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JOB PERCEPTIONS WITHIN CAMPUS LAW ENFORCEMENT

by

Duane Terpstra

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Public Administration
School of Public Affairs and Administration
Dr. Robert Peters, Adviser**

**Western Michigan University
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JOB PERCEPTIONS WITHIN CAMPUS LAW ENFORCEMENT

Duane Terpstra, D.P.A.

Western Michigan University, 2005

The purpose of the study was to determine to what degree do practicing campus police officers' perceptions of their job responsibilities align with those conceptualized as ideal by scholars in the area of campus law enforcement, and if the perceptions do not align, what accounts for the lack of alignment. A survey was used to examine the relationship between the job satisfaction of campus police officers and their job responsibilities.

The research procedure consisted of a survey that was sent to police offices located in the East North Central region as defined by the Department of Justice, which consists of approximately 373 colleges and universities throughout Illinois, Indiana, Michigan, Ohio, and Wisconsin. The survey contained 6 categories and 32 subcategories of job responsibilities that are conceptualized as ideal by scholars in the area of campus law enforcement. The survey was accessible through the internet. The website link to the survey was sent by email to the police officers involved.

This research study explored the perceptions of campus police officers of their job responsibilities and expanded the present literature based on the occupation of campus law enforcement. Ultimately, this dissertation will assist in understanding what perceptions campus police officers have about their job responsibilities,

including the types of training that will be necessary to help rectify existing misconceptions about their responsibilities.

The results of the research will help create the foundation for innovative programs to train officers to meet the demands of campus law enforcement. There will be greater congruence between training expectations and responsibilities. This knowledge will increase professionalism, performance, and job satisfaction within the campus law enforcement community.

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Duane Terpstra

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CHAPTER I

INTRODUCTION

Statement of the Problem

Campus law enforcement (colleges and universities) operations at an institution of higher learning demand a philosophy which differs from state, county, or municipal police agencies. A campus law enforcement department must adopt a service-oriented philosophy which correlates directly with the vision and mission of the institution. These departments must maintain a positive and peaceful social atmosphere which is conducive to learning. Furthermore, these services and activities must complement the educational process by meeting multi-faceted responsibilities (Dowling, 2004). Some of the responsibilities unique to campus law enforcement consist of escort services, transportation operations, building inspections, worker's compensation investigations, occupational safety and health services, access control management, fire equipment inspections, construction security planning, registration of vehicles, and switchboard operations.

In the case of general law enforcement (state, county, and municipal), all police departments are organized as paramilitary structures, with an emphasis on superior-subordinate relationships, chains of commands, uniforms, motorized patrols, and criminal investigations. The maintenance of order through a physical police presence is the primary goal. Police officers today are more likely to be conservative,

conforming, well-meaning civil servants who generally follow a legalistic-oriented philosophy (Parker, 2004). The responsibilities that are given the greatest emphasis in general law enforcement are criminal investigations, traffic enforcement, court prosecution, accident investigations, traffic direction and control, and dispatch operations.

Due to the differences between traditional and campus law enforcement, campus police officers, who are hired from police academies or other state, county, or municipal police departments, generally take on the philosophies of general law enforcement and may not have the accurate perceptions of their job responsibilities. They immediately become involved in what may be classified as the stereotypical roles of general law enforcement such as crime investigation, traffic enforcement, accident investigation, firearms, criminal procedure, and crime scene processing. Many do not realize that items such as security, fire prevention, worker's compensation, and key control are part of their job package. Their perceptions of what their responsibilities should be often do not reflect the true nature of campus law enforcement (Kleberg, 2004). The misconceptions about an officer's responsibilities are one of the bases for job dissatisfaction and officer turnover. Dissatisfied officers tend to leave the profession or attempt to obtain employment through general law enforcement. Understanding the variables affecting job satisfaction underlies the development of strategies for promoting greater satisfaction and reducing the costs associated with turnover.

Research Questions

Due to the differences in focus between general and campus law enforcement, two questions are examined. The first is the extent to which practicing campus police officers' perceptions of their job responsibilities align with those conceptualized as ideal by scholars in the area of campus law enforcement. If the perceptions do not align, the second question addresses the variables accounting for the lack of alignment.

By analyzing these questions, the study creates an understanding of the present nature of campus law enforcement and the need, if any, for future significant change in training following recruitment.

The skills delineated by scholars provide the basis for the analysis because there is not a consensus among campus law enforcement departments concerning the job responsibilities of campus law enforcement officers. In comparison, years of research in general law enforcement have established specific job responsibilities that are being used in training and recruitment. In order to compensate for the absence of consensus, research, using the rather limited amounts of literature available on campus law enforcement, was conducted in order to establish a list of job responsibilities as described by scholars within this occupation.

Significance of the Study

This research is one of the first studies on the perceptions of campus police officers and provides a foundation for future research and scholarly inquiry into this

segment of law enforcement. The study explores the perceptions of campus police officers of their job responsibilities and expands the present literature on the occupation of campus law enforcement. Since there is not much literature on campus law enforcement job satisfaction, the dissertation is exploratory and does not test theories or hypotheses. The result of the research helps create the foundation for innovative programs to train officers to meet the demands of campus law enforcement. These programs generate greater congruence between training expectations and responsibilities. It is expected that this convergence will increase professionalism, performance, and job satisfaction within the campus law enforcement community.

Limitations of the Study

While steps have been taken to ensure the validity of the data collection instrument used in this study, and to ensure that the overall design for this study is methodologically sound, there are limitations to this research project.

First, while the utilization of a cross-sectional methodological design has its advantages, one of its drawbacks is the design does not allow the researcher to measure the change in values of variables over time.

Second, there is the lack of available scholarly information on issues dealing with campus law enforcement. There has been little research within the profession and the majority of documents have been obtained from trade journals. This literature is the source for the list of job responsibilities in campus law enforcement.

Third, there are five states in the East North Central Region, which are used in this research. The states within this region are Illinois, Indiana, Michigan, Ohio, and Wisconsin. Consequently, the results may not be generalized to other campus law enforcement agencies throughout the United States.

Fourth, response rates were low in two areas of the survey. The first question with a low response rates was whether a campus was urban or rural. The response rate was at 185, which gives this question a 95% confidence rating of the overall results, within a range of plus or minus of 7.09%. The second question with a low response rate was parking enforcement on public streets. The response rate was at 212, which gives this question a 95% confidence rating of the overall results, within a range of plus or minus of 6.60%.

Outline of Dissertation

Chapter II consists of an extensive review of the literature relating to campus enforcement. These areas are the historical foundation for the job responsibilities within law enforcement, a comparison of the job responsibilities as described by scholars in the area of campus law enforcement with that of general law enforcement, and a comparison of these campus-based responsibilities with the training received in local police academies.

Chapter III provides a detailed overview of the study's methodology. The survey, distributed to campus law enforcement departments in five states, is divided into 6 categories and 32 subcategories as described in the literature review. This

survey is based on those job responsibilities that were emphasized within the literature review and conceptualized as ideal by scholars in the area of campus law enforcement.

Chapter IV analyzes the data collected from the survey instrument. There are 13 hypotheses that examine the satisfaction levels of campus law enforcement officers who work in different demographical situations such as 2- or 4-year, public or private, and urban or rural institutions. Other hypotheses discuss satisfaction levels of officers who are employed at colleges and universities that have certified or non-certified officers, administrators with police backgrounds, different student populations, and varied levels of on campus housing. The satisfaction levels of officers who have different amounts of campus law enforcement training and experience is also examined.

In Chapter V, the study concludes with recommendations that are based on the study's findings. The researcher has a discussion on how the findings can be used to improve training and recruitment of campus police officers.

CHAPTER II

LITERATURE REVIEW

The Historical Foundation for the Job Responsibilities Within Law Enforcement

In order to understand the bases for the difference between general and campus law enforcement, this chapter examines the history of the two professions. It also compares the scholars' list of responsibilities with the officers' job description and notes similarities and differences between them.

This chapter reviews the evolution of community law enforcement, campus law enforcement, and a comparison of trends. The diverging trends are the basis of diverging responsibilities and perceptions, which is the focus of this study.

History of Law Enforcement in England

Prior to the Norman Conquest (1099), an English police force did not exist. Those who lived in the villages that were scattered throughout the English countryside were responsible for their own safety. This was called the pledge system or mutual pledge (Inciardi, 1990). People were grouped in collectives of 10 families, called tithings, and were responsible for taking care of their own policing problems (Abadinsky, 1992). When a problem arose, the citizens were expected to make a "hue and cry," which can be compared to a modern day police report (Senna, 1993). When

a person committed an offense and could be identified, this individual was usually pursued by an organized posse. All able-bodied men who were in a position to hear the “hue and cry” raised by the victim were obligated to join the posse in a common effort to apprehend the offender (Schmallegger, 1991). Ten tithings were grouped into a hundred, whose affairs were supervised by a constable appointed by the local nobleman. The constable, who might be classified as the first real police officer, handled only the most serious crimes (Dantzker, 1995). This is the beginning of the community-based job responsibilities as described within general law enforcement. Under this system, men were obligated to chase down and apprehend criminals.

In the 13th century, during the reign of King Edward I, the night-watch and ward system was formed (Abadinsky, 1992). The watch system was created to help protect property in England’s larger cities and towns (Schmallegger, 1991; Senna, 1993). This type of protection dealt more with maintaining order and little with crime fighting. Watchmen would walk the streets at night with the hope that their presence would deter crime. They had little knowledge of what to do if a crime actually occurred. They reported to the area constable, who became the primary metropolitan law enforcement agent (Swanson, 1992). In larger cities, such as London, the watchmen were organized within church parishes (Inciardi, 1990). This watch system gives an officer the traditional responsibilities of knowing his neighborhood, exercising discretion, and keeping control. This watchman style can be compared to a more personal style of policing that dealt more with maintenance of order than actual crime fighting (Smith, 1991).

In the early 1700s, a large criminal organization was controlled by Jonathan Wild. This operation consisted of a loosely organized group of robbers, thieves, and burglars who would turn their plunder over to him (Schmallegger, 1995). There was very little response to the activities of this operation by the police except for some disinterest and corruption. Henry Fielding, who was a well-known writer, became the magistrate of the Bow Street region of London. Fielding attracted a force of dedicated officers, called the Bow Street Runners, who soon became the best disciplined enforcement team in London (Senna, 1993). These London homeowners hurried to the scenes of reported crimes and began investigations, thereby creating the first modern detective force (Swanson, 1992). This was the beginning of a more organized form of policing where the job responsibilities consisted of criminal reports and investigations.

In 1816, 1818, and 1822, England's Parliament rejected proposals for a centralized professional police force for London. They argued that such a force was a direct threat to personal liberty (Swanson, 1992). In 1829, Sir Robert Peel, England's Home Secretary, submitted to Parliament an "Act for Improving the Police in or near the Metropolis." This act established the first organized police force in London in 1829 (Inciardi, 1990). The officers were classified as bobbies and wore a distinctive uniform. The early bobbies, as a result of poor recruitment and training, had many problems, including the inability to solve crime. In addition, they were corrupted by the influence of wealthy land owners. Metropolitan police administrators fought constantly to terminate corrupt and alcoholic officers. Due to the high standards set

for the police force, they dismissed approximately one third of the bobbies each year. During the first three years of operations, there were 5,000 dismissals and 6,000 forced resignations from a department of 7,500 bobbies (Senna, 1993 Swanson, 1992).

Despite the many problems, the London experiment proved to be an improvement in comparison to previous attempts at law enforcement. The London bobbie represented the “public good” as defined by the governing classes’ concern to maintain an unequal social order with a minimum of violence and oppression (Terry, 1985). It was so successful that the metropolitan police soon began to provide law enforcement for outlying areas. Another act of Parliament allowed justices of the peace to establish local police forces, and by 1856, every borough and county in England was required to form its own police force (Senna, 1993). This was the beginning of organized police forces that were required to wear uniforms.

The preceding indicates that law enforcement in England began with the idea of the community working together as a means of social control by using the pledge system or mutual pledge. Members within the community were required to assist in the apprehension of criminals. This form of policing evolved into a system of night watchmen who were familiar with their community and focused on the maintenance of order than actual crime fighting. Watchmen, in other words, would walk the streets at night with hope that their presence would deter crime. Local governments became involved in law enforcement in the early 1800s by hiring the first police officers in order to decrease or control crime. These officers began by walking the streets similar

to the watchman style of law enforcement but, as the profession evolved, officers were taken off the street, which was the beginning of an impersonal style of policing. These styles of policing in England had a direct influence on the creation of the job responsibilities in police organizations within the United States.

The law enforcement officers' perception of their job responsibilities is influenced by the preceding historical development of these responsibilities within general law enforcement. England, for instance, has had a great effect upon the development of United States police systems and job descriptions. The idea of the community working together as a means of social control, the organization of local government based upon counties, and the institutions of the constable and the sheriff were shaped by centuries of English tradition and brought to the early colonies. In England and the United States, the idea of community involvement began to change during the industrialization and the rise of the middle class. Policing activities became progressively more impersonal and job descriptions changed. Years later, police officers within the United States tried to personalize their form of policing by the notion of community policing.

History of Law Enforcement in the United States

In the cities, law enforcement was the responsibility of the town marshal, who was aided by constables, police justices, and city council members. The local government of this time had little administrative control and enforcement of the criminal law. This began to change when local governments became involved in small-

scale organized law enforcement. In 1658, paid watchmen were hired by the city of New York. By 1693, the earliest uniformed officer was employed by the city, and in 1731 the first precinct station was constructed. Boston, Cincinnati, and New Orleans were among American communities that followed the New York model and hired a force of watchmen in the early 1800s (Schmallegger, 1991). This watchman style can be compared to England's more personal style of policing that dealt more with the maintenance of order than actual crime fighting.

Law enforcement in the United States, west of the Mississippi River, has been popularly classified as frontier justice and replicated England's pledge system within the United States. From the late 1700s to the beginning of the 20th century, formal law enforcement was rare (Abadinsky, 1992). Marshals, who were assigned to federal courts, provided minimal law enforcement. A posse, similar to the English hue and cry, was a group of ordinary citizens who tracked down criminals upon the request of a marshal. The posse was used to supplement the local law enforcement officials. This informal justice is comparable to the community-based job responsibilities as described in England where men were obligated to chase down and apprehend criminals.

The 19th century was the beginning of urban unrest and mob violence due to the highly secretive, sophisticated criminal organization called the Mafia or La Cosa Nostra (Hess, 1991). Community leaders and policy makers began to realize that a more structured police organization was needed to control demonstrators and keep the peace. There was the difference between uniformed night watchmen who

emphasized the maintenance of order and a uniformed officer who was trained to investigate crime. Boston created the first formal United States police department in 1838. New York formed its police department in 1844, and Philadelphia established its force in 1854. The new police departments replaced the night-watch system and relegated constables and sheriffs to serving court orders and operating jails (Senna, 1993). The police role was only minimally directed at law enforcement. Its primary function was serving as the enforcement arm of the reigning political power, protecting private property, and maintaining control of the ever-rising numbers of foreign immigrants (Swanson, 1992).

The modernization of policing and the development of the police role in the United States did not begin until 1833. Between 1833 and 1854, the first of the present-day police departments was established in the United States (Senna, 1993). Considering the general lack of knowledge in the United States about policing, the development of policing required copying an existing model. The model chosen was England's London Metropolitan Police (Dantzker, 1995), whose job responsibility was keeping the peace, fighting crime, collecting taxes, supervising elections, and handling a great deal of other legal business (Senna, 1993).

