

An Examination of the Reasons for and Barriers to Choosing a Career as a Police Officer

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## ABSTRACT

With tensions between the police and community growing, there have been heightened concerns about what can be done to improve the relationship. One theory posited is that increasing representation in police organizations would result in the desired improvement. However, representation has long been an issue in police forces and there is little empirical research focusing on this topic. The present study sought to explore motivations and barriers to becoming a police officer to help build the foundation for this area of research. To do so, the barriers of lack of trust, police culture, practices of the police, and lack of awareness of career opportunities were examined. Results indicated that trust and practices were the most related to having an interest in a police career. As this was an exploratory study, there are many areas for future research that are discussed along with the limitations and implications of the current research.

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## CHAPTER I: INTRODUCTION AND LITERATURE REVIEW

Past events have shaped the public's current perceptions and attitudes of the police. Incidents such as the death of Michael Brown in Ferguson, Missouri in 2014 (U.S. Department of Justice (DOJ) & Equal Employment Opportunity Commission (EEOC), 2016) or the handling of the Stephen Lawrence murder in London in 1993 (Cashmore, 2002; O'Neill & Holdaway, 2007; Waters, Hardy, Delgado, & Dahlmann, 2007) have spurred an outcry from the public. The community is abuzz with complaints of mistreatment of underrepresented people by some law enforcement personnel (Jordan, Fridell, Faggiani, & Kubu, 2009). Aided by today's technology, people are bringing attention to these complaints of mistreatment quicker than ever before. Pictures and videos are taken during interactions between police officers and underrepresented people and shared instantly without any details regarding the context (St. Clair & Spearing-Bowen, 2018). These pictures and videos can exacerbate the incident for police agencies, making it difficult to clarify any misunderstandings afterwards (St. Clair & Spearing-Bowen, 2018). The events mentioned and the effects of technology have contributed to widespread distrust and general disliking of police for many (Cashmore, 2002; O'Neill & Holdaway, 2007; Waters et al., 2007; St. Clair & Spearing-Bowen, 2018).

One potential approach to reducing the strain between the public and the police is to increase representation of groups that are currently underrepresented in police agencies (O'Neill & Holdaway, 2007; Waters et al., 2007). Police agencies across the country have tried to improve community relations and increase representation within their departments for many years (DOJ & EEOC, 2016). The Sacramento Police Department in California began offering free hiring workshops as well as "Run with a Recruiter,"

patrol ride-along, and dispatch sit-along opportunities. The Austin Police Department in Texas started publishing videos featuring women discussing their experience as police officers and initiated information sessions about the hiring process and what the department can offer in terms of career advancement (DOJ & EEOC, 2016). However, equal representation in law enforcement has yet to be attained. According to data from the Law Enforcement Management and Administrative Statistics (LEMAS) survey, the gap between minority representation in the United States population and minority representation in police has remained around 10% since 2000. The census in 2013 reported that 37.4% of the U.S. population was Black, Hispanic, or another minority and the 2013 LEMAS data, which included 269 departments that served populations of 100,000 people or more, indicated that 27.3% of the responding police population was Black, Hispanic, or another minority. Looking at the demographic statistics with a departmental scope, a mix of departments that are representative and are not representative of their surrounding city can be found (Maciag, 2015). In California, the Los Angeles Police Department is approximately 64.6% minority (i.e., not White) officers and the city is 71.5% minority (Maciag, 2015). The Washington D.C. Metropolitan Police Department, has a comparable ratio between Whites and non-Whites in both the community (58% African American) and the agency (66% African American) (Weitzer, Tuch, & Skogan, 2008). However, other departments such as the Nashville Metro Police Department have a less representative police force. Approximately 15.1% of the police force is made up of minority officers, while the city of Nashville is comprised of about 44% minority residents. The Minneapolis Police Department is about 20.2% minority whereas the city of Minneapolis is 39.3% minority (Maciag, 2015). Of

the ten largest cities in the United States, nine of the cities have a gap of about 20% between the general population of non-white citizens and non-white police officers. Unequal representation is apparent, and the degree to which equal representation exists varies. The focus, then, is working to understand the reason for this disparate state of representation in police agencies since it is unclear.

### **Benefits of Increasing Diversity**

Those that advocate for increased diversity in the police believe that there are several benefits that can result from having a diverse workforce. Officers with a more diverse background are thought to be more knowledgeable and understanding of cultural differences within the community (DOJ & EEOC, 2016; Szeto, 2014). Women are thought to have a different style of policing that focuses on conflict resolution through communication (Women in Federal Law Enforcement [WIFLE], 2016). Additionally, a more diverse workforce may develop more innovative problem solving skills (Oliver, 2015), decrease the perception of bias within Law enforcement agencies (LEAs) ( Szeto, 2014; WIFLE, 2016), and increase trust within the community (Hodges, 2015). These are all seen as benefits because they would enable the community to relate to the police more and the police to respond to situations with a better understanding of the community and different resolution styles. In addition to impacting community relations, increasing minority representation can impact the future recruitment of officers from underrepresented communities. People are more interested in joining a police agency when they see others like them already in those police agencies (Szeto, 2014; Waters et al., 2007). These benefits aid in improving the relationship between the public and the police as well as the perception of the police held by the public.

## **Barriers to Increasing Diversity**

Improving the degree to which underrepresented members of the population are reflected in police agencies has been difficult across the United States (Jordan, et al., 2009; Wilson, Wilson, Luthar, & Bridges, 2013) as well as in Canada (Szeto, 2014) and the United Kingdom (Cashmore, 2002; O'Neill & Holdaway, 2007). Focus groups and interviews have identified barriers that may be present in recruiting for LEAs. Barriers include perceptions of not fitting in (Cashmore, 2002; Szeto, 2014; Matthies, Keller, & Lim, 2012), perceptions of not being qualified (Matthies et al., 2012; Schmit & Ryan, 1997; Waters et al., 2007), lack of support from family and friends (Waters et al., 2007; Cashmore, 2002; Jain, Singh, & Agocs, 2000; O'Neill & Holdaway, 2007), or not being aware of career opportunities (Copples 2017; Szeto, 2014; Oliver, 2015; O'Neill & Holdaway, 2007; Matthies et al., 2012). Research has categorized the barriers identified as historical, competitive, and cultural (Waters et al., 2007), lack of awareness of opportunities, lack of qualifications, and lack of interest (Matthies et al., 2012), and some studies offer no system of categorization.

While the focus groups and interviews have been beneficial in gathering information on what might be causing the difficulty being experienced, little empirical research has explored the issue. The lack of answers and continued difficulty paired with increasing tension between the police and the community has led to a nationwide discussion (DOJ & EEOC, 2016). In an effort to find answers and improve relations with the community, President Obama created the Task Force on 21<sup>st</sup> Century Policing. Similar to previous research (O'Neill & Holdaway, 2007), the task force suggested that increasing representation at all levels of police would help to increase the community's

trust in the police (DOJ & EEOC, 2016). In October 2016, the task force released the “Advancing Diversity in Law Enforcement” report. Based on previous research and interviews with police departments across the country, the report describes barriers that may be preventing an increase in representation during recruitment, hiring, and promoting within police agencies. Additionally, the report gives examples of what police departments have done to increase representation in their departments and suggests some means for improving diversity. While the second and third reasons noted in the report (i.e., retention and hiring) suggested for the lack of diversity are important, they are not relevant unless police agencies are able to recruit more diverse officers.

There were three barriers identified in the 2016 Advancing Diversity in Law Enforcement report that may be contributing to the difficulty LEAs are experiencing in their efforts to increase diversity in their agencies. The three barriers are a lack of trust in law enforcement, the culture or practices of LEAs as perceived by the community, and a lack of awareness regarding career opportunities in law enforcement.

### **Trust in the Police**

Strained relations between the community and the police are thought to lead to distrust in the police, which then leads to people in the community not wanting to become a police officer (DOJ & EEOC, 2016). Historical and present events involving the police being perceived as targeting or mistreating people from underrepresented communities (e.g., the deaths of Michael Brown and Philando Castile) have led to strained relations with and mistrust of police as posited by the Task Force on 21<sup>st</sup> Century Policing (Cashmore, 2002; Jordan et al., 2009; O’Neill & Holdaway, 2007). Beyond the events that make the news, personal and secondary (i.e., a family member’s or a friend’s)

negative interactions with police, are directly related to negative views of police as well (Brunson, 2007; Weitzer et al., 2002). The members of some communities feel that they are targeted unfairly, which may lead them to recount negative exchanges more often than positive interactions when asked to describe an experience with the police (Brunson, 2007; English, Bowleg, del Río-González, Tschann, & Agans, 2017). Experiences detailed when asked included invasive physical searches, being questioned for carrying or wearing any sign of affluence, being picked up and dropped off miles from their neighborhoods, and being spoken to disrespectfully (Brunson, 2007). People in some communities have come to accept these negative interactions as normal because they do not have any positive experiences with the police (Brunson, 2007). Similarly, family and friends in underrepresented communities may actively discourage people from joining law enforcement because these negative experiences have led to widespread mistrust or dislike of police (Cashmore, 2002; O'Neill & Holdaway, 2007; Jain et al., 1999; Szeto, 2014). Distrust of the police is also common for those who have, or whose families have, migrated from other countries where police are notorious for corruption, so they are discouraged from joining the police (Brunson, 2007; Jain et al., 1999). Lack of trust in the police is an important barrier because it impacts interest in becoming a police officer in a multidirectional manner; potential applicants may have a lessened interest due to their own experiences and this interest can be decreased further due to the opinions of those that surround them. Those that may have an interest in a police career can also be pushed away from pursuing that desire by their friends and families due to lack of trust.

