	6.2%
Leadership/supervision ethics	15	5.8%
Ends justify the means	12	4.7%
Abuse of authority	11	4.3%
Off duty conduct (including DUI, domestic violence)	8	3.1%
Discourtesy/ professional treatment of citizens	8	3.1%
Individual integrity	7	2.7%
Sexual harassment/misconduct	6	2.3%
Substance abuse	6	2.3%
Acceptance of gratuities	5	1.9%
Other (non-categorized)	40	15.6%
Number of Responses	257	100.0%

NOTE: 170 trainers responded to this question.

ID 16. Other (non-categorized)

- 3 Consistency. This means expecting the lawmakers to be ethical too.
- 5 Morals.
- 9 Breakdown of CJ system especially courts inability to dispense justice.
- 13 Poor training
- 19 Police pursuits. Right to privacy issues.
- 20 Self policing
- 27 Fair hiring practices
- 31 Adjusting more to a service mindset.
- 38 Work ethic
- 42 Dealing with societal and legal changes that are not consistent with our morality, i.e. Homosexuality, adultery, etc.
- 45 Recognizing that business as usual won't get the job done. Maintaining/reviving some of the idealism we all start with.
- 60 The three LE dilemmas
- 62 Balancing citizen's civil rights while still allowing cops discretion to do their job.
- 65 Guild or union protection of unethical officers.
- 73 Law enforcement not a career just a job and only do job if paid. If don't pay they don't work.
- 75 Law enforcement has become a job and not a career.
- 76 Sick time abuse
- 82 Theft
- 84 The me first attitude
- 93 Training budget
- 96 Probably litigation for poor choices.
- 106 Use of LE agencies by politicians to further their own agenda.
- 111 Community policing and its effect upon ethical policing.
- 112 Proper ethics training for recruits during the basic academy.

ID **16. Other (non-categorized) (Cont....)**

- 115 Money woes
- 124 Ongoing ethics training that evolves into daily operations.
- 126 Union allegations that are unsubstantiated.
- 135 The same ones we have always struggled with. Times have changed, people are still the same.
- 140 Declining value systems
- 141 An awareness of what is ethical and what is not.
- 143 Regular refresher training that focuses on making ethical decisions, support-resources etc.
- 147 Dealing ethically with sometimes unethical media.
- 148 Political pressure influencing assignments of upper management. Who you know vs. competency.
- 152 Careerism--cutting corners to gain temporary advantage and reward.
- 160 Apparent lack of understanding as to how officers' actions can affect them, other officers and the organization.
- 162 High speed chases
- 171 Harassment issues
- 174 The temptation and opportunity for corruption in drug cases.
- 181 Unequal treatment of people, i.e. Arrest, summons, warning.

17. In what way(s) can the Center for Law Enforcement Ethics provide better support for you?		
Response	Total	Percent
Positive comments about <i>The Ethics Roll Call</i>	21	13.9%
Good job/Keep up the good work	18	11.9%
Updated materials and instruction techniques for ongoing training	17	11.3%
Identify/provide materials library (videos, publications)	14	9.3%
Instructor advanced course	12	7.9%
Strategies to improve management support (including management courses)	11	7.3%
Internet resources (materials, newsletter, list serve, chat line)	9	6.0%
Instructor refresher course	8	5.3%
More geographical locations for functions	6	4.0%
Continued leadership on ethical issues (speaking out)	5	3.3%
Other (non-categorized)	30	19.9%
Number of Responses	151	100.0%

NOTE: 119 trainers responded to this question.

ID 17. Other (non-categorized)