Police agencies evolved slowly through the latter half of the 19th century and into the 20th century. Uniforms were introduced in 1853 in New York. The first police car was used in Akron, Ohio, in 1910. In the 1950s, there were several technological advances, including radio-dispatched cars. The tactic of removing the officer from the beat and putting him or her into a mobile unit reduced the general

frequency of citizen and police interaction. This change led to depersonalized policing and police isolation (Abadinsky, 1992).

In the 1980s, communities began to experiment with a concept called community policing. Experts within the field of general law enforcement began to acknowledge that the police were not simply crime fighters but also needed to have an awareness of community issues. In order to gain the cooperation and respect of the community, police departments put together programs under the general title of police-community relations. The use of community policing was limited to only a few departments. This form of policing attacks the underlying cause of crime within a community. It integrates the concepts of crime prevention, problem-solving, and community involvement into a comprehensive program, according to the unique character of each jurisdiction (Carlson, 1991). Consequently, the image of policing underwent change from a traditional, reactive response to criminal activity to a proactive, community-based approach. The most publicized aspect of this style of policing is foot patrol, which took officers out of their cars and into the neighborhoods. The job responsibilities of a community policing officer were to talk to the public, in particular with the merchants, to have high visibility, and to be concerned about relationships between the police department and the citizens. One of the issues related to community policing is the fact that officers were expected to do basic police work while performing their community policing functions (Trojanowicz & Harden, 1985). In other words, many community policing officers were involved in

traffic enforcement, crime investigation, crowd control, and the general maintenance of order while trying to interact in a positive manner with the community.

Although community policing roots are in the 1800s, it presents different challenges for police today. This style of policing has had an effect on the attitudes of traditional officers who are accustomed to the stereotypical roles of general law enforcement. Community policing or relationship development within the community is generally not the desired job responsibility of those coming into the profession. Motor patrol officers still perceive social service as an annoying interlude between periods of “real” police activity such as pursuit, investigation, and arrest (Trojanowicz & Harden, 1985).

So far we have seen that the historical development of the job responsibilities of general law enforcement within the United States was brought over by early European colonists. Consequently, the influence of this country’s English heritage is evident in the structure, function, and role of police (Dantzker, 1995).

An analysis of the history of campus law enforcement illustrates a similar development in the creation of a campus police officer’s job responsibilities. Law enforcement in the United States emulated the police operations in England, while law enforcement on colleges and universities mirrored state, local, and municipal police departments.

History of Campus Law Enforcement

When looking to the future of campus law enforcement, it is useful to review the past. Identifying the origins and development of campus law enforcement presents the opportunity to view these historical trends with greater perspective (Harris, 1989). These trends, when reviewed over the past several decades, provide insight into our future directions (Esposito & Stormer, 1989). Any discussion of the history of campus law enforcement demonstrates a profession that was born within the confines of general law enforcement. Campus law enforcement became the mirror image of a mother organization that emphasized the bureaucratic style of policing. The profession followed the pattern of general law enforcement, but subsequently followed a different path. Campus law enforcement reduced the influence of general law enforcement and enhanced the role of a service-orientated profession, willing to do what was necessary for the benefit of the college or university. Campus law enforcement officers were involved in traffic enforcement but also investigated fire safety violations. These officers would patrol the streets to keep people safe and check doors to make sure they were secure. A discussion of campus law enforcement is a dialogue about change.

The formal beginning of campus law enforcement was in 1894 when the Yale Campus Police Department was established (Powell, 1981). Yale occupied a large portion of the center of New Haven, Connecticut. Every activity of the university affected the area, which created a strained relationship between the students and those who lived in the town. There were many confrontations between the students and

townspeople that sometimes would turn into riots. Eventually, a committee was formed to recommend changes that would calm the situation. The committee requested that two New Haven police officers be assigned to the Yale campus to improve the student-police relationship. The New Haven Police Department asked for volunteers and was turned down by most of the force with the exception of two individuals who were officers William Weiser and James Donnelly. These two officers were given the responsibility of entering Yale University and attempting to establish a relationship with the students. Rather than arrests and investigations, they focused on building relationships or an emphasis on the modern-day concept of community policing. It is interesting to note that relationship building in 1894 to community policing in the 1990s was a full circle in law enforcement behavior. This alliance continued to grow until both officers were hired by Yale in 1894, with Weiser being the chief of the first college law enforcement department (Gorbas, 1996; Powell, 1994). In the early 1900s, there were few problems on college campuses. College administrators handled the majority of all disciplinary problems. In 1913, this situation was changed by a decision in the case of *Gott v. Berea College* which imposed a relationship with the students called "*in loco parentis*." The legal definition of "*in loco parentis*," is based upon the following Latin translations: "*instead of a parent*" or "*in place of a parent*." The meaning of "*in loco parentis*" has been interpreted by the courts as giving the youth or children's worker delegated authority to act as a "wise and responsible" parent would. This gives the adult the right to tell the child or young person what to do and what not to do with the same authority as a parent

(Packwood, 1977). Or in the case of a college or university, the organization was delegated the authority to act as a parent for the students. This special relationship imposed a duty on the college to exercise control over the behavior of students (Bradshaw, 1980). There was also a responsibility, or a generally accepted expectation, that the institution and its officials would instill traditional moral values into the lives of students (Garland, 1985; Whiteley, 1982). When students' behavior went beyond what was acceptable for the institution, firm discipline was exercised by the college or university. The courts assumed that administrators were acting fairly and operating in good faith as professional educators. Judgments made by college or university officials and the procedures which they followed in deciding these decisions typically were not questioned by the courts (Bakken, 1968). This campus relationship with the students was really a student-centered initiative to improve the relationships between the students, the townspeople, and the police, as well as to create a new role for the colleges, one posited in an extension of parental responsibility. The relationship building of the campus police officers at Yale and the ideas behind "*in loco parentis*" is similar to the community-based form of policing found at the historical roots of policing in both England and the United States where the community worked together as a means of social control.

In the late 1930s, campus law enforcement departments consisted of campus watchmen who usually were employed in the physical plant department (McCosh, 1994). These individuals would handle their maintenance responsibilities as well as protect property by locking doors and acting as a fire watch. These watchmen

increased their job responsibilities to include activities such as curfew violations, bans on drinking on campus, and regulations regarding the presence of the opposite sex in resident halls. These watchmen were required to report this information to the dean of students for discipline. This watchman style of policing can be compared to English and American systems, which focused more on the maintenance of order than actual crime fighting.

In the 1950s, college administrators began to realize that there should be some appearance of a police presence on campus due to an increase in crime and an expansion of the student population (Gorbas, 1996). The end of World War II created a significant change in population on college campuses, with many veterans taking advantage of the GI Bill (Gebrand, 2000). In 1946, the enrollment at colleges and universities was up by 57% over the enrollment in 1939, and 50% of the students were veterans (Esposito & Stormer, 1989). As was the case in the cities of England and the United States, the expanding population of colleges and universities was accompanied by increases in disorderly and criminal behavior. In response to the change, many colleges hired retiring police officers as low-paid campus police chiefs. These individuals had limited knowledge in campus law enforcement and attempted to set up the departments similar to the departments from which they had retired. This created a situation in which a military style template did not relate to the intricacies of a college campus. More specifically, the police officers were involved in the stereotypical roles of general law enforcement such as patrol, criminal procedures, and investigation, and did not deal with the issues of relationship building, fire

prevention, key control, and building security. During this time period, general law enforcement was involved in the expansion of technology that took police officers off the streets and into cars. This depersonalized the relationship with the community by eliminating the foot patrol officer. Campus police departments were being developed in a similar fashion.

During the 1960s and 70s, many college students were using their constitutionally protected right of free speech and assembly to demonstrate and speak their minds on the social issues of the day (Gebrand, 2000). Student demonstrators took over entire buildings. There also were incidents of vandalism, arson, assaults, and other types of criminal incidents (Powell, 1981). When local police were called in to assist with a disturbance, they responded with mass arrests and the use of force. The response by the general law enforcement tended to escalate the violence and perpetuated the cause of the rioters (Powell, 1994). General law enforcement realized that their agencies could not handle the new types of problems and could not give advice on what to do.

The Kent State University riot of May 4, 1970 is considered by many people as the birthplace of legislatures mandating full-service university police officers for numerous college campuses throughout the nation (Gorbas, 1996). Legislators realized they needed certified police officers on state campuses who would enforce the laws of their states and provide police protection (Powell, 1994). College and university administrators across the nation began to see a real need for their own experienced, qualified, and trained police departments to handle problems on the

campus. This caused a significant increase in the number of campus law enforcement officers in colleges and universities (Bess, 1988). The emphasis was on the enforcement of the law rather than relationship building.

In the mid 1980s, college law enforcement was professionalized in all areas, from the officer on the road to the administrator in the office. Salaries were increased and the police departments that were generally housed in less than adequate facilities, were pulled out of boiler plants, physical plant buildings, and basements (McCosh, 1994). Old military communication systems and used vehicles were replaced with new equipment. Professional departments were created that could relate to all aspects of a campus environment. The focus of the campus law enforcement departments shifted from campus unrest and demonstrations to the issue of crime on campus (Walker, 1979). The courts began to hold institutions of higher education increasingly responsible for protective services as students and their parents began demanding adequate security for the campus (Powell, 1994). For the first time, students and their parents were using the courts to obtain financial settlements by suing colleges and universities for becoming victims of crime on campus. The law enforcement administrators were called upon to assist their department and make the adjustments necessary to accommodate public expectations (McAuliffe, 1990).

In the 1980s and early 1990s, there was some publicity about the amount of crime that occurred on college campuses (McCormick, Nadeau, Provost, Gaeddert, & Sabo, 1996a). The crime rates of assault and date rape were increasing at an alarming rate (Holmberg, 1990). Colleges doubled the size of their campus law enforcement

departments and pushed forward in developing their law enforcement responsibilities (Stormer & Senarath, 1992). These changes were accompanied by expansions in the student population and older people within society returning to the classroom.

Campus law enforcement agencies were being asked to provide more types of services to their respective communities, with no increase in manpower to provide these services (Trepkowski, 1989). These responsibilities were different from the stereotypical tasks in general law enforcement. Officers were required to have knowledge in fire prevention, OSHA regulations, crime prevention, and developing relationships with fraternities and sororities. The reason for these additional services was due to the attitudes of local municipalities. Colleges and universities were being viewed as a small city or a city within a city and were required to act accordingly. In a city, the fire department is responsible for fire prevention issues. On campus, the officers check fire equipment and are involved in fire safety training. In the city, building inspectors handle OSHA and local building regulations. On campus, the officers were given this responsibility. In a city, crime prevention was handled by the local police department. On campus, the officers were heavily involved in crime prevention training. The origin of these responsibilities came out of campus need and the fact that the officers were available 24 hours a day. This was a confusing time for campus law enforcement since they were required to operate under the guidance of general law enforcement while handling the uniqueness of campus life. Campus law enforcement began to realize that they were shifting away from the stereotypical version of general law enforcement to a new set of responsibilities and expectations.

In 1990, a major piece of federal legislation was passed called the Student Right-to-Know and Campus Security Act, which had major implications on the profession of campus law enforcement. In 1998, the name of the legislation was changed to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This was the direct result of the perceptions that colleges and universities were not accurately reporting crimes occurring on campus, and parents wanted to know what security measures were being implemented on campus. Colleges and universities were now required to report their crimes to the Department of Education rather than hiding them in the statistics of a local police department. This federal legislation (20 USC 1092) requires college campuses to publish and distribute to all current students and employees, and to any applicant for enrollment or employment upon request, an annual security report containing several pieces of information. This information includes current campus policies on crime reporting, security, access to facilities, detailed information of crime prevention programs, disciplinary procedures, relationships with local police departments, the occurrence of crimes on campus, the distribution of security logs, the dissemination of alerts regarding dangerous situations, and similar types of activities. The Congress tied federal financial aid money to its legislation requiring the recording and dissemination of information. In other words, if colleges and universities violated the provisions of the act, they could lose all federal funds.

Campus law enforcement had little training in the Jeanne Clery Act. The reporting requirements for a college and university far surpassed the requirements

within general law enforcement, where the law required colleges and universities to have their crime statistics accessible to all who requested them. This act alone caused a greater need for more highly trained campus law enforcement officers with a greater focus on the more traditional law enforcement functions and responsibilities while trying to understand and administer the new list of services that were required of them. The similarities between campus law enforcement and general law enforcement continued, but new responsibilities were being added to those officers who worked on college and university campuses.

The history of campus law enforcement indicates it followed the same pattern as general law enforcement both in England and the United States. Campus law enforcement originally began in 1894 with an interest in developing relationships with the campus community. In 1913, the imposed relationship between the academic institution and the student was called "*in loco parentis*," where the campus community was responsible for the welfare of the student, which is comparable to the community style of policing. As laws and attitudes changed, the watchman style of policing began. In the 1930s, watchmen were required to wander the campus with hopes of deterring crime. Traditional forms of law enforcement began when student unrest and crimes increased throughout the academic environments. In the 1960s, officers who were originally hired to walk the campuses, were now placed in patrol cars and, to a greater extent, became a mirror image of general law enforcement's impersonal policing style. In the 1990s, campus law enforcement agencies have changed their form of policing to focus on the mission of the academic institution.

Laws similar to the Jeanne Clery Act still enforce the requirement to continue some conventional roles. However, this new focus has turned the emphasis of their job responsibilities away from the stereotypical tasks of general law enforcement to something new and unique. These responsibilities include escort services, transportation services, fire equipment inspections, building inspections, occupational safety and health services, campus safety committees, worker's compensation investigations, fire drills, access control, building security, security hazard investigations, construction security planning, vehicle registrations, lost and found services, lockout requests, switchboard operations, and other responsibilities not found in general law enforcement.

An understanding of the history of the job responsibilities within general and campus law enforcement is important in understanding how the two professions can be similar but different. Additional insights into the similarities and differences are provided by scholars in the area of campus law enforcement. The literature addresses these responsibilities as similar to their counterparts in general law enforcement plus a unique set of responsibilities. The next section discusses the job responsibilities of general and campus law enforcement and compares them to police academy training.

Job Responsibilities and Training

This section compares the job responsibilities of general and campus law enforcement with the training received in police academies. Information on the job responsibilities of general law enforcement is obtained by the Commission on Law

Enforcement Standards. The police academy training was obtained from the police academies in each state that is being surveyed. The job responsibilities of campus law enforcement were described by scholars in the literature.

There can be greater satisfaction with the job of law enforcement if there is an understanding of their responsibilities. Identifying these responsibilities will help to develop the necessary insight to make appropriate decisions for the advancement of the profession. This information can also assist in determining perceptions among campus law enforcement officers. The more one understands the job responsibilities of the occupation, the greater is the probability of satisfaction in these tasks (Eliques, 2004).

Law Enforcement

College students generally have an awareness of the police responsibilities in general law enforcement. These students have observed the activities of the local police departments in the areas where they were raised. Both campus and general law enforcement officers perform similar duties, which consist of crime investigations, traffic enforcement, court appearances, accident investigation, traffic direction and control, and dispatch operations.