## **Culture and Practices of Police Agencies**

Negative experiences with police officers go beyond decreasing trust in the police, they can also create a bad reputation for police agencies. The subculture within the police and the operational practices have a similar effect, which leads people to not want to become a police officer (DOJ & EEOC, 2016). The subculture in police organizations, which is thought to be hypermasculine and have institutional bias (Brunson, 2007; Ho, 2005; Jain et al., 1999; Szeto, 2014; Waters et al., 2007; Morris, Shinn, & DuMont, 1999), can deter people from pursuing a career as a police officer for fear of not being treated with respect or experiencing sexist attitudes, harassment, or discrimination (Cambareri, 2016). While studies have indicated that the subculture of police is no longer the same as it once was (Herbert, 1998; Cochran & Bromley, 2003), the perception of the subculture has not changed (Waters et al., 2007). For some, the perception of the police subculture is accompanied by a perception of the identity they would be expected to portray if they were to become a police officer. This work identity may conflict with their personal identity leading to a fear of needing to assimilate or never be a part of the in-group (Cashmore, 2002; O'Neill & Holdaway, 2007; Veldman, Meeussen, Van Laar, & Phalet, 2017). A female, for example, might typically portray feminine characteristics in her normal life, but to fit in with her fellow officers, she may feel the need to act like one of the guys, making jokes at the expense of other women. Fear of not fitting into the police subculture or experiencing poor treatment prevent some people from considering police careers.

Policing practices have come to be perceived as aggressive and dangerous (Brunson, 2007; Cambareri, 2016). The perception is so widespread that some have come

to understand it is the normal behavior of police officers (Brunson, 2007). The negative experiences that decrease the community's trust in the police stem from the practices of the police in those interactions (Weitzer et al., 2002; Brunson, 2007). Aggressive practices or policies portray a negative image of the police that minimizes the interest of the community in becoming a police officer (Brunson, 2007).

### **Career Opportunities in Police Agencies**

The recruitment strategies used by agencies act as another barrier to increasing representation (Jain et al., 1999; Wilson, Wilson, & Gwann, 2016; Wilson et al., 2013), with some criticizing the techniques used as passive or a one-size-fits-all approach (WIFLE, 2016). Instead of actively working to bring in people from underrepresented communities, police agencies have used general advertising and let those that are interested come to them (Holdaway, 1991). No new research has concluded that passive recruiting strategies have decreased in use. The most common recruitment methods used by police agencies include advertising on the agency website or other employment websites, in newspapers, and at job fairs as well as through word-of-mouth of current employees (Reaves, 2015; Wilson et al., 2013). The concern with common advertising methods is that they are focused on mainstream outlets that people from underrepresented communities may never see (Wilson et al., 2013). An alternative to using mainstream outlets would be to target media outlets and venues (e.g., Historically Black Colleges and Universities) that focus on or are frequented by people from underrepresented communities, but a review of recruiting strategies has indicated this is not occurring (Wilson et al., 2013). Using word-of-mouth creates a cycle of hiring the same people, because people are most likely to recruit others who are similar to themselves (Wilson et

al., 2013; Oliver, 2015; Szeto, 2014). The same effect happens when recruitment teams, who are often white males, go to events in the community, because they attract those that are like them and not those from underrepresented communities (Jain et al., 2000; O'Neill & Holdaway, 2007; Szeto, 2014). Police agencies that who are interested in recruiting underrepresented populations may inadvertently fail to reach the desired population by sending recruiters who are not appealing to the target audience.

Departments that do not have ample funding or that do not implement strategies that are well defined and targeted to recruit underrepresented populations, are likely to not reach people in those communities (Jordan, et al., 2009; Wilson et al., 2013). These departments may also lose out to competition from the private sector or other career options (Oliver, 2015; Szeto, 2014). Smaller agencies are an example of this problem because they often do not have the financial resources to have targeted recruiting tactics or to pay for testing for new police officers. Due to these limitations, the smaller agencies recruit people who already have police experience or are able to pay for their own testing (WIFLE, 2016). This acts as a barrier because people from underrepresented communities may not have the financial resources, themselves, to pay for the testing (WIFLE, 2016).

Other professions or private sector jobs are also barriers to recruiting for LEAs (Maciag, 2015; Matthies et al., 2012). Individuals may pursue other careers because they are not interested in becoming a police officer or think that they will not be able to meet the requirements to become a police officer (Copples, 2017; Jain et al., 1999). Additionally, people may experience a lack of support for pursuing a career in policing from their family, friends, and guidance counselors. The lack of support may stem from a

lack of trust in police, with some considering joining the police force as turning a back to the community. Family, friends, and guidance counselors may also encourage people to pursue other careers due to family tradition, prestige, or some other reason (Cashmore, 2002; O'Neill & Holdaway, 2007; Jain et al., 1999; Szeto, 2014; Waters et al., 2007). Private sector jobs are a common barrier for increasing diversity in law enforcement because qualified candidates with an interest in law enforcement may take their talent to private sector jobs due to better pay and benefits or because the organizations are considered more inclusive (Matthies et al., 2012). A review of the reasons that motivated police academy recruits into becoming police officers indicate that women, Black officers, and Hispanic officers are all motivated by the career opportunities available in police organizations (Raganella & White, 2004). However, others that have not decided on a career as a police officer may not feel that opportunities exist for them or that they will be welcomed into a police force if they are not part of the majority demographic of the police, so they do not pursue the career (Waters et al., 2007; Copple, 2017).

### **Differences in Motivation**

Focusing on barriers that are preventing people from becoming police officers helps to understand a part of what may be causing the issue, but it does not tell the whole story. Alternative to barriers are the reasons that are pulling people into careers as police officers and understanding these reasons provides a fuller picture of what can be done to increase representation in the police. When exploring the motivation of New York Police Department recruits, it was found that an opportunity to help people, benefits, and job security were the most common motivators for people of all demographics (Raganella & White, 2004). Pay and job security have also been found to be stable as strong motivators

for people to pursue and remain in a career as a police officer, (Foley, Guarneri, & Kelly, 2007; White, Cooper, Saunders, & Raganella, 2010). Additionally, pay and security superseded helping others as the strongest reason given when police were surveyed after six years in their role (White et al., 2010). The reasons indicated for choosing the career path of a police officer were similar for male and female officers as well as for White, Black, and Hispanic officers, but the strength of the reasons differed. Female, Black, and Hispanic officers were all motivated more by aspects of the job such as benefits (i.e., medical), opportunities for career advancement, and opportunities to help others (Raganella & White, 2004; White et al., 2010).

### **Overview of the Study**

Research on motivation is more prevalent than that on barriers, but it is still limited regarding careers as police officers. In an effort to add to the understanding of both motivation and barriers to becoming a police officer, the present study will empirically examine trust in police, perceptions of culture and practices of the police, and career opportunities as they relate to people's interest in pursuing a career as a police officer.

## **Research Questions and Hypotheses**

(R1): Are people who have a lack of trust in police less likely to consider a career as a police officer?

(Hypothesis 1): People who do not trust the police will be less likely to consider a career as a police officer.

(R2): Are people who perceive police to be less welcoming to people of diverse backgrounds less likely to consider a career as a police officer?

(Hypothesis 2): People who do not think the police are welcoming of people with diverse backgrounds will be less likely to consider a career as a police officer.

(R3): Are people who perceive police to have unfair policies or practices less likely to consider a career as a police officer?

(Hypothesis 3): People who think the police have unfair policies or practices will be less likely to consider a career as a police officer.

(R4): Are people that do not see police as having career opportunities less likely to consider a career as a police officer?

(Hypothesis 4): People who think the police do not have career opportunities will be less likely to consider a career as a police officer.

(R5): Will perception of experiencing barriers lessen the impact of motivating aspects of a career as a police officer?

(Hypothesis 5): People who anticipate experiencing barriers in becoming a police officer will be less motivated by aspects of a police career.

## CHAPTER II: METHOD

The study assessed perceptions of police and interest in a career as a police officer through an online survey. All research was conducted in accordance with the Institutional Review Board of Middle Tennessee State University (see Appendix A).

### **Participants**

Students from a large, state university in the southeast region of the United States were recruited for participation. These students were recruited through an online research system at the university and through faculty of the university. Participants from the general population were also recruited through various social media platforms and via direct electronic mail.

Amazon's Mechanical Turk (MTurk) was also used to recruit participants. As an online research system, MTurk enables researchers to collect data from people around the world. To collect data, researchers post a request for participants to complete a Human Intelligence Task (HIT). In return for their completion of the HIT, participants receive set monetary payment. Recruiting participants from MTurk helped to collect information from people with a variety of backgrounds.

### **Measures**

*Demographics questionnaire* Participants were asked to respond to demographic questions at the beginning of the survey. These questions focused on the participant's employment, education, age, religious affiliation, gender, sexual orientation, and race and ethnicity. Additional questions were used to assess if participants were or had any relations to (i.e., a friend or family member) police officers.