- 11 Social get togethers for ethics instructors when you're in the area.
- 20 Regional guild concept is great. Continue annual ethics conference.
- 23 Make the training available to more agencies and officers at a lower cost if possible.
- 26 10-15 min Ethics Roll Call video
- 27 Keep up with latest trends
- 31 Send out more copies of the newsletter for my department.
- 32 Lobbying of police authorities to make ethics training mandatory.
- 37 Professional organization
- 39 Provide more ethics related...(unfinished response?)
- 42 Maintain current monitoring of changes in concepts of ethics in today's police work.
- 47 Continue conference/training programs.
- 53 Grant funded federally mandated ethics and stress training on a required and massive scale.
- 58 Getting all departments to understand the need to get rid of cops who don't have a good ethical base.
- 59 Maybe get national attention.
- 63 Continue to instruct officers of all ranks.
- 69 Information about trends in ethics and unethical behaviors.
- 86 More information and research into the factors behind excessive use of force.
- 94 Better training which is more diverse. Policing in the NW is significantly different than the culture of the South.
- 99 Keep and provide current information.
- 103 Present the FTO program again.
- 107 Lobby for mandatory ethics training as has been done with cultural diversity-all ranks.
- 111 Conduct research; publish to change long-standing police unethical practices.
- 114 We need a class focused on supervision.
- 126 More emphasis on officer responsibility & duty to their fellow employees.
- 131 Work more closely with CA POST to certify the course.
- 133 Notify departments when new ethics in-service training is offered for trainers.
- 143 Training that focuses on making ethical decisions, support-resources, etc.
- 144 Be there when they finally wake up and smell the stink.

ID **17. Other (non-categorized) (Cont....)**

- 147 Teach a 16-hour (or more) course on Police-Media Relations.
- 153 Supervisors course
- 154 Focus on more human behavior type training.

18. Do you have any other suggestions for us?		
Response	Total	Percent
Good job/Keep up the good work	29	28.4%
Positive comments about <i>The Ethics Roll Call</i>	9	8.8%
Instructor advanced course	9	8.8%
Identify/provide materials library (videos, publications)	5	4.9%
Updated materials and instruction techniques for ongoing training	4	3.9%
Internet resources (materials, newsletter, list serve, chat line)	4	3.9%
More geographical locations for functions	4	3.9%
Continued leadership on ethical issues (speaking out)	4	3.9%
Strategies to improve management support (including management courses)	3	2.9%
Work with police academies to improve ethics training	3	2.9%
Instructor refresher course	1	1.0%
Other (non-categorized)	27	26.5%
Number of Responses	102	100.0%

NOTE: 83 trainers responded to this question.

ID 18. Other (non-categorized)

- 3 Expand and Integrate to other professions. Why just cops?
- 10 Do a citizen survey on some of the issues presented to us in the seminar. What does the public think?
- 30 Provide update on trends and statistics i.e.: ethics and law enforcement.
- 51 Exert more influence with state/regional groups to offer training (CPOA, CAL Chiefs) in partnership.
- 53 Liability and punitive damages laws need to be changed to hold administration accountable.
- 62 Provide scholarships for training for low budget depts.
- 69 Course for corrections, parole and probation.
- 75 In train-the-trainer course try to have a couple of local people that have taken the class and instructed tell the class of their experiences.
- 103 Preview presentations for the annual conference. Some are very good, some are OK and a couple were not good.
- 109 The more people who get involved and add to the discussion the better it will be.
- 114 Do away with the note-taking guides or give instructors permission to copy materials. This is cumbersome and can be a budgetary problem even at \$3.50 per copy.
- 124 Proactive prevention programs to stop misconduct early. Grant funding for some courses.
- 130 Allow me to teach block of instruction on ethics of force application.
- 138 Shorten the philosophical portion.
- 145 I'll be interested to watch your progress with Council/Guilds.
- 148 Ethics conferences serve a valuable function.
- 152 Video tape the major presentations of the annual conference.
- 162 Knock down the price of your video.
- 165 Posters to be displayed in squad rooms.
- 169 Web site is not particularly user friendly.
- 170 Class that also talks about cultural ethics.
- 171 Don't let Dan Carlson retire!
- 179 Follow up surveys.
- 186 Dan Carlson is top notch!

All Suggestions from Questions 17 & 18 Consolidated		
Response	Total	Percent
Good job/Keep up the good work	47	18.6%
Positive comments about <i>The Ethics Roll Call</i>	30	11.9%
Instructor advanced course	21	8.3%
Updated materials and instruction techniques for ongoing training	21	8.3%
Identify/provide materials library (videos, publications)	19	7.5%
Strategies to improve management support (including management courses)	14	5.5%
Internet resources (materials, newsletter, list serve, chat line)	13	5.1%
More geographical locations for functions	10	4.0%
Instructor refresher course	9	3.6%
Continued leadership on ethical issues (speaking out)	9	3.6%
Work with police academies to improve ethics training	3	1.2%
Other (non-categorized) (See questions 17 and 18 above for listing of these responses)	57	22.5%
Number of Responses	253	100.0%