An example of the similarity is provided by the Dean of Students at State University of New York at Geneseo, who received a music box in the mail from an alleged student from another college. A letter inside the package gave specific information on how to activate the music box. This item was being sent to selected

people to determine its market potential. If the Dean of Students had followed the instructions and played the music box, she would most definitely have been killed. Fortunately, she was suspicious and turned the music box over to the campus police department (Deming, 1989). Anyone with sufficient motivation can devise bombs that can create a potential for loss of life, personal injury, and destruction of property. Certainly bomb prevention and investigation is a unique challenge; however, this is a responsibility of both general and campus law enforcement

Motorists are sometimes taught a difficult lesson when receiving a traffic citation. They run a stop sign or exceed the posted speed limit and receive only a verbal warning. Campus police officers have the responsibility of increasing safety on the roads within their jurisdiction. Presently, officers are trained to activate a traffic stop and write a traffic citation. With the advancement of computerized record keeping, the disposition of a traffic stop can be recorded and stored in a database. Officers must know how to access this information to provide intelligence information. Computer tracking of traffic stops can also give police officers an edge when it comes to identifying habitual traffic offenders and assist in decision-making regarding the necessary course of action to take (Schaffer, 1997). The only difference between a general and campus law enforcement agency is the amount of time spent on issues related to traffic. General law enforcement classifies this responsibility as a main objective in their daily activities, whereas most campus law enforcement departments feel that it is secondary to other services (Scoville, 1989). In colleges and universities, campus officers are requested to spend their time interacting with the

campus community rather than spending the amount of time necessary to put together an effective traffic enforcement program (Schaffer, 1997).

Court prosecution of criminal acts is a responsibility that is shared by general and campus law enforcement and is also part of the training process in police academies. The relationship with the courts is an important function of their responsibilities as well as the ability to understand how to testify and behave in court. The importance of a positive relationship between these two components is obvious (Dantzker, 1995).

The investigation of vehicle accidents is a process that begins prior to the accident. Campus Safety officers must be trained in traffic accident investigation as well as the causative factors involving accidents. Each officer must be trained in the use of equipment such as a radar unit. In the training of officers, highway engineering's impact on safe roadways should be stressed. Officers should be instructed to be alert to any highway conditions that require attention such as salting of icy roadways, new signage, or changes of posted speed limits. All accident data should be analyzed as to date, time, location, weather conditions, and main causative factors. This information will assist in directing enforcement to certain locations in order to decrease the number of accidents (Scoville, 1989). Although vehicle accident investigation is shared between general and campus law enforcement, it is a greater portion of an officer's activities who work for a local, state, or county police department. The general reason for this difference is due to the number of public streets that go through college and university campuses. These streets are somewhat

limited with the exception of major universities. In many cases, campus law enforcement will call in general law enforcement to handle these kinds of situations.

The discussion of traffic direction and control often creates a picture of vehicles being ushered into and from parking lots by campus police officials before and after campus events. General and campus law enforcement spend time in their police activities planning and directing the smooth operation of vehicles within parking lots and adjacent streets (Herdt, 1994).

General law enforcement has greater training and resources dedicated to dispatch operations. They are often the dispatchers for local college or university police departments. Many times a college or university will have a dual system where some calls will be handled by their own dispatchers and others will be received through the general law enforcement central dispatch system. The difference between general and campus law enforcement is where the emphasis is being placed. General law enforcement emphasizes this responsibility, while campus law enforcement carries out this task if necessary. Training in dispatch operations is part of the police academy experience.

In Table 1, responsibilities and training are summarized in the category of law enforcement. Both general and campus law enforcement manage these responsibilities and also receive training through police academies. These responsibilities within campus law enforcement are also considered some of the main tasks of general law enforcement. These are the stereotypical tasks that are generally desired by recruits attending police academies and also the responsibilities that cause the most turmoil in

a campus police operation when they are minimized so greater resources can be focused on non-police functions.

Table 1

Comparison of Law Enforcement Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Criminal Investigation	X	X	X
Traffic Enforcement	X	X	X
Court Prosecution of Criminal Acts	X	X	X
Vehicle Accident Investigation	X	X	X
Traffic Direction and Control	X	X	X
Dispatch Operations	X	X	X

Parking Enforcement

A second major component outlined by the scholarly literature is parking enforcement. Parking enforcement can be divided into two categories, such as parking enforcement on campus property and the issuing of parking citations on public streets.

The difference between general and campus law enforcement is the emphasis. Campus law enforcement is directed more towards the service part of the responsibility (vehicle lockouts, motorist assists, advisory committees, permits, lighting, etc.), while general law enforcement is heavily involved in the enforcement (Waterson, 1988). Occasionally, campus law enforcement officials are given the

authority to write parking citations on adjacent streets that do not belong to the campus. The reason for this opportunity is due to the number of parking problems on city streets that are the results of the campus activities. Officers with parking authority on public streets need to be trained in the laws and regulations of the adjoining jurisdiction (Harroun & Oliver, 1991).

Table 2 summarizes the similarities and differences. General and campus law enforcement handle parking enforcement on public streets but rarely does general law enforcement receive the responsibility of parking enforcement on campus property. General law enforcement is more involved in parking enforcement, while campus law enforcement is more involved with the services surrounding their parking responsibilities. Police academies train officers on how to enforce parking regulations but generally do not provide training regarding the unique issues of parking enforcement services on college and university campuses.

Table 2

Comparison of Parking Enforcement Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Enforcement Services on Campus	X		
Enforcement on Public Streets	X	X	X

Crime Prevention

Crime prevention is defined as a police function that increases public awareness of opportunistic criminal activity, provides the public with profiles of typical crime victims, and encourages citizens to protect themselves (Rush, 1994; Seckinger, 2000). A crime prevention officer's primary duty is risk management or the recognition of crime risk and the initiation of action to remove it (McGarth, 2000; Steinbeck, 1988a). The college campus is a perfect environment for establishing effective crime prevention programs (Meehan, 1989; Smith, 2000). This is due to the educational environment, the age of participants who will benefit from these programs, and the constant change in enrollment and residents (IACLEA, 1995). There are many types of programs that can be developed, such as bicycle registrations (Fennelly, Lonero, Neudeck, & Vossmer, 1992), escort services (Lutz, 1991; McCormick, Nadeau, Provost, Gaeddert, & Sabo, 1996a), crime watch (Allen, 1992; Lee 1999), key registration, operation identification (Keller, 1995), theft prevention (Luizzo, 1990), communication (Fennelly, 1989), personal safety, and alcohol and drug awareness (Boyd, 1992). Some new and expanding crime prevention programs that are unique to campus law enforcement are access control, crime prevention through environmental design, closed circuit television, and providing victim assistance resources.

In addition to traditional campus police functions, there has been an increase in technology and the number of campuses that have installed access control systems, which can be defined as the use of cards and card readers that give access to

buildings. With the heightened awareness of campus crime, the perceived threat of unauthorized entry into institutional facilities, and the possibility of attacks directed at the members of a campus community, colleges and universities develop mechanisms for greater protection (MacNutt & Blume, 1994).

Crime prevention through environmental design is used in campus law enforcement and is the process of managing exterior lighting and landscapes to increase the amount of observable area and decrease the amount of crime. A simple example would be the removal of trees and underbrush from the front of buildings in order to create additional visual observation for passing motorists (Ashton, 2001).

Closed circuit television is another example of a specific security measure that is used more within campus law enforcement and has attained broad acceptance in various environments and settings. Advocates of closed circuit television suggest that it has been successful in curtailing many different types of undesirable activities and behaviors. Today, closed circuit television is predominantly used for interior and exterior surveillance, monitoring functions, and alarm assessment (Moberly, 1996).

Campus law enforcement officers are now being trained to be aware of the physical and psychological issues related to student crime and to connect the victim with the necessary resources (Rittereiser, 2004). An example of these functions occurred when an 18-year-old female was raped in her residence hall by a fellow student. The woman knew the assailant casually, and was watching television in his room when the assault took place. She told her roommate and resident assistant, both of whom wanted her to report the incident to the police. She was unwilling to do this,

however, because of the publicity involved and her fear of retaliation. She was confused, afraid, and angry. She never sought counseling. The woman withdrew from school, and the suspect graduated the next year with honors (Jablonski, 1988). This is a story that has repeated itself on campuses across the United States.

Due to these types of crimes, preventing crime is the business of all police officers, whether they work for a city, small town, county, state, or for a college campus (McCarthy, 2004). Crime prevention is a responsibility of both general and campus law enforcement, but colleges and universities generally direct their programs toward a certain age of student and in a small geographic area (Eliques, 2004). This task may be assigned to an individual in general law enforcement as a full-time job. In campus law enforcement, crime prevention is a fundamental mission and should be a top priority for every individual who works for a college or university (Comar, 1988).

Due to the Jeanne Clery Act, crime prevention is the bread and butter of all campus law enforcement operations. Many campuses hire full-time or part-time officers, contract security officers, or students to carry out the objectives of a campus escort service. Generally, officers are taught to approach individuals and ask if they are interested in being escorted from one campus location to another. Students are then escorted by an officer to the location of their choice (Thomas, 1994). Colleges and universities use transportation vehicles, defined as cars, vans, or buses, to transport students from facility to facility. At some locations, buses are used to transport students to downtown locations. This is a crime prevention operation

developed for the safety of the campus community (Smith, 1989). Escorts and the transportation of students is not a responsibility handled by general law enforcement.

In Table 3, there are four subcategories called crime prevention programs, escort services, transportation services, and victim assistance programs. The responsibilities handled by campus law enforcement, but not part of the job responsibilities of general law enforcement, are escort services, and the management of campus transportation systems. The only two categories addressed by police academies are victim assistance issues and crime prevention programs.

Table 3

Comparison of Crime Prevention Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Crime Prevention Programs	X	X	X
Escort Services	X		
Transportation Services	X		
Victim Assistance Programs	X	X	X

Safety

Safety programs are different from one institution to the next, and many campus law enforcement departments are not responsible for all issues. Each program is based on the history of the institution, Occupational Safety and Health issues, local fire codes, insurance requirements, and complaints from the campus community

(Shaffer, 1993). The main categories of campus safety are fire equipment inspections, building inspections, worker's compensation investigations, campus safety committees, emergency response programs, occupational safety and health services, emergency fire fighting, and emergency medical services.

Fire equipment inspections are handled by the campus safety officer or by an employee specifically designated for this type of responsibility or contracted out to area businesses. Sprinkler systems, fire alarms, and fire extinguishers need to be inspected on a regular rotation. If the inspection is conducted by the campus police department's staff, then the officer should receive training in the appropriate state and federal fire safety regulations. This will also include a tour through the facilities for the purpose of increasing fire safety awareness through the identification of existing fire equipment. This process will instill in the officer the importance of learning about fire safety equipment and their locations within the buildings (Benny, 1993).

Campus and non-campus buildings are also inspected for the purpose of creating a safe environment for faculty, staff, and students. Non-campus buildings are often rental properties that are located in close proximity to the campus. Areas in and around the buildings such as exterior doors, windows, overgrowth of trees and shrubs, lighting, locks, stair treads, fire extinguishers, and similar items are inspected (Tipton, 1992).

In addition to inspections, campus law enforcement officials are often called to the scene of an injury, which often turn into worker's compensation issues. Officers

are trained to take detailed reports when these types of incidents occur. These detailed reports are beneficial during the litigation process (Conceison, 1993).

An active safety committee should do many things but, at the very least, it should serve as another set of eyes for those responsible for campus safety. It is very important for this committee to be composed of a diverse group of people, and to have some authority. Safety committees must be willing to assess all areas of campus safety and security, and actively follow up on findings. Campus Safety personnel who are part of these committees must be trained and knowledgeable about all aspects of campus safety (Altizer, 1995).

In addition to its day-to-day responsibilities, campus law enforcement officials must be prepared to manage such unusual emergencies as explosions, strikes, floods, power outages, chemical spills, hurricanes, fires, bomb threats, group disorders, and many others (Hogarty, 2004). In recent years, these issues have presented problems of major proportions for campus police. A recent example of this type of problem is the hurricane that destroyed the University of New Orleans. General and campus law enforcement work together for issues related to emergency preparedness. Where good plans have been developed to meet these emergencies, the authorities have been able to prevent extensive property damage, personal injury, and loss of life (Traver, 1993).

The training of campus law enforcement officials is not complete without instruction on OSHA regulations. Some of the categories of OSHA regulations are accident prevention, bloodborne diseases, employee records, fire exits, fire protection,

flammable and combustible liquids, medical services and first aid, personal protective equipment, and hazardous communication (Davis, 1994).

Hands-on training in the use of all types of fire-fighting equipment utilized on campus is essential. Through the cooperation of local fire departments, personnel can be given the opportunity to use various types of extinguishers and small diameter hoses such as the ones that would be found within the buildings (Kohl, 2003). This training should emphasize safety for the officers, stressing that their role is only to contain the fire, if possible, until professional firefighters arrive (Benny, 1993).

The scope of the responsibilities for campus law enforcement officers can change according to the size of the campus. Some officers are certified in first aid and CPR, while others are trained as emergency medical technicians. Each college and university needs to determine the extent of their services and train their officers accordingly (Herrick, 1996).

Fire regulations also require that all buildings on a campus must conduct fire drills. Often, the officer on duty will conduct the fire drills. An officer must be knowledgeable about fire regulations and the necessary equipment to carry out the procedure (Harman, 1998).

In Table 4, the subcategories not covered by general law enforcement are fire equipment inspections, building inspections, investigation of worker's compensation issues, involvement in campus safety committees, occupational safety and health services, and conducting fire drills. The only safety responsibilities in the category of general law enforcement are emergency response programs, fire-fighting with fire

extinguishers, and emergency medical services. Out of the three, only one is not taught in police academies. Fire-fighting with fire extinguishers is usually a training program found in fire academies and used by those within public safety departments. Public safety is generally defined as the combination of police and fire services.

Table 4
Comparison of Safety Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Fire Equipment Inspection	X		
Building Inspections	X		
Worker's Compensation Investigations	X		
Campus Safety Committees	X		
Emergency Response Programs	X	X	X
Occupational Safety & Health Services	X		
Fire-fighting with Extinguishers	X	X	
Emergency Medical Services	X	X	X
Fire Drills	X		

Security

Security services can be described as locking systems, security hardware, and access monitoring (MacNutt & Blume, 1994; Perdue, 1995; William, 1993). State-of-the-art technology now exists to allow close monitoring of doors, windows, and other

penetration points on the perimeter of campuses and resident halls. Security services can include door hardware, security surveys (Harman, 1993; Ho, 2000), computerized access monitoring, equipment protection, access surveys and control. The greatest insult to general law enforcement is to call them "Security." Officers working in general law enforcement are not trained or expected to be involved in the activities stated in this section.

Key control is a major safety concern for colleges and universities. The responsibility of a campus law enforcement officer is to monitor the possession of keys by those within the campus community. The possession of keys is a form of status among faculty and staff. Computer programs exist that help manage the distribution of keys. All information regarding the distribution of keys can be entered into the computer and can be extracted during criminal investigation. When employees leave the institution, a list of the employee's keys can be obtained from the software and used to ensure the return of the necessary keys (Harman, 1993).

Enhancing the security of university facilities through hardware and procedural modifications is the goal of every campus. Developing opening and closing procedures for campus buildings fosters greater security. Campus law enforcement officers ought to understand these procedures and follow them (Haelig, 1988).

Most professional campus law enforcement officials have an adequate perception of their risk exposures and may have developed an action plan to address them (Nacci, 2004). Surveys have been developed to assist in exploring these issues

(Boynton, 2003). Campus law enforcement officers must explore the various ways in which the assets, both human and property, can be threatened (Harman, 1993).

When an organization decides to renovate, expand, or construct facilities, the campus law enforcement officials should be responsible for ensuring that property protection is part of the new design. Developing the physical security for a new facility is important. Even the best protection systems cannot prevent all system breaches. It must be supported by qualified personnel and proper procedures (Flaherty, 1992).

Special event security is another form of protection. One aspect of a university's mission is to promote the open exchange of ideas (Stubblefield, 2004). In this spirit, most speakers appear on campus without incident or special needs. There are times, however, when either the message of the speaker or what he or she represents will require special security arrangements (Way, 2004). Effective protection does require cooperation between general and campus law enforcement, comprehensive planning, and open lines of communication (Young, 1992).