*Motivation to become a police officer* To assess what may motivate participants into pursuing a career, a modified version of Lester's (1983) Reasons Questionnaire was used. The original questionnaire included 14 items developed to assess what aspects of a policing career were the reasons people became a police officer. Participants were asked to rate items such as "Early retirement with good pay" and "The job carries power and authority" on a scale from 1 ("Not at all important") to 7 ("Extremely Important"). The original 14 items focused on power and status, pay and security, and service. The modified version of the Reasons Questionnaire had an additional seven items created to assess other potential motivating aspects of a policing career. Examples of these additional items include "An opportunity to follow my lifelong dream" and "An opportunity to be a positive force for change".

*Awareness of career opportunity in police organizations* To assess participants beliefs about what job aspects are available to police officers, a modified version of Lester's (1983) Reasons Questionnaire was used. The original questionnaire included 14 items developed to assess what aspects of a policing career were the reasons people became a police officer. Participants were asked to rate items such as "Good pay" and "Opportunities for career advancement" on a scale from 1 ("Do not know") to 7 ("Available to all"). The original 14 items focused on power and status, pay and security, and service. The modified version of the Reasons Questionnaire had an additional seven items created to assess other aspects of a police career. Examples of these additional items include "An opportunity to make the community better" and "An opportunity to make sure that others are being treated fairly".

*Trust in police* The Perceptions of Police Scale (POPS; Nadal & Davidoff, 2015) consists of two subscales that measure General Attitudes toward Police (nine items) and Perceptions of Bias (three items). Participants were asked to rate the 12 items on a Likert scale from 1 (“I strongly agree”) to 7 (“I strongly disagree”). Sample items include: “Police officers are friendly” (General Attitudes) and “Police officers are unbiased” (Perceptions of Bias). A higher score on the POPS indicates a more favorable perception of the police. The overall reliability of the POPS is acceptable ( $\alpha = .92$ ) as is the reliability of each subscale - General Attitudes ( $\alpha = .91$ ) and Perceptions of Bias ( $\alpha = .87$ ).

*Practices of the police* The Attitudes Towards Police Legitimacy Scale (APLS; Reynolds, Estrada, & Nunez, 2018) includes 73 items that were developed to measure bias (eight items), quality of interpersonal treatment (10 items), trustworthiness (14 items), motivation (12 items), quality and organizational integrity (15 items), community (10 items), and normative alignment (four items). Participants were asked to rate each item on a Likert scale ranging from 1 (“Strongly disagree”) to 7 (“Strongly agree”). Examples items from the APLS include “Police officers usually have a reason when they stop or arrest people.” and “My community is a better place because of the police.” Higher scores on the APLS indicate a more positive belief in police as legitimate authority figures. A factor analysis on the 73-item scale resulted in most items loading onto a single factor, but it was decided to use the original 73 items in addition to four new items to gather as much information about participants’ perceptions of police legitimacy as possible.

*Culture* To assess participants' beliefs about whether police organizations are accepting of people with different backgrounds, the Perceptions of Acceptance questionnaire was developed. Participants rated each background, which included different races, ethnicities, national origins, political ideologies, gender identities, sexual orientations, and religions, on a scale of 1 ("I don't know") to 7 ("Very Accepting").

The original Workplace Prejudice/Discrimination Inventory (WPDI; James, Lovato, & Cropanzano, 1994) includes 16 items that participants were asked to rate on a Likert-type scale ranging from 1 ("Completely disagree") to 7 ("Completely agree"). A higher score on the WPDI indicates a perception that the workplace is less prejudice/discriminatory. Reliability of the WPDI is high ( $\alpha = .93$ ). The WPDI was modified to be specific to police agencies instead of the workplace in general. Additionally, nine items were added to ask participants about their views of prejudice/discrimination in police agencies beyond race/ethnicity solely. Sample items from the modified WPDI include "Prejudice exists in police organizations." and "In police organizations, promotions and rewards are not influenced by sexual orientation."

*Perception of ability to meet police requirements* An individual's perception that they would not be able to meet the requirements to become a police officer may impact their interest in becoming a police officer. A questionnaire was developed for this study to assess these perceptions. Participants were asked to use a sliding scale, which was anchored at 0 ("Could disqualify me", 50 ("I could probably meet this requirement") and 100 ("I could easily exceed this requirement"), to indicate their perception that they would be able to meet a requirement. Examples of the requirements asked about in the questionnaire include "Climb a fence or wall" and "Poor credit history".

*Interest in becoming a police officer* Police career interest was measured through a combination of modified items used in previous studies designed to measure application intentions (Hansen & Schnittka, 2018; Ritz & Waldner, 2011; Collins, 2007) and job-pursuit intentions (Madera, 2012). Participants were first asked to rate the probability of applying for a job at a police organization with a percentage (Hansen & Schnittka, 2018) and then were asked to rate nine items asking about job pursuit or application intentions on a scale a 1 (“Strongly disagree”) to 7 (“Strongly agree”). Example items included “In my job search, I will intentionally seek a position as a police officer.” (Ritz & Waldner, 2011) and “I would accept a job as a police officer offer if one was offered.” (Madera, 2012). In previous research the reliability of the items ranged from .82 to .97 in their original use. The response to these items will be analyzed to determine the extent to which they demonstrate internal consistency in the present study. Those items that do have a sufficient degree of internal consistency will be averaged to create a composite score (or scores) of Interest in Becoming a Police Officer.

*Barriers to becoming a police officer* While the focus was to investigate three specific barriers (i.e., trust, culture and practices, and awareness of career opportunities) that may be preventing people from underrepresented communities from becoming police officers, it is likely that other barriers also exist. The Barriers to Becoming a Police Officer Scale was developed to explore what these other barriers might be. Participants were asked to state whether each potential barrier would prevent them from considering a career as a police officer by responding “Yes” or “No” to each barrier. The barriers included items such as “Feeling that I lack the required skills to be a police officer would

keep me from pursuing a career as a police officer.” and “Not receiving support from my spouse/partner would keep me from pursuing a career as a police officer.”

### **Procedure**

An online questionnaire was developed to measure trust in police, perceptions of police culture, acceptance of people with diverse backgrounds, and career opportunities with the police, career motivators, interest in becoming a police officer, and anticipated barriers that would prevent the participant from becoming a police officer. Periodically throughout the survey participants will be asked to complete quality assurance items. These items are designed to ensure participants are paying attention to the items, so they ask participants to select a particular response (e.g., “Strongly Agree”). Before continuing to the main part of the survey, participants were asked to give their informed consent (see Appendices K-M). The questionnaire was made available to participants through faculty members at the university and after signing up for the research study in the online research system used by the university. For those participating through MTurk, the survey was made available upon signing up for the HIT that was posted.

### CHAPTER III: RESULTS

There were 344 respondents to the survey. However, only 285 respondents were included in analysis as there were 59 participants whose responses indicated that they did not attend to the content of the survey sufficiently enough to be included. This was determined by implementing a quality assurance check process. To pass the quality assurance check, a participant had to correctly answer at least four of the six quality assurance (i.e. attention check) items scattered throughout the survey. The survey respondents were recruited from three major sources – students in upper level undergraduate criminal justice administration and psychology courses at a large, state university in the southeast region of the United States (34.7%), workers from Amazon's Mechanical Turk who responded to a HIT (33.7%), and students in an online research system at the same state university as the other student respondents (31.6%).

The participants included in data analysis was majority female (61.4%) and ranged in age between 18 and 72, with the majority under the age of 30 (69.5%). The primary sexual orientation reported was heterosexual (88.4%). The most frequently reported ethnicity was Caucasian/White (64.6%), followed by African American/Black (19.3%), Hispanic/Latino (4.9%), Asian/Pacific Islander (4.9%), Biracial/Multiracial (3.2%), and Arab/Middle Eastern (1.8%). Most of the participants (68.1%) reported being currently enrolled at a college or university, with the two most common majors being Criminal Justice Administration (22.5%) and Psychology (12.3%). When participants were asked about their employment status, four reported being retired, five reported being homemakers, 13 reported being unemployed and looking for work, 117 reported being employed part time, and 115 reported being employed full time. When asked about

relationships to police officers, there were four participants (1.4%) who reported that they were or had been a police officer, 16.8% who reported being related to a police officer, and 25.3% who reported having friends that were police officers.

### **Scale Reliability**

Considering that all but one of the scales used for the present study were modified from their original form or wholly created, a scale reliability was calculated for each scale used. The Cronbach's alpha estimate of internal consistency for each scale is reported in Table 1. With the maximum possible alpha being 1 and each scale resulting in a Cronbach's alpha greater than .9, internal consistency for each of the scales is good.

Table 1

*Cronbach's Alpha Across Scales*

Variable	Cronbach's $\alpha$
Interest	.986
Trust	.958
Culture – Prejudice	.966
Culture – Acceptance	.961
Practices	.983
Career Opportunity	.933
Motivation	.922
Barriers	.962

### **Hypothesis Tests**

Pearson product-moment correlation coefficients were computed to test all five hypotheses. A summary of the correlation coefficients can be found in Table 2.

*Hypothesis 1* The first hypothesis proposed that those who do not trust the police will be less interested in a police career. There was a positive correlation between the

relationship between trust in police and interest in becoming a police officer,  $r = .338$ ,  $n = 282$ ,  $p < .001$ . Overall, there was a moderate, positive correlation between trust in police and interest in becoming a police officer, meaning that increases in trust were correlated with increases in interest in becoming a police officer.

*Hypothesis 2* It was suggested in the second hypothesis that people who think police are not accepting of those with diverse backgrounds will be less interested in a police career and this was measured with two variables – culture – prejudice and culture – acceptance. The correlation between culture in police organizations as measured by the perception of prejudice in police organizations was positive,  $r = .210$ ,  $n = 272$ ,  $p = .001$ . There was a weak, positive correlation between perceptions of prejudice in the culture of police organizations and interest in becoming a police officer. Increases in the perception that the culture of police organizations is less prejudice were correlated with increases in interest in becoming a police officer. The correlation between culture as measured by the perception of acceptance of various personal identities and interest in becoming a police officer was non-significant,  $r = .083$ ,  $n = 282$ ,  $p > .05$ .

*Hypothesis 3* The third hypothesis suggested that people who think the police have unfair practices will be less interested in a career as a police officer. In assessing the relationship between perceptions of fairness of police practices and interest in becoming a police officer, a positive correlation between the two variables,  $r = .333$ ,  $n = 282$ ,  $p < .001$ , resulted. Overall, there was a moderate, positive correlation between perceptions of fairness of police practices and interest in becoming a police officer. Increases in perceptions of fairness of police practices were correlated with increases in interest in becoming a police officer.

*Hypothesis 4* The fourth hypothesis proposed that people who do not see the police as having career opportunities will be less interested in a career as a police officer. The relationship between perceptions of career opportunity in police organizations and interest in becoming a police officer resulted in a positive correlation,  $r = .133$ ,  $n = 281$ ,  $p = .026$ . There was a weak, positive correlation between perceptions of career opportunity in police organizations and interest in becoming a police officer. Increases in perceptions of career opportunity in police organizations were correlated with increases in interest in becoming a police officer.

*Hypothesis 5* It was suggested that those who think there are more barriers that would prevent them from pursuing a career as a police officer would be less motivated by aspects of a police career. Results indicated there was a non-significant correlation between motivations for choosing a career and perceptions of experiencing barriers that would inhibit an individual from becoming a police officer,  $r = .042$ ,  $n = 278$ ,  $p > .05$ .

Table 2

*Summary of Pearson Correlations*

Variable	2	3	4	5	6	7	8
1. Interest	.338*	.210*	.083	.333*	.133*	.248*	-.336*
2. Trust		.515*	.320*	.854*	.249*	.048	-.289*
3. Culture – Prejudice			.406*	.640*	.090	-.043	-.254*
4. Culture – Acceptance				.458*	.353*	-.218*	-.200*
5. Practices					.207*	-.045	-.299*
6. Career Opportunity						.115	-.195*
7. Motivation							.042
8. Barriers							

\*Correlation is significant at the .05 level.

## CHAPTER IV: DISCUSSION

Previous research has focused on the public's perception of police, but there has been little research examining the relationship between the public's perception and interest in a policing career. The present study sought to help fill that gap by exploring the relationship between barriers that might inhibit people from becoming police officers and having an interest in a career as a police officer. After finding limited research on what barriers to becoming a police officer might exist and policing as a career choice, it was decided that the focus of the present study would be on the three barriers cited by the Task Force on 21<sup>st</sup> Century Policing – lack of trust in police, the culture, practices, and policies of police, and lack of awareness of career opportunities in policing (DOJ & EEOC, 2016). Results supported the proposition of the Task Force on 21<sup>st</sup> Century Policing as each of the barriers was associated with interest in becoming a police officer.

The first four hypotheses regarding trust in police, the culture of police (both acceptance and prejudice), the practices of police, and awareness of career opportunities for police were tested by examining the relationship between each of these barriers and interest in a career as a police officer. In general, the hypothesis for each of these barriers was that perceiving more of a barrier (e.g., more distrust of police) would be related to being less interested in a police career. The hypotheses for trust (H1), practices (H3), and career opportunity (H4) were all supported, such that having a better the perception of police was related to increased interest in a policing career. In other words, there was evidence to support that lack of trust, perception of prejudice in police organizations, and awareness of career opportunities for police officers are related to whether an individual is interested in pursuing a career as a police officer.

However, the second hypothesis (H2) regarding culture was only supported when culture was measured as the perception of prejudice and discrimination in police organizations. When culture was measured as the acceptance of people from different backgrounds (i.e., Black, White, female, LGBT, etc.), the hypothesis was not supported. In other words, perception of prejudice in the culture of police organizations was related to less interest in a police career. There was a lack of evidence connecting the perception of acceptance within police organizations to interest in a career as a police officer. In sum, the support for the relationships between trust, culture, practices, career opportunity, and interest in a career as a police officer indicates that individuals who perceive any of these aspects of police officers or police organizations are likely to be less interested in pursuing a career as a police officer.

In hopes to further understand what other barriers might be hindering people from pursuing a career as a police officer, the relationship between motivation for choosing a career and the perception of experiencing barriers to becoming a police officer was also explored. The hypothesis (H5) proposed that those who were motivated by more aspects of police careers would perceive experiencing less barriers, but the results did not support this hypothesis.

### **Limitations and Future Research**

As this was an exploratory study, the design of the current study is not without limitations. Due to the lack of empirical research on this topic, the survey was developed using modified versions of previously developed measures of related topics and some measures developed specifically for this study. There were several scales used in the survey, and while the reliability of each scale used was sufficient (see Table 2), the

number of scales used resulted in a lengthy survey in both number of questions and time required to complete. There were several participants who began the survey and did not complete it, with most of those that did not complete it stopping after 20 minutes. The average completion time for those that did complete the study was around 45 minutes. The length of the survey led to fewer participants and, although only those who passed the quality assurance check were included in analysis, there is potential that there were participants included in analysis who were not effortful in all their responses due to the required time and attention.

A second limitation involves the participants of the study. The sample included both those who already have an interest in criminal justice and those who do not. This would not be a limitation except that those who did not have an inherent interest (i.e., non-criminal justice administration majors) drastically outnumbered those who did. The result of this disparity was a distribution of career interest that was skewed towards not being interested in a career as a police officer. Future research would benefit from a sample that was more evenly distributed as this may lead to stronger relationships and more definitive conclusions.

Due to the exploratory nature of the study, the analysis focused on correlations alone. This limits the conclusions that can be drawn from the results as there can be no determination of cause and effect. While this is a limitation to the current study, it does help to pave the way for future research that can further explore the relationship between the three barriers focused on in the current study (trust, culture, and career opportunity) as well as other barriers that may exist. It is apparent there is a relationship between police career interest and trust in the police as well as police practices since these were the two

strongest relationships detected. What is unclear, however, is whether one, or both, of these barriers is the driving factor behind the other barriers that are present. Both trust and practices were highly correlated with the other barriers included in the present study. Future research can focus on the role that trust and/or practices plays in the relationship of awareness of career opportunities as a police officer and pursuing a career as a police officer. Additionally, future research would benefit from noting the strength of the relationships exhibited in the current study and exploring what other barriers have yet to be identified that may be impacting people's interest in police careers. With the two strongest relationships between a barrier and career interest being statistically significant but only moderate in strength, it is clear there are other barriers impacting people's interest in a police career.

### **Theoretical Implications**

With the lack of research on factors leading to career interest, the present study does lend itself as a step forward in researching and understanding the antecedents of career interests. This is true for both career interests in general and interest in becoming a police officer as a career. The focus of the three barriers of trust, culture/practices, and awareness of career opportunities are important to study and understand for any career just as they are important to understanding for policing. The present study has demonstrated that there is a relationship between police career interest and trust, culture, practices, and awareness of career opportunities. The links between these factors, though, are not so strong that they give evidence of a direct relationship, so it is clear that there are still other antecedents to career interest that need to be identified. If the perceptions of these factors are influencing career choice for becoming a police officer, it is possible

that they play a role in influencing other career choices. It would be beneficial for future research to focus on these potential barriers as well as what other barriers may exist that hinder people's choice in careers.

### **Practical Implications**

While the results of the current study do not provide a clear answer to the question of how to increase representation in police organizations, the results do give insight into where efforts can be focused to increase interest in becoming a police officer. Putting energy towards increasing the community's trust of the police and improving the perception of police practices may increase people's interest in becoming a police officer. The key here is that effort needs to be made to improve the public's perception. Police organization may be acting justly, but issue arises when the public perceives differently. Previous research has asserted that the public sees policing practices as aggressive and dangerous (Brunson, 2007; Cambareri, 2016), so working towards reducing this image of police could benefit police organizations. Improving trust and the perception of policing practices are only two strategies that could increase attraction to a police career. Police organizations should be aware that these strategies are not a one-size-fits-all approach, as every community is different, and these are only two aspects that are likely a part of a larger picture. The results have made it clear that there are still undefined barriers impacting people's interest in becoming a police officer.