In Table 5, the subcategories not covered by general law enforcement and police academies are key/access control, building security, investigation of security hazards, and construction security planning. The only area that general law enforcement and police academies emphasize is special events.

Services

Identifying campus needs and expectations beyond those that are obvious or encompassed by routine police work is necessary for the visibility of campus law enforcement (Schowengerdt, 1991). Service calls are viewed as a vital function and

Table 5

Comparison of Security Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Key/Access Control Management	X		
Building Security	X		
Security Hazard Investigations	X		
Construction Security Planning	X		
Special Events	X	X	X

an opportunity for the development of a positive relationship with the campus community (Healy, 2004). There are many different activities that can be classified as services, which are conducted by many colleges and universities (Audino, 2003).

Some of these services are the registration of vehicles, maintaining college lost and found services, responding to lockout requests, maintaining campus switchboard operations, monitoring alarms, and providing animal control services (Struble, 1999).

There is a tendency for traditional officers to view service calls as not being “real police work” (Fadenrecht, 1995; Stripling, 1991). This thought process has

influenced the development of general and campus law enforcement throughout history. For most of the past century general law enforcement did not include individual services in their list of essential responsibilities. In recent years, their responsibilities have been established in the form of community policing. Due to the traditional view of “real police work,” there has been some difficulty in the development of a genuine service attitude within general and campus law enforcement. However, it is of a greater concern in campus law enforcement because service is the backbone of their responsibilities.

There are many different activities that can be classified as services, which are conducted by many colleges and universities (Audino, 2003). As shown in Table 6, some of these services are supplied only by campus law enforcement, such as the registration of vehicles (McCormick, Nadeau, Provost, Gaeddert, & Sabo, 1996a), maintaining lost and found services (Drapeau, 1990), responding to lockout requests (Fennelly, 1997), and maintaining campus switchboard operations (Bouckaert, 1992). General and campus law enforcement focuses on central alarm monitoring and often are responsible for animal control. The only area handled by police academies is the subcategory of central alarm monitoring.

Overview of Responsibilities

In 1894, campus law enforcement initially followed the pattern of general law enforcement by beginning with a more personal style of policing. Their job descriptions were designed to create relationships within the campus community

rather than adhering to the traditional roles of policing. Later in the 1960s, campus law enforcement began to change their job descriptions in order to follow a more impersonal form of policing, which was affected by the traditions and developments within general law enforcement and campus unrest. In the late 1990s, campus law

Table 6

Comparison of Service Responsibilities and Police Academy Training

Subcategories	Campus Responsibilities	General Responsibilities	Academy Training
Registration of Vehicles	X		
Lost and Found Services	X		
Lockout Requests	X		
Switchboard Operations	X		
Central Alarm Monitoring	X	X	X
Animal Control	X	X	

enforcement job descriptions began separating themselves from the influence of general law enforcement to follow a new path into the future with a greater emphasis on service.

General and campus law enforcement are similar in many ways, but there are obvious differences in their job responsibilities. According to the literature review, there are 17 duties that are carried out by campus law enforcement that are not handled by general law enforcement. These responsibilities are parking enforcement

on campus property, escort services, transportation services, fire equipment inspections, building inspections, worker's compensation investigations, campus safety committees, occupational safety and health services, fire drills, access control management, building security, security hazard investigations, construction security planning, registration of vehicles, lost and found services, lockout requests, and switchboard operations.

These similarities and differences can be observed when comparing general law enforcement's job responsibilities with available training. Out of 15 possible responsibilities in general law enforcement, 13 of them are taught in police academies. When comparing the job responsibilities of campus law enforcement with academy training, 19 out of 32 responsibilities are not part of the police academy training program. The inaccurate perceptions that campus officers have about their job responsibilities are due to the fact that they have not been trained in 13 of the responsibilities that are new to the profession of campus law enforcement. These new responsibilities began in the early 1980s when colleges and universities were being viewed as a small city or a city within a city and were required to act accordingly. This is discussed in greater detail in the historical section on campus law enforcement.

Job Perceptions in General Law Enforcement

Misconceptions about the perceptions of job responsibilities are not unique to campus law enforcement. General law enforcement officers have different perceptions of their job responsibilities (Bureau of Justice, 1995). Many research studies are being

conducted on police satisfaction. These studies relate to age, gender, race, education, police experience, rank, size of department, rural or urban, involvement in policy development, rotating shifts, pay, stress, and years to retirement.

A study on the satisfaction levels of officers close to retirement was presented at the annual conference of the Society for Police and Criminal Psychology in 1994. The results of the study demonstrated that the closer to retirement officers became, the less satisfied they are with their responsibilities (Goldfarb, 1994). Retirement is one of the biggest decisions a person makes. Police officers are no exception. In fact, police officers are often able to retire at a younger age than the public at large. The difficulty in making this decision has a basis for the increase in dissatisfaction. The more dissatisfied an officer is with his or her job, the easier it is to make the decision to retire.

In 1995, the Criminal Justice Institute did a survey on the job perceptions of general law enforcement officers in the state of Arkansas. The study found that job satisfaction among officers decreased when they felt that the majority of their calls were for non-criminal incidents (Dantzker, 1995). These officers are in constant training to improve their performance with criminal-related activities; however, dissatisfaction occurs when there is little training to prepare officers to handle non-criminal activities (Cole, 2001).

In 1996, a study was conducted by the Highway Department of Safety in Phoenix, Arizona on officer satisfaction based on experience. This study shows that as officers' experiences increase, so do their satisfaction levels (Gutier, 1996). Through

experience, officers perceive their responsibilities as being important and thus more satisfying.

In 1996, a research project was carried out by the National Center for Women and Policing on the perceptions of women regarding their job responsibilities. Women receive job satisfaction when they are able to conduct all the same responsibilities as their male partners (Price, 1996). They also perceive their responsibilities as being more relational (Lonsway, 2003).

In 1996, a study was conducted by the Center for Policing Research on police perceptions and organizational structure. This study examined the influence of organizational structure on officers' perceptions of their job responsibilities. Many officers said that lack of promotion and dissatisfaction with the work, paired with the availability of attractive work elsewhere, would encourage them to leave the organization. The results of the study provided strong support for a number of recommendations about mechanisms for improving officer satisfaction (Beck, 1996).

In 2000, a research project was conducted by an organization called Police Resource Allocation and Management on the impact of shift work on an officer's job satisfaction. The physiological and psychological effects of shift work are becoming well known, certainly by those people who work shifts, especially if those shifts include night work. Some of the detrimental effects are only now being recognized, and some are still the subject of research that is as yet inconclusive. The results of this research conclude that an increase in shift rotation lowers officers' satisfaction levels (Woolfenden, 2000).

In 2001, research was performed by Ohio State University on police perceptions of their job responsibilities in rural and urban cities. The problem in assessing rural and urban law enforcement is that different people look at the same facts and reach very different conclusions. Looking at rural and urban law enforcement over a period of time, researchers can conclude that rural law enforcement is more relational in their job responsibilities (Donnermeyer, 1989).

In 2002, a study was performed on gender and police officers' perceptions of their job responsibilities. Based on surveys of 217 male and female officers, results showed that male and female officers perceive their job responsibilities equally. Additionally, this research suggests that male and female police officers work well on their jobs and there are no significant differences in their job performance, capabilities, and administration skills, even when level of education and years of experience were controlled.

Many studies have been conducted in the area of police satisfaction in general law enforcement. Little research has been done in the profession of campus law enforcement. Some of the research in general law enforcement can be helpful in understanding campus law enforcement. For example, a comparison can be made with the study on urban and rural law enforcement. Officers employed in rural law enforcement are found to be more relational, while campus officers located in rural communities exhibit similar characteristics. Another example in general law enforcement is the increase in job satisfaction with an increase in police experience. In campus law enforcement, an increase in experience heightens an officer's satisfaction

level with those responsibilities that are unique to the profession. The research in this dissertation will be one of the first that emphasizes the perceptions of a campus officer's job responsibilities. The information obtained in this research will develop strategies for promoting greater satisfaction and reducing the costs associated with turnover.

CHAPTER III

METHODOLOGY

Review of Leadership Design

Given the similarities and differences in the job responsibilities of general and campus law enforcement, this study analyzed the extent to which practicing campus police officers' perceptions of their job responsibilities align with those conceptualized as ideal by scholars in the area of campus law enforcement. If the perceptions do not align, what accounts for the lack of alignment?

Type of Research

This study embraced methods and procedures common to quantitative research approaches. The study incorporated a cross-sectional design, which collected data on relevant variables.

Survey research served as the method by which this study was conducted. A questionnaire mailed electronically to the sample under study, eliciting primarily close-ended, measurable responses, served as the primary data collection instrument. The data collected in this research were suitable for statistical analyses, which provided the foundation for the researcher's conclusions and recommendations.

Rationale for Selection of Type of Research

Survey research has long been established as an effective method of measuring the characteristics, attitudes and perceptions of a population. Researchers use questionnaires as a scientifically sound method in which to survey a representative sample instead of an entire population (Dillman, 1994). Surveys allow for data collection that can be used for exploratory, descriptive, explanatory, and evaluative studies.

The surveys were sent to the campus law enforcement officers located within the East North Central region, which includes the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin. The focus is on campus policing in the Great Lakes region in order to determine the need for training changes in this region. A survey instrument was sent by email to the top campus law enforcement administrators of 373 colleges and universities that are part of the International Association of College Law Enforcement Administrators (IACLEA, 2005) and are listed in the National Directory of Law Enforcement Administrators published by the National Public Safety Information Bureau (NPSIB, 2005). The reason for distributing the survey to the top campus law enforcement administrator of each organization is that their names, addresses, telephone numbers, and emails can be found in the aforementioned documents, while the officers' names are not listed. These administrators were asked to assist in this survey by emailing the website link to every patrol officer within their department. There were a total of 5 states, 373 institutions, and 4,881 officers that were contacted through the survey.

Research Questions

The broad research questions that this study was designed to analyze examined the extent to which practicing campus police officers' perceptions of their job responsibilities align with those conceptualized as ideal by scholars in the area of campus law enforcement. Secondly, if perceptions do not align, what accounts for the lack of alignment and its impact in job satisfaction?

The survey was organized into two sections: the job responsibilities of a campus law enforcement officer and demographics. The job responsibilities were categorized into the six sections discussed in Chapter II. These responsibilities include law enforcement, parking enforcement, crime prevention, safety, security, and services. These categories include the 32 subcategories discussed in Chapter II which detail the job responsibilities of campus law enforcement. The demographics consisted of nine questions that explored information about the institutions and the campus police.

Variables

Independent Variables

The independent variables were tested for the existence and strength of their relationship with the intervening variables. The statistical techniques used were a comparison of the means and the analysis of variance. The independent variables were divided into a number of categories, which are law enforcement, parking enforcement,

crime prevention, safety, security, and service. These categories can be specifically matched to the information delineated in the literature review section of this dissertation. Below is a breakdown of the independent variables that were measured in each of the six categories:

Law Enforcement

- Crime investigation
- Traffic enforcement
- Court prosecution of criminal acts
- Vehicle accident investigation
- Traffic direction and control
- Dispatch operations

Parking Enforcement

- Parking enforcement on campus property
- Parking enforcement on public streets

Crime Prevention

- Developing crime prevention programs
- Offering crime prevention training
- Escort services
- Management of campus transportation systems
- Victim assistance programs

Safety

- Fire equipment inspections and training

- Building inspections
- Investigation of worker's compensation complaints
- Involvement in campus safety committees
- Emergency response planning
- Occupational safety and health training
- Emergency fire fighting
- Emergency medical services
- Conducting fire drills

Security

- Key/Access control—distributing, recording, and making of campus keys/cards
- Locking and unlocking of college buildings
- Investigation on security hazards
- Planning for building security
- Providing security for special events

Service

- Registration of vehicles
- Lost and found service
- Handling lock-out requests
- Maintaining campus switchboard operations
- Central alarm monitoring
- Animal control

Intervening Variables

The demographic variables were measured and tested to determine the strength and direction of a relationship, if any, that exists between the variables and an officer's perception of his or her job satisfaction. Many of these variables were obtained from the National Center for Education Statistics as commonly used variables for surveys relating to postsecondary educational institutions. The interviewing variables were selected because there often are differences in the job responsibilities depending on the demographic makeup of an institution or the background of their employees (Powell, 1981). The following is a breakdown of the demographic or intervening variables that were measured:

My institution is:

- Public 2-year
- Public 4-year
- Private 2-year
- Private 4-year
- Other

My main campus is:

- Urban
- Suburban
- Rural

Your student population:

- Less than 2,500

- 2,500 – 4,999
- 5,000 – 9,999
- 10,000 – 14,999
- 15,000 – 19,999
- 20,000 – 24,999
- 25,000 – 29,999
- More than 30,000

Percentage of students in campus housing:

- No campus housing
- Less than 50%
- 50% or more

Background of the Director or person in charge:

- Law enforcement
- Non-law enforcement
- Unknown

Gone through police academy training:

- Yes
- No

Outsourced campus safety services:

- Yes
- No

Training programs within the department:

- Yes
- No

Length of time spent in campus or general law enforcement:

Campus law enforcement ☐ 1–3 ☐ 4–6 ☐ 7–9 ☐ 10 or more

General law enforcement ☐ 1–3 ☐ 4–6 ☐ 7–9 ☐ 10 or more

Hypotheses

The following are the study's hypotheses and statistical analyses.

Hypothesis 1: This null hypothesis states that there is no significant difference in the satisfaction levels of campus law enforcement officers in the overall question on job satisfaction and the satisfaction levels of each individual responsibility. In this hypothesis, two methods will be used to determine the satisfaction levels of campus police officers. First, the question on the overall satisfaction of a campus officer will be measured. This overall satisfaction level will be compared to each individual job responsibility. The second method is to understand the importance of each job responsibility and what effect that will have on satisfaction levels.

Hypothesis 2: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers between the job responsibilities that are classified as general law enforcement and those responsibilities identified as campus law enforcement. Given the training that is received by campus police officers in the area of general law enforcement, it is hypothesized that they will

have a greater desire to engage in general law enforcement functions. The extent to which this occurs will enhance job satisfaction. There will be a comparison of means between strictly general law enforcement jobs and other tasks. There is an expectation that campus officers will have greater satisfaction for jobs that are strictly general law enforcement in comparison to other responsibilities.

Hypothesis 3: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as campus law enforcement between certified and non-certified officers. There will be a comparison of means between non-certified campus officers and certified campus officers for all law enforcement responsibilities. There is an expectation that non-certified campus officers will have greater satisfaction in areas other than law enforcement.

Hypothesis 4: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers who work for public or private institutions. Police officers have similar training; however, the job responsibilities in public and private institutions could be different. These responsibilities may create dissimilar satisfaction levels. There will be a comparison of means between campus officers at public and private institutions to determine if there are differences in satisfaction levels between the two types of institutions with the various job responsibilities.

Hypothesis 5: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers employed in 2- or 4-year

institutions. Police officers have similar training; however, the job responsibilities in 2- and 4-year institutions could be different. These responsibilities may create dissimilar satisfaction levels. There will be a comparison of means between campus officers at 2- and 4-year institutions to determine if there are different satisfaction levels between the various job responsibilities.

Hypothesis 6: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between urban and rural locations. Often, officers in more urban locations spend more time and effort in general law enforcement responsibilities (Eliques, 2004). Analysis of variance will be used in this situation. There is an expectation that there will be a significant difference in the satisfaction levels for strictly general law enforcement tasks for urban and non-urban locations.