### **Conclusion**

With the current and often highly publicized tension between the police and the public, the present study stemmed from the idea that increasing representation in police organizations may help to reduce that strain. Representation can only be increased if

people are interested in becoming a police officer, so the current study sought to gain a better understanding of what is acting as a barrier preventing people from being interested in a career as a police officer. Using the barriers proposed by the Task Force on 21<sup>st</sup> Century Policing, results indicated that there are relationships between trust of police, culture of police organizations, policing practices, and awareness of career opportunities and interest in becoming a police officer. These results indicate that police organizations should put effort towards increasing trust of the police and improving the perception of the culture and practices of police organizations as working on these areas may also increase interest in a career as a police officer. Future research can further examine the relationship between each of these barriers and interest in a policing career as well as what other barriers exist. This is just one step in developing a line of future research focusing on increasing representation in police organizations and what leads people to having an interest in a career as a police officer.

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## APPENDICES

APPENDIX A: MIDDLE TENNESSEE STATE UNIVERSITY INSTITUTIONAL  
REVIEW BOARD APPROVAL LETTER

## IRB

### INSTITUTIONAL REVIEW BOARD

Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129



# IRBN007 – EXEMPTION DETERMINATION NOTICE

Thursday, February 14, 2019

Principal Investigator	<b>Sayer-Jane Vermeer</b> (Student)
Faculty Advisor	Mark Frame
Co-Investigators	NONE
Investigator Email(s)	<i>sgv2f@mtmail.mtsu.edu; mark.frame@mtsu.edu</i>
Department	Psychology
Protocol Title	<b><i>Examining the reasons for and barriers to choosing a career</i></b>
Protocol ID	<b>19-1078</b>

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category (2) *Educational Tests*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	<b>EXEMPT from further IRB review***</b>	Date	<b>1/31/19</b>
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Date of Expiration	<b>NOT APPLICABLE</b>
Sample Size	1,000 (ONE THOUSAND)
Participant Pool	<b>Adults (18 or older) - Employees of Amazon MTurk</b>
Exceptions	Online consent and online data collection are permitted
Mandatory Restrictions	<ol style="list-style-type: none"> <li>1. Participants must be 18 years or older</li> <li>2. Informed consent must be obtained from the participants</li> <li>3. Identifying information must not be collected</li> </ol>
Restrictions	<ol style="list-style-type: none"> <li>1. <b>All restrictions for exemption apply.</b></li> <li>2. <b>Mandatory disclosure of exclusion/inclusion criteria.</b></li> <li>3. <b>The participants must be compensated once they consent regardless whether they answered all the questions.</b></li> </ol>
Comments	NONE

\*\*\*This exemption determination only allows above defined protocol from further IRB review such as continuing review. However, the following post-approval requirements still apply:

- Addition/removal of subject population should not be implemented without IRB approval
- Change in investigators must be notified and approved
- Modifications to procedures must be clearly articulated in an addendum request and the proposed changes must not be incorporated without an approval
- Be advised that the proposed change must comply within the requirements for exemption

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Office of Compliance

Revision Date 05.22.2018 Institutional Review Board  
Middle Tennessee State University

- Changes to the research location must be approved – appropriate permission letter(s) from external institutions must accompany the addendum request form
- Changes to funding source must be notified via email ([irb\\_submissions@mtsu.edu](mailto:irb_submissions@mtsu.edu))
- The exemption does not expire as long as the protocol is in good standing
- Project completion must be reported via email ([irb\\_submissions@mtsu.edu](mailto:irb_submissions@mtsu.edu))
- Research-related injuries to the participants and other events must be reported within 48 hours of such events to [compliance@mtsu.edu](mailto:compliance@mtsu.edu)

### **Post-approval Protocol Amendments:**

The current MTSU IRB policies allow the investigators to make the following types of changes to this protocol without the need to report to the Office of Compliance, as long as the proposed changes do not result in the cancellation of the protocols eligibility for exemption:

- Editorial and minor administrative revisions to the consent form or other study documents
- Increasing/decreasing the participant size

**Only THREE procedural amendment requests will be entertained per year. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel.**

Date	Amendment(s)	IRB Comments
02/14/2019	1. The compensation value has been changed from \$0.50 to \$1.50 2. The eligibility for participation is changed to "literate in English".	NONE

The investigator(s) indicated in this notification should read and abide by all applicable post-approval conditions imposed with this approval. [Refer to the post-approval guidelines posted in the MTSU IRB's website.](#) Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident.

All of the research-related records, which include signed consent forms, current & past investigator information, training certificates, survey instruments and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

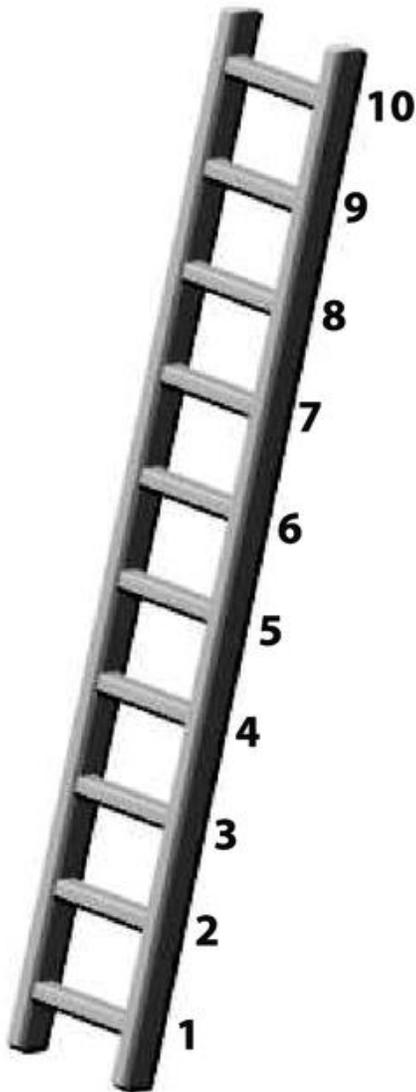
Sincerely,

Institutional Review Board  
Middle Tennessee State University

## APPENDIX B: DEMOGRAPHICS QUESTIONNAIRE

Consider that the ladder below represents the place that people occupy in society. At the top of this ladder are the people who have more money, more education and better jobs. At the bottom of the ladder are the people who have less money, less education and worse jobs (jobs with less recognition) or are unemployed.

The higher you consider yourself in this ladder, the closer you will be to the people who are at the top of the ladder, and the lower, the closer you will be to people who find themselves at the bottom.



Using the numbers next to the ladder, where would you place yourself on this ladder?

\_\_\_\_\_

Now consider this ladder as representing where people stand in their neighborhoods. People define neighborhood in different ways; please define it in whatever way is most meaningful to you. At the top of the ladder are the people who have the highest standing in their neighborhood. At the bottom are the people who have the lowest standing in their neighborhood. Considering the living standard of people in your neighborhood, where would you place yourself on this ladder?

The higher you consider yourself in this ladder, the closer you will be to the people who are at the top of the ladder, and the lower, closer you will be to people who find themselves at the bottom.



Using the numbers next to the ladder, where would you place yourself on this ladder?

\_\_\_\_\_

Finally, now consider this ladder as representing where people stand in their workplace. People define work in different ways; please define it in whatever way is most meaningful to you. On the top of the ladder are people who have the most valued jobs, as the director or the president, for example. At the bottom of the ladder are people who hold the less valued jobs. Considering your work, where would you place yourself on this ladder?

The higher you consider yourself in this ladder, the closer you will be to the people who are at the top of the ladder, and the lower, closer you will be to people who find themselves at the bottom.



Using the numbers next to the ladder, where would you place yourself on this ladder?

\_\_\_\_\_

Which of the following best describes your employment status? (Check all that apply)

- Employed full time
- Employed part time
- Unemployed or looking for work
- Student
- Homemaker
- Retired

What is (or was) your occupation? Please list only one.

Which one of the following job categories best describes your occupation? (select one)

	JOB CATEGORY	EXAMPLES
<input type="checkbox"/>	Executive, Administrative, and Managerial	Legislator, CEO, Manager, Management Analyst, Accountant
<input type="checkbox"/>	Professional Specialty	Architect, Engineer, Scientist, Physician, Therapist, Teacher
<input type="checkbox"/>	Technicians and Related Support	Laboratory Technician, Pilot, Legal Assistant, Licensed Nurse, Computer Programmer
<input type="checkbox"/>	Sales	Sales Representative, Supervisor of Sales, Real Estate Sales Representative, Advertising, Cashier
<input type="checkbox"/>	Administrative Support, Including Clerical	Bank Teller, Secretary, Receptionist, Mail Clerk, Teachers' Aid
<input type="checkbox"/>	Private Household	Private Cook, Housekeeper, Butler, Launderer, Private Child Care
<input type="checkbox"/>	Protective Service	Firefighter, Police Officer, Sheriff, Fire Inspector, Detective

<input type="checkbox"/>	Service Occupations, Except Protective and Household	Bartender/Server, Maid, Short-Order Cook, Dental Assistant, Hairdresser
<input type="checkbox"/>	Farming, Forestry, and Fishing	Farmer, Animal Caretaker, Timber Cutter/Logger, Fisher, Hunter/Trapper
<input type="checkbox"/>	Precision Production, Craft, and Repair	Mechanic, Locksmith, Plumber, Electrician, Power Plant Operator
<input type="checkbox"/>	Machine Operators, Assemblers, and Inspectors	Welder, Drilling Machine Operator, Assembler, Production Tester
<input type="checkbox"/>	Transportation and Material Moving	Truck Driver, Sailor, Bus Driver, Taxicab Driver, Parking Lot Attendant
<input type="checkbox"/>	Handlers, Equipment Cleaners, Helpers, and Laborers	Construction Laborer, Garbage Collector, Vehicle/Equipment Washer, Production Helper
<input type="checkbox"/>	Other	
<input type="checkbox"/>	N/A	

What is your current age (in years)?

What is the highest degree you have obtained?

- High school diploma (or equivalent)
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate or Professional Degree
- None of the above

Are you currently enrolled at a college or university?

- Yes
- No

What is your major?

- Accounting
- Actuarial Science
- Aerospace
- Africana Studies
- Agribusiness,
- Animal Science
- Animation
- Anthropology
- Art Education
- Art
- Athletic Training
- Audio Production
- Biochemistry
- Biology
- Business Administration
- Business Education
- Chemistry
- Commerce
- Communication
- Community and Public Health
- (Computer) Information Systems
- Computer Science
- Concrete Industry Management
- Construction Management
- Criminal Justice Administration
- Dance
- Early Childhood Education
- Economics
- Elementary Education
- Engineering Technology
- English
- Entrepreneurship
- Environmental Sustainability and Technology
- Exercise Science
- Family and Consumer Studies

- Fermentation Science
- Finance
- Foreign Languages
- Forensic Science
- Geoscience
- Global Studies and Human Geography
- History
- Industrial/Organizational Psychology
- Information Systems
- Integrated Studies
- Interdisciplinary Studies
- Interactive Media
- Interior Design
- International Relations
- Journalism
- Leisure, Sport, and Tourism Studies
- Management
- Marketing
- Mathematics
- Mechatronics Engineering
- Media and Entertainment, Interdisciplinary Media
- Music
- Nursing
- Nutrition and Food Science
- Philosophy
- Physical Education
- Physics
- Plant and Soil Science
- Political Science
- Professional Studies
- Psychology
- Recording Industry
- Religious Studies
- Risk Management and Insurance
- Science
- Social Work
- Sociology
- Special Education
- Speech-Language Pathology and Audiology
- Textiles, Merchandising, and Design
- Theatre
- Veterinary Medicine Study Preparation

- Video and Film Production

Are you or have you been a police officer?

- Yes  
 No

Are any of your family members police officers?

- Yes  
 No

Are any of your friends police officers?

- Yes  
 No

What is (or was) your mother's occupation? Please list only one.

- Not applicable

Which one of the following job categories best describes your mother's occupation?  
(select one)

	JOB CATEGORY	EXAMPLES
<input type="checkbox"/>	Executive, Administrative, and Managerial	Legislator, CEO, Manager, Management Analyst, Accountant
<input type="checkbox"/>	Professional Specialty	Architect, Engineer, Scientist, Physician, Therapist, Teacher
<input type="checkbox"/>	Technicians and Related Support	Laboratory Technician, Pilot, Legal Assistant, Licensed Nurse, Computer Programmer
<input type="checkbox"/>	Sales	Sales Representative, Supervisor of Sales, Real Estate Sales Representative, Advertising, Cashier
<input type="checkbox"/>	Administrative Support, Including Clerical	Bank Teller, Secretary, Receptionist, Mail Clerk, Teachers' Aid
<input type="checkbox"/>	Private Household	Private Cook, Housekeeper, Butler, Launderer, Private Child Care

<input type="checkbox"/>	Protective Service	Firefighter, Police Officer, Sheriff, Fire Inspector, Detective
<input type="checkbox"/>	Service Occupations, Except Protective and Household	Bartender/Server, Maid, Short-Order Cook, Dental Assistant, Hairdresser
<input type="checkbox"/>	Farming, Forestry, and Fishing	Farmer, Animal Caretaker, Timber Cutter/Logger, Fisher, Hunter/Trapper
<input type="checkbox"/>	Precision Production, Craft, and Repair	Mechanic, Locksmith, Plumber, Electrician, Power Plant Operator
<input type="checkbox"/>	Machine Operators, Assemblers, and Inspectors	Welder, Drilling Machine Operator, Assembler, Production Tester
<input type="checkbox"/>	Transportation and Material Moving	Truck Driver, Sailor, Bus Driver, Taxicab Driver, Parking Lot Attendant
<input type="checkbox"/>	Handlers, Equipment Cleaners, Helpers, and Laborers	Construction Laborer, Garbage Collector, Vehicle/Equipment Washer, Production Helper
<input type="checkbox"/>	Other	
<input type="checkbox"/>	N/A	

What is your (or was) father's occupation? Please list only one.

Not applicable

Which one of the following job categories best describes your father's occupation?

	JOB CATEGORY	EXAMPLES
<input type="checkbox"/>	Executive, Administrative, and Managerial	Legislator, CEO, Manager, Management Analyst, Accountant
<input type="checkbox"/>	Professional Specialty	Architect, Engineer, Scientist, Physician, Therapist, Teacher

<input type="checkbox"/>	Technicians and Related Support	Laboratory Technician, Pilot, Legal Assistant, Licensed Nurse, Computer Programmer
<input type="checkbox"/>	Sales	Sales Representative, Supervisor of Sales, Real Estate Sales Representative, Advertising, Cashier
<input type="checkbox"/>	Administrative Support, Including Clerical	Bank Teller, Secretary, Receptionist, Mail Clerk, Teachers' Aid
<input type="checkbox"/>	Private Household	Private Cook, Housekeeper, Butler, Launderer, Private Child Care
<input type="checkbox"/>	Protective Service	Firefighter, Police Officer, Sheriff, Fire Inspector, Detective
<input type="checkbox"/>	Service Occupations, Except Protective and Household	Bartender/Server, Maid, Short-Order Cook, Dental Assistant, Hairdresser
<input type="checkbox"/>	Farming, Forestry, and Fishing	Farmer, Animal Caretaker, Timber Cutter/Logger, Fisher, Hunter/Trapper
<input type="checkbox"/>	Precision Production, Craft, and Repair	Mechanic, Locksmith, Plumber, Electrician, Power Plant Operator
<input type="checkbox"/>	Machine Operators, Assemblers, and Inspectors	Welder, Drilling Machine Operator, Assembler, Production Tester
<input type="checkbox"/>	Transportation and Material Moving	Truck Driver, Sailor, Bus Driver, Taxicab Driver, Parking Lot Attendant
<input type="checkbox"/>	Handlers, Equipment Cleaners, Helpers, and Laborers	Construction Laborer, Garbage Collector, Vehicle/Equipment Washer, Production Helper
<input type="checkbox"/>	Other	
<input type="checkbox"/>	N/A	

What is your religious affiliation?

- A. Christian
- B. Jewish
- C. Buddhist

- D. Muslim
- E. Prefer not to say
- F. None
- G. I don't consider myself to be religious
- H. Other

Please indicate which gender you identify most with

- A. Men
- B. Women
- C. Transgender man
- D. Transgender women
- E. Prefer not to say
- F. Other

Please indicate the sexual orientation you identify most with

- A. Heterosexual (or straight)
- B. Gay
- C. Lesbian
- D. Bisexual
- E. Prefer not to say
- F. Other

What is your race/ethnic identity?

- A. Caucasian/White
- B. African-American/Black

C. Arab/Middle Eastern

D. Hispanic / Latino

E. Native American/Alaskan Native

F. Asian / Pacific Islander

G. Bi-Racial / Multi-racial

H. Prefer not to say

I. Other (Specify)

## APPENDIX C: MODIFIED VERSION OF THE REASONS QUESTIONNAIRE

Below is a list of different aspects that some people consider when making a career choice. For each of the statements, please indicate the extent to which the aspect is important to you in making a career choice. If something does not apply to you, please select the “Not important” option.

**Not at all important**

**Low importance**

**Slightly important**

**Moderately important**

**Important**

**Very important**

**Extremely important**

### Pay and Security:

1. Opportunities for career advancement
2. Job security
3. Good pay
4. Early retirement with good pay

### Power and Status

5. An opportunity to work on my own a lot; have a good deal of autonomy
6. Professional prestige
7. A job that carries power and authority

### Service

8. An opportunity to serve in my community

### Did not Load on a Major Factor

9. The excitement of the work
10. Good companionship with your co-workers
11. Working with friends/relatives

Items Added for the Purpose of this Study

12. An opportunity to make my community better
13. An opportunity to be a leader in my community
14. An opportunity to be a positive force for change
15. An opportunity to fix a broken system from within
16. An opportunity to follow my lifelong dream or calling
17. Job benefits (i.e., medical/pension)
18. An opportunity to express my viewpoints and values
19. An opportunity to make sure that others are being treated fairly
20. An opportunity to use my prior training (military, previous jobs, etc.)
21. An opportunity to use my education

## APPENDIX C-2: MODIFIED VERSION OF THE REASONS QUESTIONNAIRE

Below is a list of different aspects that some people consider when making a career choice. For each of the statements, please indicate the extent to which you feel that each aspect is available or exists for police officers. If you feel unsure about whether or not one of these aspects exists for police officers, please select the “Do Not Know” option.