Hypothesis 7: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have less than 15,000 students or more than 15,000 students. On campuses with higher student populations, there is often greater criminal activity (Holmberg, 1990). This type of activity increases the use of the stereotypical general law enforcement functions and also attracts those officers with a greater traditional policing attitude. There will be an analysis of variance. There is an expectation that there will be a significant difference

in the satisfaction levels for strictly general law enforcement tasks for high population versus low student population locations.

Hypothesis 8: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have a student population below 50% or more than 50%. This is similar to the campuses that have greater total populations. There is a greater need for general law enforcement activities as the percentage of students living on campus increases (Powell, 1994). This again will attract officers with a desire for general law enforcement activities. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels for strictly general law enforcement tasks for locations with a >50% of students living in campus housing.

Hypothesis 9: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have a person in charge with a law enforcement background or no law enforcement background. A person who has experience in general law enforcement often will set up their departments according to their experience and run the departments in a similar manner (Pearson, 2003). This will cause an emphasis on general law enforcement. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels for strictly general law enforcement tasks for locations with a director with a law enforcement background.

Hypothesis 10: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between officers who have gone through police academy training and those with no police academy training. Generally, officers who go through police academy training are focused on general law enforcement activities and struggle with those responsibilities that are considered strictly campus law enforcement. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels for strictly general law enforcement tasks for officers with police academy training.

Hypothesis 11: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that outsource to a private security firm and those campuses who do not outsource to a private security firm. Often, campus law enforcement departments will outsource their campus law enforcement responsibilities to a private security firm which will allow the full-time staff to concentrate on general law enforcement activities. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels for strictly general law enforcement tasks for locations that outsource to a private security firm.

Hypothesis 12: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job

responsibilities that are classified as campus law enforcement between departments that have training programs in comparison to those that do not have training programs. Specialized training programs on the unique responsibilities of campus law enforcement are often the only option for training an officer. If training exists, the satisfaction levels should increase. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels of officers in their job responsibilities that are classified as strictly campus law enforcement and receive departmental training versus departments that receive no training.

Hypothesis 13: This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as campus law enforcement between officers who have a career from 1 to 6 years and those officers who have a career of 7 years or more. If an officer has a longer career in campus law enforcement, the officer has had the chance to learn the responsibilities of campus law enforcement and will be able to adapt or resign. There will be an analysis of variance. There is an expectation that there will be a significant difference in the satisfaction levels of officers that have job responsibilities that are classified as strictly campus law enforcement and have a longer career.

Population and Sample

A survey instrument was sent by email to the top campus law enforcement administrators of 373 colleges and universities in the Great Lakes region that are part of the International Association of College Law Enforcement Administrators (IACLEA, 2005) and are part of the National Directory of Law Enforcement Administrators published by the National Public Safety Information Bureau (NPSIB, 2005). The reason for distributing the survey to the top campus law enforcement administrator of each organization is that their names, addresses, telephone numbers, and emails can be found in the aforementioned documents. These administrators were asked to assist in this survey by emailing the website link to every patrol officer within their department, because the names and addresses of the officers are not found in any publications.

These surveys were distributed to the campus law enforcement officers within the East North Central region as designated by the United States Department of Justice (Reaves & Golberg, 1995). The colleges and universities within the East North Central region include the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin. This region was chosen since it contains Michigan, which is the center of all survey operations.

Table 7 shows the number of colleges and universities to which the survey will be sent in each state. There were a total of 373 institutions and 4,881 officers that were contacted through the survey. Given these totals, there was a need for 357

respondents in order to be 95% confident of the overall results, within a range of plus or minus of 5%.

Table 7
Survey Quantities by State

State	# Colleges/Universities	# Officers
Illinois	99	1771
Indiana	59	542
Michigan	68	932
Ohio	90	1159
Wisconsin	57	477

Overview of Procedures

In accordance with established procedures for the execution of research, procedures have been established that address all facets of participant consent, data collection, data processing, and data archiving. The following is an overview of the procedures that were incorporated into this study.

Steps for Permission

The researcher abided by all of the procedures required by the Western Michigan University Human Subjects Institutional Review Board (HSIRB). The HSIRB Application for Project Review provided a concise summary of the proposed

study, including information on the targeted participant pool, the protocol for data collection, and the process for ensuring informed consent of study participants.

Pretest of Survey Questionnaire

Upon the completion of the literature review pertaining to the job responsibilities of campus law enforcement officers, and the approval of the Western Michigan University Human Subjects Institutional Review Board, the researcher pretested the survey questionnaire with student service personnel within the testing area. Ten individuals pretested the questionnaire. Student service personnel were elected due to their direct relationship with the operations of campus law enforcement.

Delivery of Survey Questionnaire

The survey used a web-based delivery system. The cover letter and accompanying email form provided the link to a website containing the survey. The email cover letter explained the reasons the study is important, the confidentiality of the data, and an appeal to participate. This survey did not have written entries where names, positions, or identifiable notations inadvertently could be placed and read. A follow-up email was sent at the end of the second week.

Confidentiality of Data

This survey allowed a completely confidential opportunity to evaluate satisfaction levels and the job responsibilities within campus law enforcement. There

is no identifiable information on the survey and cannot be tracked to any college, university, or individual. The Information Technology group of Davenport University was responsible for the administration of the website housing the survey. To ensure the confidentiality of data, all contact with the initial survey results was handled by a web administrator employed by Davenport University. Information from the web-based survey was placed into an Excel spreadsheet by the web administrator. Each line of the spreadsheet contained all the information on each survey. Since no identifiers exist, full confidentiality is maintained. The information from the Excel spreadsheet was placed into an SPSS software package. The researcher's only responsibility was the assembling of the email addresses into a listserv to be used for initial and follow-up contact. As indicated above, the researcher did not have any information that identified the participants or the institution.

There were no external links to the website. The entrance method for this survey was by cover letter only. The entrance invitation was sent to specific persons via the email. Aggregated data were also distributed to those who requested the results of the survey.

This delivery system was used due to the time constraint and for the convenience of those participating in this study. Email surveys were used because they are less intrusive. The uses of mail surveys are more costly to the investigator. Through the use of email surveying, the respondents contacted were able to complete the survey at their convenience at a confidential location, and with a minimal amount of time spent, thereby raising the response rate.

Informed Consent Process

Campus officers received an email requesting their participation in the survey. An informed consent document accompanied the survey. There was a link from the informed consent document to the survey for those who chose to participate. All email correspondence and surveys are in Appendices A through E of this dissertation.

CHAPTER IV

RESULTS/ANALYSIS

The purpose of the survey is to analyze the relationship between the job satisfaction of officers in campus law enforcement and the responsibilities conceptualized as ideal by scholars. Respondents were asked a general question regarding their overall satisfaction with the job responsibilities of campus law enforcement as well as satisfaction with each responsibility individually. Campus law enforcement officers were asked to rate their job responsibilities as very satisfied, satisfied, somewhat satisfied, dissatisfied, and very dissatisfied. The responsibilities were divided into 6 categories and 32 subcategories. There were 9 demographic questions pertaining to the institution and respondents. The demographic questions will be used to analyze the existence and strength of their relationship with the satisfaction levels.

Surveys were distributed to 4,881 campus law enforcement officers in 5 states, and 373 institutions. The survey was administered by using a web-based delivery system. The total number of responses was 342, which will give this dissertation a 95% confidence rating of the overall results, within a range of plus or minus of 5.12%. The variance in the number of questions answered has a range of plus or minus of 5.12 to 6.60%.

The information in Table 8 is the survey's response rates to the demographic questions. The greatest number of respondents came from urban 4-year public institutions that enroll less than 15,000 students. These colleges and universities also had the greatest percentage of police academy trained officers and administrators with law enforcement backgrounds.

Table 8
Demographic Response Rates

Demographics	# Respondents	% Respondents
Public	237	73%
Private	89	27%
2-year institutions	91	28%
4-year institutions	235	72%
Rural	41	22%
Urban	144	78%
Less than 15,000 students	166	56%
More than 15,000 students	129	44%
No housing for students	76	23%
Less than 50% student housing	194	59%
More than 50% student housing	60	18%
Director with law enforcement experience	240	75%
Director with no law enforcement experience	79	25%

Table 8—Continued

Demographics	# Respondents	% Respondents
Police academy training	254	77%
No police academy training	74	23%
Outsource to private security firm	30	9%
No outsource to private security firm	286	91%
In-house officer training programs	206	63%
No in-house officer training programs	119	37%
Campus law enforcement experience 1-3	113	34%
Campus law enforcement experience 4-6	88	27%
Campus law enforcement experience 7-9	47	14%
Campus law enforcement experience 10-more	80	25%

Data Analysis

In the methodology section of this dissertation, 13 hypotheses were defined. Each hypothesis was examined and the independent variables were analyzed and tested for the existence and strength of their relationship with the intervening variables. The independent variables are the 6 sections and 32 subcategories of the job responsibilities of campus law enforcement and the intervening variables are the 9 demographic questions. The survey questions can be found in Appendix A. The following information outlines the hypotheses and findings.

Hypothesis 1

This null hypothesis states that there is no significant difference in the satisfaction levels of campus law enforcement officers in the overall question on job satisfaction and the satisfaction levels of each individual responsibility. The null hypothesis was rejected.

There were two methods used to determine the overall satisfaction levels. First, the initial question in the survey asked the respondents what their overall satisfaction level is with their job responsibilities. The result of the overall satisfaction question will be compared to the satisfaction levels of the individual job responsibilities. The second method is to understand the importance of each job responsibility and what effect that will have on satisfaction levels.

Upon examination of the first question of the survey, the overall satisfaction rating or mean was at a level of 2.24. Figure 1 is a visible display of the overall satisfaction levels by number of respondents within campus law enforcement. There were 341 respondents to this question, which gave this question a 95% confidence rating of the overall results, within a range of plus or minus of 5.13%. The satisfied category was by far the largest with a response rate of 194.

Table 9 shows the satisfaction levels of each individual job responsibility. There were only 4 responsibilities out of 32 possibilities that were at the overall satisfaction level of 2.24 or below. These responsibilities were campus crime investigation, traffic enforcement, court prosecution of criminal acts, and accident

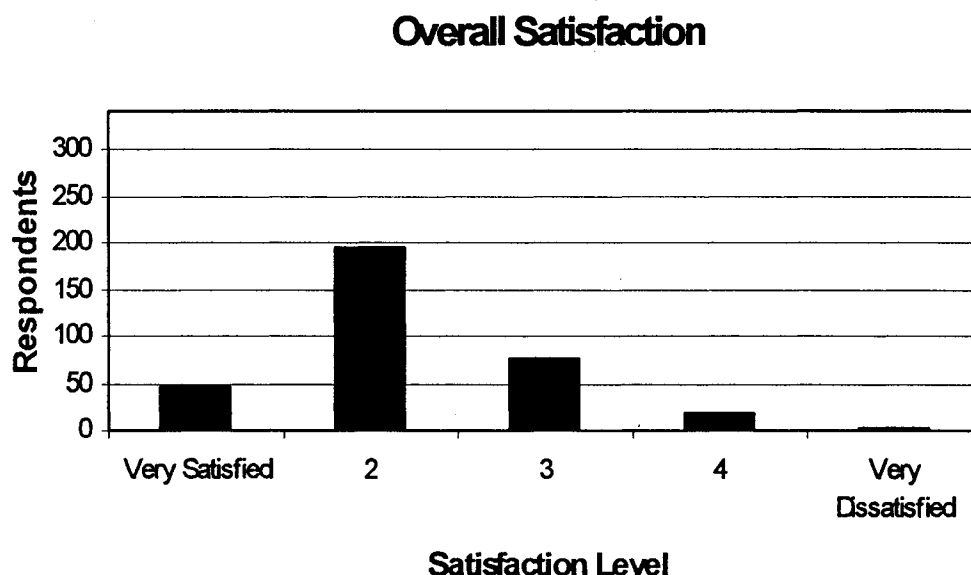


Figure 1. Officers' Overall Satisfaction Levels.

investigation. It is interesting to note that these responsibilities were under the category of law enforcement.

The difference in satisfaction levels between the overall question and each individual responsibility may be the result of each officer emphasizing the job responsibilities of their choice (Esposito & Stormer, 1989). Later in this dissertation, evidence will be presented that an officer directly from a police academy will gain more satisfaction carrying out those tasks that relate directly to general law enforcement. Table 9 also demonstrates that the greatest satisfaction is achieved in the category of law enforcement. An officer may be spending the greatest amount of time investigating crimes and arresting criminals. Also, there is evidence that an officer with no police background may be more interested in those responsibilities that

Table 9
Satisfaction Level for Individual Responsibilities

Individual Job Responsibilities	Satisfaction Level
LAW ENFORCEMENT	
Campus Crime Investigation	2.08
Traffic Enforcement	2.24
Court Prosecution of Criminal Acts	2.14
Accident Investigation	2.21
Traffic Control for Special Events	2.29
Dispatch Operation	2.34
PARKING ENFORCEMENT	
On Campus Property	2.78
On Public Streets	2.63
CRIME PREVENTION	
Offering Crime Prevention Programs	2.46
Providing Escort Services	2.41
Management of a Transportation System	3.00
Providing Victim Assistance Resources	2.53
SAFETY	
Inspecting Fire Equipment	2.46
Inspecting Buildings for Safety Hazards	2.60
Investigating Worker's Compensation Complaints	2.66
Involvement in Campus Safety Committees	2.65
Emergency Response Planning	2.73
Occupational Safety and Health Issues	2.83
Training in Fire Equipment Use	2.82
Providing Emergency Medical Services	2.56
Conducting Fire Drills	2.89

Table 9—Continued

Individual Job Responsibilities	Satisfaction Level
SECURITY	
Access Control Management	2.83
Providing Building Security	2.51
Investigation of Security Hazards	2.76
Security Planning for New Construction	2.92
Providing Security for Special Events	2.46
SERVICE	
Registration of Vehicles	2.72
Maintaining Lost and Found Services	2.81
Handling Lock-out Requests	2.92
Maintaining Switchboard Operations	3.07
Central Alarm Monitoring	2.99
Animal Control	3.24

relate to the field of campus law enforcement. This officer may get the most satisfaction providing building security, conducting fire drills, providing escort services, and handling lockout requests in campus buildings (Flaherty, 1993). When campus officers were asked about their overall job satisfaction, they were basing their answer on those tasks that they emphasize. When officers read each individual job responsibility, those they liked and disliked, their satisfaction levels decrease based on those tasks that are not part of their daily routine (Hutchings, 1991). Evidence of this can be found in the theory behind the Pearson Correlation.

An officer's overall satisfaction level was based on the actual perceived importance of a specific job responsibility. If an officer dislikes providing security for special events, but does not find this responsibility important, then it will not affect the officer's overall satisfaction level. If an officer finds satisfaction in crime investigation, and also considers this responsibility as highly important, there will be a positive effect on overall satisfaction levels. If an officer dislikes providing crime prevention programs, and considers this an important job responsibility, there will be a negative effect on overall satisfaction levels. This is the foundation to a statistical equation called the Pearson Correlation.

A Pearson Correlation was run on the job responsibilities within each category of the survey. Table 10 compares the Pearson Correlation and mean with these responsibilities. There is greater importance in those responsibilities that have a higher correlation. These were the responsibilities that are the most important to campus law enforcement officers and have the greatest amount of effect on their satisfaction levels. If emphasis is placed on those responsibilities of the greatest importance, then an overall satisfaction level of 2.24 can be plausible.

It is noteworthy that the responsibilities that have the lowest correlation scores and mean satisfaction levels were in the service category of the survey as shown in Table 10. The responsibilities of monitoring alarms, maintaining lost and found services, and switchboard operations are considered the least important to a campus law enforcement officer.