**Do not know**

**Not available**

**Available to a few**

**Available to some**

**Available to many**

**Available to most**

**Available to all**

### Pay and Security:

1. Opportunities for career advancement
2. Job security
3. Good pay
4. Early retirement with good pay

### Power and Status

5. An opportunity to work on one's own a lot; have a good deal of autonomy
6. Professional prestige
7. A job that carries power and authority

### Service

8. An opportunity to serve in the community

### Did not Load on a Major Factor

9. The excitement of the work
10. Good companionship with one's co-workers
11. Working with friends/relatives

Items Added for the Purpose of this Study

12. An opportunity to make the community better
13. An opportunity to be a leader in the community
14. An opportunity to be a positive force for change
15. An opportunity to fix a broken system ~~is~~ from within
16. An opportunity to follow a lifelong dream or calling
17. Job benefits (i.e., medical/pension)
18. An opportunity to express one's viewpoints and values
19. An opportunity to make sure that others are being treated fairly
20. An opportunity to use one's prior training (military, previous jobs, etc.)
21. An opportunity to use one's education

## APPENDIX D: PERCEPTIONS OF POLICE SCALE

For the purpose of this survey, the term “**Police Officer**” refers to a police officer (a policewoman or a policeman) or any employee of a law enforcement agency including Sheriff’s Officers and/or Sheriff’s Deputies, State Police officers and/or Highway Patrol officers, and other law enforcement agents.

For the purposes of this survey **Police Officer**, is used as a generic term and not meant to specify any rank or duty.

For this study, **Police Officer** is meant to include law enforcement personnel that wear a uniform, as well as those that may not wear a uniform on a daily basis

The following statements are concerned with police officers in general. For each statement below, please indicate the extent to which you agree (or disagree) with each statement as it relates to police officers in general.

- I strongly disagree**
- I disagree**
- I somewhat disagree**
- I neither agree nor disagree**
- I somewhat agree**
- I agree**
- I strongly agree**

### General Attitudes toward Police

1. Police officers are friendly
2. Police officer protect me
3. I like the police
4. The police are good people
5. The police provide safety
6. The police are helpful
7. The police are trustworthy
8. The police are reliable
9. Police officers care about my community

Perceptions of Bias

10. Police officer treat all people fairly
11. The police do not discriminate
12. Police officers are unbiased

APPENDIX E: MODIFIED VERSION OF ATTITUDES TOWARDS POLICE  
LEGITIMACY SCALE

The following section asks that you provide your opinions and feelings about police officers, the behaviors and attitudes of police officers, and some of the practices in which police officers engage. For each statement below, please indicate the extent to which you agree (or disagree) with each statement.

**Strongly disagree**

**Disagree**

**Somewhat disagree**

**Neither agree nor disagree**

**Somewhat agree**

**Agree**

**Strongly agree**

1. Police officers usually make fair decisions when enforcing laws.
2. Police officers treat minorities differently than white people. **R**
3. Police officers do not unfairly target the poor.
4. Everyone is treated equally by the police.
5. Police officers unfairly target racial minorities during their investigations. **R**
6. Police officers usually have a reason when they stop or arrest people.
7. People who say they were treated poorly by the police probably did something to deserve that treatment.
8. Police do their best to be fair to everyone.
9. Police officers treat people with respect.
10. I fear being talked to by police. **R**
11. Police officers think they are better than everyone else. **R**
12. Police officers treat people as if they were lower than them. **R**
13. Police officers communicate well with people.

14. Police officers typically overreact. **R**
15. If I were to interact with a police officer, I would be nervous. **R**
16. The presence of police makes me feel safe.
17. Police officers are generally hostile. **R**
18. Police officers are generally kind.
19. If I have a problem, I feel confident that the police can help me solve it.
20. I'm not afraid to call the police when I need to.
21. People should trust the police to help.
22. Police officers consider all evidence they collect before making a decision.
23. I feel that police officers are willing to listen to me when I come into contact with them.
24. Police organizations are corrupt. **R**
25. Most police are corrupt. **R**
26. Police are likely to take bribes. **R**
27. Police officers fabricate evidence to make an arrest. **R**
28. I believe what police officers tell me.
29. I can rely on police officers to ensure my safety.
30. When interacting with the police, I would do what they tell me to do.
31. Police are too slow to arrest people when they've done something wrong. **R**
32. I feel relieved to see police officers when I am out in the community.
33. Police officers desire justice.
34. Police officers give tickets to meet department quotas. **R**
35. People become police officers to serve their communities.

36. The explanations that police officers give for a stop are typically reasonable.
37. Police officers are just looking for an excuse to fine or arrest people. **R**
38. Police organizations are primarily concerned with collecting money. **R**
39. Police officers only use force when it is necessary.
40. Police officers take their duty to protect and serve seriously.
41. People become police officers to gain power over others. **R**
42. People become police officers to help others.
43. People become police officers because they want to maintain order.
44. Police officers like telling others what to do. **R**
45. If a police officer does something bad, I believe the police organization will take care of it appropriately.
46. Police organizations hire the best people available.
47. You don't have to be smart to be a police officer. **R**
48. Police officers think they are above the law. **R**
49. Anyone can meet the requirements to become a police officer. **R**
50. People should be confident that police officers are only there to help.
51. Police officers are held to higher standards than regular citizens.
52. Police departments hire enough police officers.
53. Police officers are paid enough for what they do.
54. Police officers are poorly trained. **R**
55. Police officers are loyal to each other rather than the community. **R**
56. Police officers who are bad apples usually get kicked off the police force.
57. Police officers are incompetent. **R**

58. When a police officer does something bad, it is often “covered up.” **R**
59. For the most part, police do a good job maintaining order in society.
60. Police officers are not valued members of my community. **R**
61. Police officers are respected by the communities they serve.
62. Police officers’ interactions with others makes me feel like they are part of my community.
63. Police officers’ goals are to protect the community.
64. I would not respect any politician or community leader who criticizes the police.
65. Police officers are a welcomed presence at community events.
66. My community is a better place because of the police.
67. Most police officers care about the communities they work in.
68. Police officers do not act with integrity. **R**
69. Punishments for police officers breaking the law are the same as for members of the community.
70. Most police officers define right and wrong the same way that I do.
71. Police officers uphold values that are important to me.
72. The police usually act in ways consistent with my ideas about what is right and wrong.
73. The police and I have many values and beliefs in common.

Items Added for the Purpose of this Study

74. Police officers unfairly target people in the LGBTQ community during their investigations. **R**
75. Police officers should get to the crime scene fast.

76. Police officers should do everything possible to help you.

77. Police officer uniforms make it easy to spot who is an officer and who is not.

## APPENDIX F: PERCEPTIONS OF ACCEPTANCE QUESTIONNAIRE

The following section asks that you provide your opinions and feelings about police organizations and agencies, that is the Police Departments, Sheriff's' Offices, etc. which employ police officers. For each descriptor below, please indicate the extent to which you think that police organizations are accepting of people that may identify with the descriptors provided. If you do not know what a descriptor means, please select the "I Don't Know" option.

**I don't know**

**Not accepting**

**Somewhat not accepting**

**Neither accepting nor not accepting**

**Somewhat accepting**

**Accepting**

**Very accepting**

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Hispanic, Latino, or Spanish Origin
5. Middle Eastern or North African
6. Native Hawaiian or Other Pacific Islander
7. White
8. Agnostic
9. Atheist
10. Buddhist
11. Christian
12. Hindu
13. Jewish
14. Muslim

15. Conservative
16. Liberal
17. Independent
18. Male
19. Female
20. People of non-binary genders
21. Heterosexual
22. LGBT

**If anything other than “I don’t know” was selected when asked about people who identify as LGBT, then participants were asked to respond to the following prompt.**

You indicated that you police organizations may or may not be accepting of people who identify as LGBT. Now please indicate the extent to which you think police organizations are accepting of people who identify as the following...

23. Asexual
24. Bisexual
25. Gay
26. Lesbian
27. Pansexual
28. Questioning
29. Sexually Fluid

APPENDIX G: MODIFIED VERSION OF THE WORKPLACE  
PREJUDICE/DISCRIMINATION INVENTORY

The following section asks that you provide your opinions and feelings about police organizations and agencies. That is the Police Departments, Sheriff's' Offices, etc. which employ police officers. For each statement below, please indicate the extent to which you agree (or disagree) with each statement.

**Completely disagree**

**Disagree**

**Somewhat disagree**

**Neither agree nor disagree**

**Somewhat agree**

**Agree**

**Completely agree**

1. Prejudice exists in police organizations.
2. In police organizations, all people are treated the same, regardless of their racial/ethnic group.
3. In police organizations, minority employees receive fewer opportunities.
4. There is no discrimination in police organizations.
5. In police organizations, some racial/ethnic groups are treated better than members of other groups.
6. In police organizations, people are intolerant of others from different racial/ethnic backgrounds.
7. In police organizations, supervisors scrutinize the work of members from different racial/ethnic backgrounds differently.
8. In police organizations, people of different racial and ethnic groups get along well with each other.

9. In police organizations, some people get better treatment because of their racial/ethnic group.
10. There is discrimination in police organizations.
11. In police organizations, promotions and rewards are not influenced by racial or ethnic group membership.

Items Added for the Purpose of this Study

12. In police organizations, all people are treated the same, regardless of their sexual orientation.
13. In police organizations, all people are treated the same, regardless of their gender identity.
14. In police organizations, some sexual orientation groups are treated better than members of other groups.
15. In police organizations, some gender identities are treated better than members of other groups.
16. In police organizations, people are intolerant of others from different sexual orientations.
17. In police organizations, people are intolerant of others from different gender identities.
18. In police organizations, supervisors scrutinize the work of members from different sexual orientations differently.
19. In police organizations, supervisors scrutinize the work of members from different gender identities differently.