Table 10
Pearson Correlation on Job Responsibilities

Individual Job Responsibilities	Correlation ^a	Mean ^b
LAW ENFORCEMENT	.43	2.19
Campus Crime Investigation	.46	2.08
Traffic Enforcement	.43	2.24
Court Prosecution of Criminal Acts	.36	2.14
Accident Investigation	.33	2.21
Traffic Control for Special Events	.31	2.29
Dispatch Operation	.28	2.34
PARKING ENFORCEMENT	.41	2.66
On Campus Property	.36	2.78
On Public Streets	.27	2.63
CRIME PREVENTION	.55	2.56
Offering Crime Prevention Programs	.51	2.46
Providing Escort Services	.42	2.41
Management of a Transportation System	.38	3.00
Providing Victim Assistance Resources	.44	2.53
SAFETY	.52	2.69
Inspecting Fire Equipment	.35	2.46
Inspecting Buildings for Safety Hazards	.41	2.60
Investigating Worker's Compensation Complaints	.37	2.66
Involvement in Campus Safety Committees	.44	2.65
Emergency Response Planning	.42	2.73
Occupational Safety and Health Issues	.40	2.83
Training in Fire Equipment Use	.37	2.82
Providing Emergency Medical Services	.36	2.56
Conducting Fire Drills	.35	2.89

Table 10—Continued

Individual Job Responsibilities	Correlation ^a	Mean ^b
SECURITY	.46	2.68
Access Control Management	.34	2.83
Providing Building Security	.34	2.51
Investigation of Security Hazards	.38	2.76
Security Planning for New Construction	.36	2.92
Providing Security for Special Events	.38	2.46
SERVICE	.31	2.92
Registration of Vehicles	.34	2.72
Maintaining Lost and Found Services	.25	2.81
Handling Lock-out Requests	.29	2.92
Maintaining Switchboard Operations	.26	3.07
Central Alarm Monitoring	.21	2.99
Animal Control	.29	3.24

^aHigher scores indicate greater importance.

^bLower scores indicate higher satisfaction.

In summary, an officer's overall satisfaction rating of the job responsibilities in campus law enforcement was 2.24. Upon examination of all 32 job responsibilities within the survey, there were only 4 responsibilities out of 32 possibilities that were at the overall satisfaction level of 2.24 or below. The difference in satisfaction levels between the overall question and each individual responsibility could be the result of each officer emphasizing the job responsibilities of their choice. The Pearson Correlation shows that an officer places a different level of importance on each job

responsibility. If emphasis was placed on those responsibilities of the greatest importance, then an overall satisfaction level of 2.24 can be conceivable, even though 28 of the 32 responsibilities had a higher rating.

Hypothesis 2

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers between the job responsibilities that are classified as general law enforcement and those responsibilities identified as campus law enforcement. The information in Table 11 rejects the null hypothesis.

Table 11
Satisfaction Levels by Category

Categories	Satisfaction Levels
Law Enforcement	2.19
Crime Prevention	2.56
Parking	2.66
Security	2.68
Safety	2.69
Service	2.92

There is evidence that the greatest satisfaction level is in the job responsibilities related to the category of law enforcement. The five other categories

are listed in numerical order according to satisfaction levels. Campus officers were the least satisfied with the service portion of their responsibilities at a level of 2.92.

In Table 12, the subcategories under the category of law enforcement that create the greatest amount of satisfaction for campus law enforcement officer are the investigation of crimes and the prosecution of criminals. Overall, campus law enforcement officers obtain greater levels of satisfaction when they participate in job responsibilities that relate to general law enforcement. Specifically, they receive greater satisfaction by investigating crimes and prosecuting criminals.

Table 12
Satisfaction Levels of Law Enforcement Subcategories

Subcategories	Satisfaction Levels
Campus Crime Investigation	2.08
Court Prosecution	2.13
Vehicle Accident Investigation	2.21
Traffic Enforcement	2.24
Directing Traffic	2.29
Dispatch Operations	2.34

A review of the literature illustrates that campus law enforcement officers are often certified police officers who have gone through a college or university and have obtained a degree in criminal justice. These officers have also gone through training in

police academies. All their education has been in the area of general law enforcement and little training has taken place in the occupation of campus law enforcement. The subcategories in Table 12 are the job responsibilities that they have been taught in these educational experiences. These are the tasks that give the officer the most satisfaction due to the training that they have received.

Hypothesis 3

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as campus law enforcement between certified and non-certified officers. The null hypothesis was rejected.

The job responsibilities within campus law enforcement are crime prevention programs, escort services, campus transportation systems, victim assistance resources, inspection of fire equipment, safety hazard inspections, worker's compensation investigations, campus safety committees, occupational safety and health issues, training in fire equipment usage, conducting fire drills, access control, providing building security, security hazard investigations, security planning for new construction, registration of vehicles, maintaining lost and found services, handling lock-out requests, switchboard operations, monitoring alarms, and animal control. In comparison, the job responsibilities of general law enforcement are campus crime investigation, traffic enforcement, court prosecution, vehicle accident investigation, directing vehicle traffic, and dispatch operations.

In Table 13, there is a significant difference between the satisfaction levels between certified and non-certified officers. There is a significant difference in the categories of law enforcement, crime prevention, safety, security, and service. The results reflect the hypothesis. Certified officers who have been trained in police academies have more satisfaction in those responsibilities that are within the law enforcement category. Non-certified officers who have no academy experience have greater satisfaction in those responsibilities that are classified as unique to campus law enforcement. As was explained in Hypothesis 1, officers trained in a police academies are more satisfied with those tasks that are related directly to their education and training. Those officers who have not had police academy training are more open to the unique responsibilities that are associated with the profession of campus law enforcement.

Table 13

Job Satisfaction Levels for Academy and No Academy Training

Categories	Mean Academy	Mean No Academy	Significance	<i>t</i> value
Law Enforcement	2.06	2.62	$p < .05$	-4.77
Parking Enforcement	2.73	2.54	$p > .05$	1.57
Crime Prevention	2.76	1.87	$p < .05$	8.25
Safety	2.88	2.01	$p < .05$	8.34
Security	2.89	1.94	$p < .05$	8.28
Service	3.14	2.18	$p < .05$	7.60

Parking enforcement is the inconsistent statistic in Table 13. There is no significant difference in satisfaction levels between certified and non-certified officers. A closer look at the specifics of the subcategories in Table 14 show that there is a significant difference between certified and non-certified officers in parking enforcement on campus property. There is no significant difference between certified and non-certified officers in the enforcement of parking on public streets.

Table 14

Parking Satisfaction Levels for Academy and No Academy Training

Subcategories	Mean Academy Training	Mean No Academy Training	Significance	<i>t</i> value
Campus Property	2.91	2.45	$p < .05$	3.17
Public Streets	2.60	2.92	$p > .05$	-1.59

The experience of campus officers and information found in the literature review demonstrates that general law enforcement does not want to be involved in parking enforcement on campus property while campus officers are more willing to be involved in parking enforcement on city streets. Parking enforcement on campus is more than enforcement; it is often a service function that supports activities such as escorts and student vehicle maintenance (Powell, 1994). General law enforcement officers do not want to be involved in these types of activities.

Hypothesis 4

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers who work for public or private institutions. Table 15 provides evidence to reject the null hypothesis.

Table 15

Job Satisfaction Levels for Private and Public Institutions

Categories	Mean Private	Mean Public	Significance	<i>t</i> value
Law Enforcement	2.40	2.08	$p < .05$	2.93
Parking Enforcement	2.60	2.72	$p > .05$	-1.08
Crime Prevention	2.44	2.59	$p > .05$	-1.43
Safety	2.47	2.76	$p < .05$	-2.73
Security	2.48	2.76	$p < .05$	-2.30
Service	2.69	3.01	$p < .05$	-2.48

The categories that show a significant difference are law enforcement, safety, security, and service. The officers working for private institutions are more satisfied with those responsibilities that are unique to campus law enforcement and significantly more satisfied in the categories of safety, security and services. Campus officers of public institutions are more satisfied in the category of law enforcement or the traditional police roles.

Information found in the literature review explains that there are four reasons why a public institution may have a greater desire to carry out the traditional roles of general law enforcement. First, many of the public universities are large institutions that require greater amounts of traditional law enforcement and are historically designed to carry out these types of responsibilities (Ficko, 1993). Second, large public institutions generally hire directly from area police academies or local police departments. These police academies could actually be part of the criminal justice program located within the university (Allen, 1994). As we have already seen from the statistics, those officers hired from police academies are more interested in the traditional roles of general law enforcement. Third, the top administrator is often selected with a general law enforcement background and the department is usually organized according to the administrator's past experiences. Under these circumstances, a campus police department may be a duplication of a local municipal police department (Barrett, 1995). Fourth, occasionally there is the desire to hire trained general law enforcement officers and then educate them in the unique responsibilities of campus law enforcement. What is often missed is the fact that once hired, these officers resist any education about those job responsibilities that are related to campus law enforcement and not part of their previous education (Bickers, 1997).

According to Table 15, there is no significant difference between the officers of public and private institutions in the responsibilities of parking enforcement and crime prevention. In looking at the subcategories under parking enforcement in Table

16, campus officers of private colleges and universities have higher satisfaction with parking on campus property, while there is no significant difference with enforcement on city streets.

Table 16

Parking Subcategories for Private and Public Parking Enforcement Satisfaction Levels

Subcategories	Mean Private	Mean Public	Significance	<i>t</i> value
Campus Property	2.58	2.90	$p < .05$	-2.26
Public Streets	2.75	2.60	$p > .05$	-.88

In Table 17, we can see that there is no significant difference between officers of public and private institutions in the subcategories of crime prevention. Initially, the lack of a significant difference in these satisfaction levels between the officers of private and public institutions would be encouraging. This would suggest that both private and public universities will have officers who will be taking the responsibility of crime prevention seriously. A closer look at the satisfaction levels shows certain subcategories reaching towards the “somewhat satisfied” rating. Previously, there was a discussion that providing crime prevention programs was the most important responsibility in the category of crime prevention. According to the Pearson Correlation, this responsibility rated higher with a .51 than any other responsibility. With this fact in mind, there would be greater excitement if the mean scores could be lower, showing a greater satisfaction to a responsibility of high importance.

Table 17

Crime Prevention Subcategories for Private and Public Satisfaction Levels

Subcategories	Mean Private	Mean Public	Significance	<i>t</i> value
Providing Crime Prevention Programs	2.40	2.08	$p < .05$	2.93
Providing Escort Services	2.60	2.72	$p > .05$	-1.08
Managing Campus Transportation Systems	2.44	2.59	$p > .05$	-1.43
Providing Victim Assistance Resources	2.69	3.01	$p < .05$	-2.48

Hypothesis 5

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers employed in 2- or 4-year institutions. The results displayed in Table 18 reject the null hypothesis.

The scores reveal that the officers of 4-year institutions are more satisfied with the category of law enforcement, while the officers of 2-year institutions are more satisfied with the categories of security and service. The categories of security and service are those responsibilities that are uniquely campus law enforcement.

Table 19 shows that there is a significant difference between the officer's satisfaction levels of traffic enforcement and dispatch operations within the category of law enforcement. The officers of 4-year institutions receive greater satisfaction in carrying out these responsibilities. This could relate to the fact that 4-year institutions are more advanced in the technical aspects of these responsibilities, while 2-year

colleges and universities lack resources in these types of activities (Mahieu, 2003).

This was a general theme throughout the literature review.

Table 18

Main Categories for 2-Year and 4-Year Satisfaction Levels

Categories	Mean 2-Year	Mean 4-Year	Significance	<i>t</i> value
Law Enforcement	2.34	2.10	$p < .05$	2.19
Parking Enforcement	2.57	2.73	$p > .05$	-1.39
Crime Prevention	2.41	2.60	$p > .05$	-1.74
Safety	2.54	2.74	$p > .05$	-1.81
Security	2.40	2.78	$p < .05$	-3.30
Service	2.69	3.01	$p < .05$	-2.51

Table 19

Law Enforcement Subcategories for 2-Year and 4-Year Satisfaction Levels

Subcategories	Mean 2-Year	Mean 4-Year	Significance	<i>t</i> value
Campus Crime Investigation	2.20	1.98	$p > .05$	1.69
Traffic Enforcement	2.51	2.08	$p < .05$	3.02
Court Prosecution	2.23	2.07	$p > .05$	1.23
Accident Investigation	2.31	2.14	$p > .05$	1.32
Directing Vehicle Traffic	2.21	2.01	$p > .05$	1.50
Dispatch Operations	2.62	2.22	$p < .05$	2.75

Table 20 shows that all but one subcategory under the category of security is significantly different. Officers of 2-year institutions are more satisfied with the responsibilities related to security than 4-year institutions. The only area that did not have a significant difference was security for special events. The statistics show that officers at 2-year institutions are emphasizing responsibilities related to building security, access control, security planning, and investigation of hazards, while officers at 4-year institutions receive more satisfaction on tasks such as campus crime investigation, traffic enforcement, court prosecution, accident investigation, directing vehicle traffic, and dispatch operations.

Table 20
Security Subcategories for 2-Year and 4-Year Satisfaction Levels

Subcategories	Mean 2-Year	Mean 4-Year	Significance	<i>t</i> value
Key/Access Control	2.239	3.03	$p < .05$	-4.07
Building Security	2.11	2.66	$p < .05$	-4.10
Investigation of Hazards	2.48	2.88	$p < .05$	-2.93
Security Planning	2.70	3.02	$p < .05$	-2.04
Security for Special Events	2.33	2.51	$p > .05$	-1.36

In Table 21 there is a significant difference in the subcategories of lost and found services, lockouts, and animal control. Officers at 2-year colleges and universities have more satisfaction in supplying these services in comparison to 4-year

institutions. An analysis of the mean score of each subcategory show that 2-year institutions are more service orientated, even though the mean scores are approaching the somewhat satisfied rating. As a reminder, according to the Pearson Correlation, these service responsibilities are classified as some of the least important tasks for campus law enforcement officers. Some departments are starting to understand the lack of enthusiasm that campus officers have for the category of service. Presently, there are initiatives underway to help further an officer's personal and departmental commitments to service (Struble, 2003).

Table 21
Service Subcategories for 2-Year and 4-Year Satisfaction Levels

Subcategories	Mean 2-Year	Mean 4-Year	Significance	<i>t</i> value
Registration of Vehicles	2.58	2.80	$p > .05$	-1.56
Lost and Found Services	2.44	2.97	$p < .05$	-3.51
Lockout Requests	2.63	3.04	$p < .05$	-2.46
Switchboard Operations	2.81	3.17	$p > .05$	-1.95
Alarm Monitoring	2.82	3.05	$p > .05$	-1.35
Animal Control	2.95	3.37	$p < .05$	-2.51

According to the literature review, 2-year institutions are often more interested in areas that are uniquely associated with campus law enforcement. Many times their officers are not certified, they are not hired from local police academies,

and their academic programs do not contain a criminal justice program (Brug, 1991a). The officers hired do not have a previous disposition towards law enforcement due to training or past experience in local police departments; therefore, they are more open to the special job responsibilities in campus law enforcement.

Hypothesis 6

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between urban and rural locations. According to Table 22, the null hypothesis is rejected.

What was found in this analysis is a significant difference in satisfaction levels dealing with the categories of crime prevention, safety, security, and service. Officers in rural locations find more satisfaction in the job responsibilities that are closely associated with campus law enforcement. These results are comparable to studies performed on officers working in general law enforcement. Officers who worked in rural departments were more relational in their police responsibilities.

In addition, a more detailed analysis of the information in Table 23 emphasizes no significant differences in rural or urban campuses in officer satisfaction levels of the subcategories under the category of law enforcement. The mean scores also fluctuate and show no pattern that would emphasize a trend in the satisfaction levels for either rural or urban locations.

Table 22

Law Enforcement Category for Rural and Urban Satisfaction Levels

Categories	Mean Rural	Mean Urban	Significance	<i>t</i> value
Law Enforcement	2.12	2.10	$p > .05$.145
Parking Enforcement	2.39	2.80	$p < .05$	-2.48
Crime Prevention	2.38	2.67	$p < .05$	-1.96
Safety	2.53	2.88	$p < .05$	-2.39
Security	2.52	2.83	$p < .05$	-2.13
Service	2.73	3.18	$p < .05$	-2.51

Table 23

Crime Prevention Subcategories for Rural and Urban Satisfaction Levels

Subcategories	Mean Rural	Mean Urban	Significance	<i>t</i> value
Campus Crime Investigation	1.97	2.03	$p > .05$	-.30
Traffic Enforcement	2.11	2.18	$p > .05$	-.34
Court Prosecution	1.97	2.04	$p > .05$	-.36
Accident Investigation	2.11	2.06	$p > .05$.27
Directing Vehicle Traffic	1.97	1.99	$p > .05$	-.06
Dispatch Operations	2.51	2.18	$p > .05$	1.50

According to the literature review, a possible reason for this insignificant difference in the subcategories under law enforcement is that both rural and urban locations hire their officers from the same police academies, academic institutions, and local municipal police departments (Esposito & Stormer, 1989). These officers are hired with the same thoughts and ideas that were instilled in them due to their previous education. These thoughts and ideas will be carried out whether they are located in a rural or urban location (Flaherty, 1993).

Hypothesis 7

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have less than 15,000 students or more than 15,000 students. The information in Table 24 is evidence that rejects the null hypothesis.

Officers in campuses that have a higher student population are more involved in those activities classified as general law enforcement, while officers at institutions with lower student populations are more satisfied with those responsibilities classified as campus law enforcement.

Whenever you have a large number of students located in one location during a period of time, you are bound to have issues. These issues often result in criminal behavior, either by the students or those people who are drawn to the campus because of the students. College and university students have always been classified as easy

Table 24

Main Categories for Number of Students Satisfaction Levels

Categories	Mean Less 15,000	Mean More 15,000	Significance	<i>t</i> value
Law Enforcement	2.32	1.91	$p < .05$	3.98
Parking Enforcement	2.47	2.94	$p < .05$	-4.61
Crime Prevention	2.37	2.79	$p < .05$	-4.21
Safety	2.50	2.99	$p < .05$	-5.10
Security	2.47	2.97	$p < .05$	-4.74
Service	2.56	3.44	$p < .05$	-7.84

prey by criminals due to their inexperience and apathy, which has a tendency to draw in an undesirable crowd from area neighborhoods (Powell, 1994). This increases the crime rate and increases the need for general law enforcement job responsibilities. Officers with a strong desire to emphasize the law enforcement side of their responsibilities are drawn to these types of institutions.

Hypothesis 8

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have a student population below 50% or more than 50%. The statistics in Table 25 reject the null hypothesis.

Table 25
Main Categories of Housing Size Satisfaction Levels

Categories	Mean No Housing	Mean Less 50%	Mean More 50%	<i>p</i> value
Law Enforcement	2.52	1.94	2.42	$p < .05$
Parking Enforcement	2.94	2.69	2.60	$p > .05$
Crime Prevention	2.59	2.50	2.86	$p > .05$
Safety	2.63	2.67	2.85	$p > .05$
Security	2.46	2.73	2.93	$p > .05$
Service	2.77	3.07	2.83	$p > .05$

There is a significant difference in the law enforcement category. Officers of colleges and universities that have less than 50% of the students living in campus housing are more satisfied with law enforcement activities than either those with no student housing or locations that have more than 50% of students living on campus.

Hypothesis 9

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that have a person in charge with a law enforcement background or no law enforcement background. The statistics in Table 26 reject the null hypothesis.

These data also emphasize that those without a general law enforcement background are more likely to stress campus law enforcement responsibilities.

Table 26

Main Categories of Administrator Background Satisfaction Levels

Categories	Mean Law Background	Mean No Law Background	Significance	<i>t</i> value
Law Enforcement	1.99	2.68	$p < .05$	-6.17
Parking Enforcement	2.67	2.68	$p > .05$	-.05
Crime Prevention	2.67	2.14	$p < .05$	4.72
Safety	2.83	2.26	$p < .05$	5.25
Security	2.84	2.22	$p < .05$	5.25
Service	3.10	2.44	$p < .05$	5.09

This finding is very important to the profession of campus law enforcement. Often, according to the literature review, when they hire a person with a general law enforcement background, they are often under the impression that all the job responsibilities within campus law enforcement will be carried out in an appropriate manner (Galbraith, 1977). What they do not understand is that the person they hire may not have the knowledge necessary to carry out the unique responsibilities within the profession of campus law enforcement (House, 1994). Problems may arise if there

are desires by the institution to have their police officers carry out all the job responsibilities within the categories of crime prevention, safety, security, and service.

Hypothesis 10

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between officers who have gone through police academy training and those with no police academy training. The information in Table 27 rejects the null hypothesis.

Table 27

Law Enforcement Category Academy and No Academy Satisfaction Levels

Categories	Mean Academy	Mean No Academy	Significance	<i>t</i> value
Law Enforcement	2.05	2.61	$p < .05$	-4.77

There is a significant difference in the satisfaction levels between those officers who have had academy training and those with no academy training. Table 28 shows the subcategories under the category of law enforcement. This chart also illustrates the significant difference in the job satisfaction for those job subcategories that are classified as general law enforcement by those who are trained in academies. This finding is central to much of the discussion in other hypotheses within this dissertation.

Table 28

Law Enforcement Subcategories for Academy and No Academy Satisfaction Levels

Subcategories	Mean Academy	Mean No Academy	Significance	<i>t</i> value
Campus Crime Investigation	1.93	2.54	$p < .05$	-4.58
Traffic Enforcement	2.10	2.68	$p < .05$	-3.83
Court Prosecution	2.00	2.58	$p < .05$	-4.24
Accident Investigation	2.07	2.71	$p < .05$	-4.75
Directing Vehicle Traffic	1.95	2.52	$p < .05$	-4.19
Dispatch Operations	2.24	2.63	$p < .05$	-2.50

Table 29 clearly demonstrates that category of crime prevention and all the subcategories under crime prevention are not as important in a police academy graduate's satisfaction levels in comparison to the category of law enforcement. Analyses of the mean scores show a considerable difference between academy and no academy training. This is not a surprise since police academies only touch on crime prevention information and base the training on how it applies in general law enforcement. Those officers who do not have academy training find satisfaction in designing and selecting delivery methods for crime prevention program delivery (Walker, 2004).

Table 29

Crime Prevention Subcategories for Academy and No Academy Satisfaction Levels

Subcategories	Mean Academy	Mean No Academy	Significance	<i>t</i> value
Providing Crime Prevention Programs	2.62	1.88	$p < .05$	5.70
Providing Escort Services	2.58	1.77	$p < .05$	6.16
Managing Campus Transportation Systems	3.21	2.00	$p < .05$	5.59
Providing Victim Assistance Resources	2.71	1.88	$p < .05$	6.06

Hypothesis 11

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as general law enforcement between campuses that outsource to a private security firm and those campuses who do not outsource to a private security firm. The statistics in Table 30 reject the null hypothesis.

Those officers at agencies that do not outsource their security are shown to have a significant greater satisfaction in the responsibilities of general law enforcement.

Often, according to the literature review and past experience, colleges and universities acquire their officers directly from police academies and then give them

Table 30

Main Categories for Outsource and No Outsource Satisfaction Levels

Categories	Mean Outsource	Mean No Outsource	Significance	<i>t</i> value
Law Enforcement	2.64	2.09	$p < .05$	3.17
Parking Enforcement	2.50	2.71	$p > .05$	-1.17
Crime Prevention	2.70	2.58	$p > .05$.70
Safety	2.70	2.74	$p > .05$	-.28
Security	2.75	2.72	$p > .05$.12
Service	2.63	3.00	$p > .05$	-1.84

the responsibility to lock doors, carry keys, and to be involved in activities related to campus law enforcement. According to the results of Hypothesis 1, these officers would rather be on the street making traffic stops, investigating crimes, and arresting criminals. Greater dissatisfaction is achieved when officers are forced to be involved in activities unique to campus law enforcement. In campuses that do outsource their security functions to an outside agency, the officers are left alone to carry out their law enforcement responsibilities. These officers do not look poorly on the other activities related to campus law enforcement as long as those responsibilities are not their primary task.

Hypothesis 12

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as campus law enforcement between departments that have training programs in comparison to those that do not have training programs. The information in Table 31 rejects the null hypothesis.

Table 31

Main Categories for Training and No Training Satisfaction Levels

Categories	Mean Training	Mean No Training	Significance	<i>t</i> value
Law Enforcement	2.50	1.65	$p < .05$	9.17
Parking Enforcement	2.51	2.94	$p < .05$	-4.11
Crime Prevention	2.29	2.96	$p < .05$	-7.00
Safety	2.40	3.16	$p < .05$	-8.50
Security	2.38	3.15	$p < .05$	-7.81
Service	2.45	3.68	$p < .05$	-12.90

Those departments that do not have in-house training consist of officers who are emphasizing the job responsibilities of general law enforcement and are receiving far more satisfaction from these tasks rather than those responsibilities unique to a campus law enforcement officer. Departments that emphasize training in the area of

campus law enforcement create officers who have a greater appreciation for the specialized responsibilities of the profession. Additional discussion regarding these results is in Chapter V.

Hypothesis 13

This null hypothesis states that there is no significant difference in the satisfaction levels by campus law enforcement officers in the job responsibilities that are classified as campus law enforcement between officers who have a career from 1 to 6 years and those officers who have a career of 7 years or more. The information in Table 32 rejects the null hypothesis.

When a new officer arrives in campus law enforcement, there is a desire to get involved in the job responsibilities that are classified as general law enforcement. Through years of employment, the officer learns to accept the unique role of campus law enforcement or leaves the profession. This acceptance can come due to the training that is received in campus law enforcement as well as the experience that an officer receives in areas that were never part of the original academy education.

The results in Table 32 are significant for the hiring process. Interviews held with perspective employees should bring forth detailed information on their past experiences in campus law enforcement. According to the statistics, those with 7 or more years of campus law enforcement experience will feel greater satisfaction with their campus responsibilities.

Table 32

Main Categories for Employment Years Satisfaction Levels

Categories	Mean 1-6 Yrs	Mean 7 or More	Significance	<i>t</i> value
Law Enforcement	1.89	2.45	$p < .05$	-4.84
Parking Enforcement	2.73	2.53	$p < .05$	1.56
Crime Prevention	2.75	2.46	$p > .05$	2.01
Safety	2.97	2.49	$p < .05$	3.98
Security	2.92	2.60	$p < .05$	2.44
Service	3.31	2.67	$p < .05$	4.15

Summary

Campus law enforcement officers had a satisfaction level of 2.24 when asked how satisfied they were with their overall job responsibilities. Upon examination of all 32 job responsibilities within the survey, there were only 4 responsibilities out of 32 possibilities that are at the overall satisfaction level of 2.24 or below. These campus officers were more interested in the job responsibilities of general law enforcement when they first entered the field, previously attended a police academy, had been formerly employed in municipal law enforcement, or had the influence of an administrator who has general law enforcement experience. There was also a greater desire to participate in general law enforcement responsibilities if officers worked for a 4-year or public institution. These officers got their greatest satisfaction when they

investigated crimes and prosecuted criminals. These same officers changed in their feelings towards the uniqueness of campus law enforcement if they had the opportunity to receive in-house training or if they had been employed within the profession for many years.

CHAPTER V

DISCUSSION

General and campus law enforcement were similar in many ways, but there were obvious differences in their job responsibilities and levels of training. According to the literature review, there are 17 duties that are carried out by campus law enforcement that are not handled by general law enforcement. When comparing the job responsibilities of campus law enforcement with academy training, 19 out of 32 responsibilities are not part of the police academy training program. When comparing general law enforcement's job responsibilities with available training, there was a close match. Out of 15 possible responsibilities in general law enforcement, 13 of them are taught in police academies. Details regarding these statistics can be found in the overview of responsibilities section in Chapter II.

The differences in job responsibilities and training between general and campus law enforcement were responsible for the lack of alignment between campus police officers' perceptions of their job responsibilities and those conceptualized as ideal by scholars. Recent academy graduates, officers with limited campus experience, and those with general law enforcement experience had a greater desire to participate in those job responsibilities that closely conformed to the traditional municipal police officer. These campus officers had a higher satisfaction level in those classifications

that fall under law enforcement and had less satisfaction with the job responsibilities that are within the categories of crime prevention, safety, security, and services.

Interpretation of Results

Since campus police officers' perceptions of their non-law enforcement job responsibilities do not align with those conceptualized as ideal by scholars, then what accounts for the lack of alignment? The statistics show that the lack of congruence between appropriate training and campus law enforcement is the basis for lower satisfaction and lack of alignment. According to the results of this study, officers have a more positive outlook on their profession when they have in-house training about the responsibilities of campus law enforcement. Campus law enforcement officers who have not had the influence of police academies also have a greater satisfaction level within their responsibilities. Training can be the bridge between what is perceived and the realities of a unique set of responsibilities within the profession of campus law enforcement.

There may be some differences in satisfaction levels when you compare institutions that are private versus public, 2-year versus 4-year, and high versus low number of students, but the underlying issue is those who are trained in general law enforcement will struggle in their appreciation of the unique qualities of a campus environment and will continue to find job satisfaction in those institutions that will allow them to carry out their general law enforcement functions.

In Table 33, the law enforcement responsibilities are shown in bold below. This chart illustrates one of the greatest and most significant findings within this dissertation and shows an unmistakable need for training within the field of campus law enforcement.

Table 33
All Subcategories for Training and No Training Satisfaction Levels

Subcategories	Mean Training	Mean No Training	Significance	<i>t</i> value
Campus Crime Investigation	2.34	1.63	<i>p</i> < .05	6.32
Traffic Enforcement	2.57	1.69	<i>p</i> < .05	7.07
Court Prosecution	2.45	1.62	<i>p</i> < .05	7.53
Accident Investigation	2.59	1.61	<i>p</i> < .05	9.06
Directing Vehicle Traffic	2.43	1.50	<i>p</i> < .05	8.50
Dispatch Operations	2.75	1.64	<i>p</i> < .05	9.10
Parking Enforcement on Public	2.93	2.38	<i>p</i> < .05	3.67
Parking Enforcement on Campus	2.39	3.45	<i>p</i> < .05	-9.24
Crime Prevention Programs	2.23	2.81	<i>p</i> < .05	-5.03
Providing Escort Services	2.05	2.89	<i>p</i> < .05	-7.40
Managing Transportation Systems	2.78	3.56	<i>p</i> < .05	-4.10
Victim Assistance Resources	2.28	2.91	<i>p</i> < .05	-5.24
Inspecting Fire Equipment	2.11	2.88	<i>p</i> < .05	-6.80
Safety Hazard Inspections	2.31	2.97	<i>p</i> < .05	-6.28

Table 33—Continued

Subcategories	Mean Training	Mean No Training	Significance	<i>t</i> value
Investigation of Worker's Comp.	2.26	3.10	$p < .05$	-7.03
Campus Safety Committees	2.34	3.12	$p < .05$	-6.19
Emergency Planning	2.40	3.23	$p < .05$	-6.58
Occupational Safety and Health	2.52	3.25	$p < .05$	-5.90
Training in Fire Equipment	2.51	3.20	$p < .05$	-5.14
Emergency Medical Services	2.18	3.09	$p < .05$	-8.18
Fire Drills	2.54	3.33	$p < .05$	-5.70
Key/Access Control	2.61	3.12	$p < .05$	-3.42
Building Security	2.18	3.03	$p < .05$	-7.32
Investigation of Hazards	2.45	3.23	$p < .05$	-6.56
Security Planning	2.72	3.21	$p < .05$	-3.32
Security for Special Events	2.04	3.12	$p < .05$	-10.00
Registration of Vehicles	2.21	3.36	$p < .05$	-10.36
Lost and Found Services	2.34	3.52	$p < .05$	-9.47
Lockout Requests	2.34	3.79	$p < .05$	-11.19
Switchboard Operations	2.35	3.78	$p < .05$	-9.82
Alarm Monitoring	2.40	3.76	$p < .05$	-10.04
Animal Control	2.69	4.03	$p < .05$	-10.15

Implications for Future Programs

The development of training programs is a necessity in the area of campus law enforcement. These programs should be in the form of campus law enforcement training in general law enforcement police academies, the development of campus law enforcement training academies, campus-based or in-house training, and an elective in the criminal justice curriculum in colleges and universities. This will allow the officer to understand the unique job descriptions within campus law enforcement and also assist in the decision-making process about employment within general and campus law enforcement. The more accurate perception about an officer's responsibilities in campus law enforcement will decrease overall confusion and officer turnover rates. An increase in retention will greatly decrease training cost for the institution and increase departmental professional consistency.

Training in General Law Enforcement Police Academies

In general law enforcement police academies, there is no distinction between the job responsibilities of campus law enforcement and general law enforcement. Many of the job responsibilities within campus law enforcement are not part of the training curriculum. The reason for this can be explained in the development of general law enforcement training in Michigan, which is similar to the creation of police training in the East North Central region, which is defined by the Department of Justice as the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin (IADLEST, 1997). In 1965, the Michigan legislature enacted Public Act 203, the

Law Enforcement Officers Training Council Act of 1965. Section 9 of the Act charges the Training Council with the responsibility to establish minimum standards of physical, educational, mental, and moral fitness that govern the recruitment, selection, and appointment of police officers. In order to train entry level police officers, the Training Council was also given the authority to approve police training schools administered by a city, county, township, village, or corporation at which minimum basic training requirements must be met. Further, the Act provided for the establishment of subordinate regional training centers in strategic geographical locations in order to serve the greatest number of police agencies (Fisk, 1995). Simply, training in the job responsibilities of general law enforcement is the only objective of police training academies.

The job responsibilities of campus law enforcement should not be a major portion of general law enforcement police academies. These academies should continue to carry out the directives of the Michigan legislature. There should, however, be a section within this training that is an introduction to the field of campus law enforcement. This would give new recruits an initial understanding of the differences between general and campus law enforcement. New recruits would know enough to decide if this occupation is where they want to begin their law enforcement careers. The area that would need to be emphasized in the academy would be the difference and similarities between the job responsibilities of general and campus law enforcement.

Campus Law Enforcement Police Academies

Special campus law enforcement police academies should be established to supplement the training received in general law enforcement police academies. Training campus officers in general law enforcement police academies have weaknesses. These academies often emphasize training in areas in which campus law enforcement has limited involvement. Another hazard is that at times they are inclined to adopt a police philosophy that is not always acceptable to a campus community. In other words, too much emphasis may be placed on arrest, use of weapons, defensive tactics, and police procedures. The campus law enforcement job responsibilities that need to be emphasized are those not taught in traditional police academies. Some of these responsibilities are parking enforcement on campus property, escort services, transportation services, fire equipment inspections, building inspections, worker's compensation investigations, campus safety committees, occupational safety and health services, fire drills, access control management, building security, security hazard investigations, construction security planning, registration of vehicles, lost and found services, lockout requests, and switchboard operations.

In-House Training

A major undertaking of any campus security director is to set up and administer a training program tailored to the needs and operations of the department and campus. This should be fundamentally an in-house training program that follows a regular schedule and carefully formulated curriculum. Some of the topics in this type

of training can be communication skills, crisis intervention, diversity awareness, student life, substance abuse awareness, campus security act, physical security, crime prevention, safety hazard recognition, sexual assault, residence life, and all those issues that are unique to the individual campus and to the profession of campus law enforcement.

Criminal Justice Curriculum

A course called the "Introduction to Campus Law Enforcement" should become a common academic section in all colleges and universities that have criminal justice departments. This course would compare the history of general and campus law enforcement in an effort to emphasize the similarities and differences between the two occupations. Also, considerable time should be given to all the job responsibilities that are unique to the profession of campus law enforcement. This would include those areas under the categories of safety, security, and service.

Implications for Future Research

This quantitative analysis about the perceptions that campus law enforcement officers have about their job responsibilities has shown that officers need to be trained in those areas that are unique to the profession or at least made aware of the differences. Campus law enforcement officers who enter the field through a general law enforcement academy have difficulty with what was expected of them. This condition impacts job satisfaction among those who had little or no experience within

the profession. In order to alleviate this condition, additional research should be conducted in three areas.

First, additional research should be performed to address the question of resource availability for a campus law enforcement academy and the willingness of colleges and universities to provide the necessary resources to run these academies. Information should be obtained on the extent to which colleges and universities want to train and mold their officers. If campus leadership is not familiar with the differences between the job responsibilities of general and campus law enforcement, they may not be interested in spending their resources in officer training. If campus leadership requires officer training in the job responsibilities of campus law enforcement, are their resources available? In general law enforcement, training consortiums act as the agency responsible for gathering resources and distributing training. Additional research is necessary to determine if training consortiums are conceivable for campus law enforcement.

Second, one would also examine the extent to which campus law enforcement officers, who do not share the emphasis on service, choose to leave the force and return to municipal law enforcement. To the extent this occurs, it may be advisable for researchers to develop a tool for measuring the match between the applicant's preferences/personality and the job responsibilities. These elements would provide a nice complement to the recommendations for a campus law enforcement academy and college courses.

Third, there are considerable differences between the sizes and environments among the different colleges and universities within the United States. Further research should be conducted on establishing industry standards of training that will be applicable to all types of police departments, security departments, and contract services collectively. This will be a challenge, since the research states that there are differences in job responsibilities and satisfaction levels between academic institutions, such as 2- or 4-year, urban or rural, and public or private.

Fourth, there should be further research in the perception issues, satisfaction levels, and job responsibilities of campus officers similar to the research found in general law enforcement. Earlier in this dissertation, several studies were discussed regarding research in general law enforcement. These studies relate to age, gender, race, education, police experience, rank, rural or urban, involvement in policy development, rotating shifts, pay, stress, years to retirement, and size of department. This dissertation has research that is exploratory and contains parallels with the general law enforcement literature. The general law enforcement literature therefore provides a fruitful basis for additional research on the job satisfaction of campus law enforcement officers.

Appendix A

Job Responsibilities of Campus Law Enforcement Survey

JOB RESPONSIBILITIES OF CAMPUS LAW ENFORCEMENT

The purpose of this survey is to increase job satisfaction in campus law enforcement. The following is a list of job responsibilities that you may perform as a campus officer. Please highlight the appropriate number showing how satisfied you are at performing or being involved with each of the tasks listed below. The ratings are:

1-Very Satisfied 2-Satisfied 3-Somewhat Satisfied 4-Dissatisfied 5-Very Dissatisfied N/A - Not Applicable

CATEGORY/DESCRIPTION	RATINGS					
LAW ENFORCEMENT						
Campus crime investigation.....	1	2	3	4	5	N/A
Traffic enforcement.....	1	2	3	4	5	N/A
Going for court prosecution of criminal acts.....	1	2	3	4	5	N/A
Vehicle accident investigation.....	1	2	3	4	5	N/A
Directing vehicle traffic during special events or situations.....	1	2	3	4	5	N/A
Dispatch operations.....	1	2	3	4	5	N/A
PARKING ENFORCEMENT						
Parking enforcement on campus property.....	1	2	3	4	5	N/A
Parking enforcement on public streets.....	1	2	3	4	5	N/A
CRIME PREVENTION						
Offering crime prevention programs.....	1	2	3	4	5	N/A
Providing escort services.....	1	2	3	4	5	N/A
Management of campus owned vehicles or campus transportation systems.....	1	2	3	4	5	N/A
Providing victim assistance resources for those who have been victims of crime.....	1	2	3	4	5	N/A
SAFETY						
Inspecting campus fire equipment such as fire extinguishers, fire alarms, etc.....	1	2	3	4	5	N/A
Inspecting campus buildings for safety hazards.....	1	2	3	4	5	N/A
Investigation of worker's compensation complaints.....	1	2	3	4	5	N/A
Involvement in campus safety committees.....	1	2	3	4	5	N/A
Planning responses to emergency situations.....	1	2	3	4	5	N/A
Emphasizing occupational safety and health issues.....	1	2	3	4	5	N/A
Training the campus community on how to use fire equipment such as fire extinguishers.....	1	2	3	4	5	N/A
Providing emergency medical services.....	1	2	3	4	5	N/A
Conducting fire drills.....	1	2	3	4	5	N/A
SECURITY						
Key/Access control - distributing, recording, and making of campus keys/cards.....	1	2	3	4	5	N/A
Providing building security.....	1	2	3	4	5	N/A
Investigation of security hazards.....	1	2	3	4	5	N/A
Security planning for new construction.....	1	2	3	4	5	N/A
Providing security for special events.....	1	2	3	4	5	N/A
SERVICE						
Registration of vehicles.....	1	2	3	4	5	N/A
Maintaining lost and found services.....	1	2	3	4	5	N/A
Handling lock-out requests in academic buildings or residence halls.....	1	2	3	4	5	N/A
Maintaining campus switchboard operations.....	1	2	3	4	5	N/A
Monitoring alarms from a central location.....	1	2	3	4	5	N/A
Animal control - handling stray animals on campus.....	1	2	3	4	5	N/A

DEMOGRAPHICS

1. My institution is:

Public 2 year _____
 Public 4 year _____
 Private 2 year _____
 Private 4 year _____
 Other _____

2. My main campus is:

Urban _____
 Suburban _____
 Rural _____

Urban - population greater than or equal to 400,000
 Suburban - population is greater than or equal to 2,500
 Rural - population less than 2,500

3. What is your student population:

Less than 2,500 _____
 2,500 - 4,999 _____
 5,000 - 9,999 _____
 10,000 - 14,999 _____
 15,000 - 19,999 _____
 20,000 - 24,999 _____
 25,000 - 29,999 _____
 More than 30,000 _____

4. Percentage of students in campus housing:

No campus housing _____
 Less than 50 percent _____
 50 percent or more _____

5. What is the background of the Director or person in charge?

Law Enforcement _____
 Non-Law Enforcement _____
 Unknown _____

6. Have you gone through police academy training?

Yes _____
 No _____

7. Are any campus safety services out-sourced to a private security firm?

Yes _____ Average hours per week _____
 No _____

8. Do you have officer training programs within your own department?

Yes _____
 No _____

9. What is the length of time the survey recipient was employed in campus and/or general law enforcement throughout his/her career?

Campus law enforcement ☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 or more
 General law enforcement ☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 or more

Appendix B

Email Invitation to Campus Safety Administrator

Dear Campus Safety Administrator:

I am researching the types of training programs that are necessary to create greater job satisfaction within the profession of campus law enforcement. I am doing my Dissertation research with my advisor, Dr. Robert Peters of Western Michigan University. You have been selected to participate in a study on the perceptions that campus police officers have about their job responsibilities. The colleges and universities involved in this research project are part of the North Central Region, which include Illinois, Indiana, Michigan, Ohio, and Wisconsin. This survey provides you a **confidential** opportunity to evaluate your satisfaction in the job responsibilities that you perform everyday. There is no identifiable information on the survey and cannot be tracked down to any college or university. Your job will not be affected if you decide not to fill out the survey.

Upon completion of this study, the data will be used in the completion of a dissertation titled ***Job Perceptions Within Campus Law Enforcement***. Names of individuals or any form of identification related to participants will not be used in any written documentation or presentation. Website surveys allow for complete anonymity.

Please send the attached email to every officer in your department. Testing has shown that it will take about 15 minutes to fill out the survey.

If you would like a copy of the results of this survey, please feel free to contact me at my email address, which is **duane.terpstra@davenport.edu**.

To go to the survey, please click on the following secure web link:

<http://webber.davenport.edu/security/>

Thank you in advance for your participation in this study.

Duane Terpstra
WMU Doctoral Candidate
Public Administration

Appendix C

Email Invitation to Campus Law Enforcement Officer

Dear Campus Officer:

I am researching the types of training programs that are necessary to create greater job satisfaction within the profession of campus law enforcement. I am doing my Dissertation research with my advisor, Dr. Robert Peters of Western Michigan University. You have been selected to participate in a study on the perceptions that campus police officers have about their job responsibilities. The colleges and universities involved in this research project are part of the North Central Region, which include Illinois, Indiana, Michigan, Ohio, and Wisconsin. This survey provides you a **confidential** opportunity to evaluate your satisfaction in the job responsibilities that you perform everyday. There is no identifiable information on the survey and cannot be tracked down to any college or university. Your job will not be affected if you decide not to fill out the survey.

Upon completion of this study, the data will be used in the completion of a dissertation titled *Job Perceptions Within Campus Law Enforcement*. Names of individuals or any form of identification related to participants will not be used in any written documentation or presentation. Website surveys allow for complete anonymity.

If you would like a copy of the results of this survey, please feel free to contact me at my email address, which is **duane.terpstra@davenport.edu**.

To go to the survey, please click on the following secure web link:

<http://webber.davenport.edu/security/>

Thank you in advance for your participation in this study.

Duane Terpstra
WMU Doctoral Candidate
Public Administration

Appendix D
Informed Consent Document

Anonymous Survey Consent

You are invited to participate in a research project entitled "Job Perceptions Within Campus Law Enforcement" designed to analyze the perceptions that campus law enforcement officers have about their job responsibilities. The study is being conducted by Dr. Robert Peters and Duane Terpstra from Western Michigan University, School of Public Affairs and Administration. This research is being conducted as part of the dissertation requirements for Duane Terpstra.

This survey is comprised of 32 job responsibilities and 9 demographic questions that will take approximately 15 minutes to complete. Your replies will be completely confidential. You may choose to not respond to any statement and simply leave it blank. You may choose not to participate in this survey by selecting the **Non-Acceptance** button below.

To participate in this survey and enter the web site, select the **Acceptance** button. Completion of the survey indicates your consent for the data you have supplied to be used. If you have any questions, you may contact Dr. Robert Peters at 269-387-8938 or email address of robert.peters@wmich.edu, Duane Terpstra at 616-732-1155 or email address of duane.terpstra@davenport.edu, the Human Subjects Institutional Review Board at 269-387-8293 or the vice president for research at 269-387-8298.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) on _____. Do not participate in this project after _____.

Thank you for your participation in the successful completion of this survey and dissertation.

Sincerely,

Duane Terpstra

● Acceptance

● Non-Acceptance

Appendix E

Protocol Clearance from the Human Subjects Institutional Review Board

WESTERN MICHIGAN UNIVERSITY



Human Subjects Institutional Review Board

Date: May 17, 2005

To: Robert Peters, Principal Investigator
Duane Terpstra, Student Investigator for dissertation

From: Mary Lagerwey, Ph.D., Chair

Mary Lagerwey

Re: HSIRB Project Number 05-04-14

This letter will serve as confirmation that your research project entitled "Job Perceptions within Campus Law Enforcement" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 17, 2006

Western Michigan University
Phone: (269) 387-4792 Fax: (269) 387-4773

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