20. In police organizations, people of different sexual orientations get along well with each other.
21. In police organizations, people of different gender identities get along well with each other.
22. In police organizations, some people get better treatment because of their sexual orientation.
23. In police organizations, some people get better treatment because of their gender identity.
24. In police organizations, promotions and rewards are not influenced by sexual orientation.
25. In police organizations, promotions and rewards are not influenced by gender identity.



11. Poor driving history
12. Poor credit history
13. Misdemeanor charges
14. Previous drug use (more than 2 years ago)
15. Dishonorable discharge from military service
16. Felony convictions
17. Serious misdemeanors
18. Current drug use
19. History of domestic violence
20. Unreported past crimes
21. Past or current gang affiliations
22. Passing a polygraph test
23. A history of mental health problems

## APPENDIX I: CAREER PURSUIT QUESTIONNAIRE

1. I would apply for a job at a police organization with a probability of \_\_\_\_ percent.

**Strongly disagree**

**Disagree**

**Somewhat disagree**

**Neither agree nor disagree**

**Somewhat agree**

**Agree**

**Strongly agree**

2. I can imagine applying for a job as a police officer.
3. I think it is probable that I will apply for a job as a police officer.
4. In my job search, I will intentionally seek a position as a police officer.
5. I would pursue employment as a police officer.
6. I would participate in the application process to become a police officer.
7. I would accept a job as a police officer if one was offered.
8. If I saw a job opening in a police organization, I would apply for it.
9. If I were searching for a job, I would apply to a police organization.

## APPENDIX J: BARRIERS TO BECOMING A POLICE OFFICER SCALE

A “barrier” is a factor that interferes with progress in your job or career plans. Barriers can be “external” or “internal.”

- External barriers are found in the environment—for example, job discrimination or low salary.
- Internal barriers are more psychological in nature—for example, physical abilities, personality, or low self-esteem.

For each of the barriers listed below, think about if the barrier would hinder you from considering a career as a police officer.

In other words, would the barrier keep you from considering or pursuing a career as a police officer, or make a decision to pursue a career as a police officer more difficult? For each statement indicate “YES” if the barrier would keep you from pursuing a career as a police officer and “NO” if the barrier would have no impact on your decision to pursue a career as a police officer.

**No**

**Yes**

1. Experiencing racial discrimination in the police officer hiring process would keep me from pursuing a career as a police officer.
2. Experiencing discrimination in the police officer hiring process because I have a disability would keep me from pursuing a career as a police officer.
3. Experiencing gender discrimination in the police officer hiring process would keep me from pursuing a career as a police officer.
4. Experiencing religious discrimination in the police officer hiring process would keep me from pursuing a career as a police officer.
5. The need to relocate for a job as a police officer would keep me from pursuing a career as a police officer.
6. Experiencing discrimination by my employer because I have, or plan to have, children would keep me from pursuing a career as a police officer.

7. Being unsure about how I would fit into the police sub-culture would keep me from pursuing a career as a police officer.
8. Being unsure of how to "sell myself" to a police organization would keep me from pursuing a career as a police officer.
9. Being uninterested in being a police officer would keep me from pursuing a career as a police officer.
10. Being discouraged by others because being a police officer is nontraditional for my gender would keep me from pursuing a career as a police officer.
11. Experiencing disapproval of my job choice from my **parents/family** would keep me from pursuing a career as a police officer.
12. Experiencing disapproval of my job choice from my **friends** would keep me from pursuing a career as a police officer.
13. Feeling a conflict between my personal identity and my identity as a police officer would keep me from pursuing a career as a police officer.
14. Having a boss or supervisor who is biased against people of my racial/ethnic group would keep me from pursuing a career as a police officer.
15. Experiencing problems with my health that interfere with a job/career as a police officer would keep me from pursuing a career as a police officer.
16. Being unsure that my personal values match those in police organizations would keep me from pursuing a career as a police officer.
17. Competing against more qualified candidates for a job as a police officer would keep me from pursuing a career as a police officer.

18. Not feeling confident about my ability to be a police officer would keep me from pursuing a career as a police officer.
19. Feeling socially isolated in a police organization because of my race/ethnicity would keep me from pursuing a career as a police officer.
20. Feeling socially isolated in a police organization because of my gender identity would keep me from pursuing a career as a police officer.
21. Feeling socially isolated in a police organization because of my religion would keep me from pursuing a career as a police officer.
22. Feeling socially isolated in a police organization because of my sexual orientation would keep me from pursuing a career as a police officer.
23. Not receiving support from my spouse/partner would keep me from pursuing a career as a police officer.
24. Experiencing racial harassment in a police officer position would keep me from pursuing a career as a police officer.
25. The salary/pay of police officers would keep me from pursuing a career as a police officer.
26. The lack of career opportunities available to police officers would keep me from pursuing a career as a police officer.
27. Feeling that I lack personality traits required to be a police officer would keep me from pursuing a career as a police officer.
28. Feeling that I lack the required skills to be a police officer would keep me from pursuing a career as a police officer.

29. Feeling that I lack the maturity to be a police officer would keep me from pursuing a career as a police officer.
30. Feeling that I would not have a role model or mentor at work would keep me from pursuing a career as a police officer.
31. Having coworkers that are biased against people of my sex would keep me from pursuing a career as a police officer.
32. Being unable to deal with physical or emotional demands of being a police officer would keep me from pursuing a career as a police officer.
33. Having work schedule that would interfere with my family responsibilities would keep me from pursuing a career as a police officer.
34. Lacking the necessary educational background for a police officer job would keep me from pursuing a career as a police officer.
35. Experiencing sexual harassment on the job would keep me from pursuing a career as a police officer.
36. Experiencing religious harassment on the job would keep me from pursuing a career as a police officer.
37. Experiencing harassment based on my gender identity on the job would keep me from pursuing a career as a police officer.
38. Experiencing harassment based on my sexual orientation on the job would keep me from pursuing a career as a police officer.
39. The feeling that if I were a police officer, people will consider me too masculine would keep me from pursuing a career as a police officer.

40. Lacking the necessary hands-on experience for a police officer job would keep me from pursuing a career as a police officer.
41. The city I plan on living in would be too dangerous to work as a police officer would keep me from pursuing a career as a police officer.
42. A lack of opportunities for people of my sex in police fields would keep me from pursuing a career as a police officer.
43. No demand for my area of training/education in police organizations would keep me from pursuing a career as a police officer.
44. Having stress at work affecting my life at home would keep me from pursuing a career as a police officer.
45. Not being able to complete the required training due to the physical demand would keep me from pursuing a career as a police officer.
46. Being a police officer would be too dangerous for me would keep me from pursuing a career as a police officer.
47. Having a documented physical disability would keep me from pursuing a career as a police officer.
48. Being unsure about meeting mental requirements would keep me from pursuing a career as a police officer.
49. Having a documented mental disability would keep me from pursuing a career as a police officer.
50. Having previous negative interactions with police officers would keep me from pursuing a career as a police officer.

51. Experiencing previous discrimination from police officers would keep me from pursuing a career as a police officer.
52. Feeling that the background check would disqualify me from being a police officer would keep me from pursuing a career as a police officer.
53. Feeling that the physical ability requirements would disqualify me from being a police officer
54. Feeling that the mental health requirements would disqualify me from being a police officer
55. Feeling that police departments are not trustworthy organizations would keep me from pursuing a career as a police officer.
56. Feeling that I could not follow the police department policies would keep me from pursuing a career as a police officer.
57. Feeling that I could not comply with police department practices would keep me from pursuing a career as a police officer.
58. Feeling like the public does not trust the police would keep me from pursuing a career as a police officer.
59. Unfavorable media coverage of police officers would keep me from pursuing a career as a police officer.
60. My lack of trust in police officers would keep me from pursuing a career as a police officer.

## APPENDIX K: INFORMED CONSENT FOR SONA CREDIT

**Primary Investigator: Sayer-Jane Vermeer**  
**PI Department & College: Psychology , College of Behavioral and Health Sciences**  
**Faculty Advisor (if PI is a student): Mark C. Frame**  
**Protocol Title: Examining the reasons for and barriers to choosing a career**  
**Protocol ID: 19-1078      Approval Date: 1/31/2019      Expiration Date:**  
**(For expedited)**

### Information and Disclosure Section

1. **Purpose:**  
This research project is designed to help us evaluate the factors related to the career ambitions that people have.
- **Description:**  
Participants will be asked to a series of questions about themselves, their attitudes, their opinions, and their feelings. Participants will also be asked to think about what aspects of a career they find most important and appealing.

2. **Duration:** The whole activity should take about 45-60 minutes

#### **Here are your rights as a participant:**

- Your participation in this research is voluntary.
  - You may skip any item that you don't want to answer, and you may stop the experiment at any time (but see the note below)
  - If you leave an item blank by either not clicking or entering a response, you may be warned that you missed one, just in case it was an accident. But you can continue the study without entering a response if you didn't want to answer any questions.
  - Some items may require a response to accurately present the survey.
3. **Risks & Discomforts:**  
There is no risk of harm or potential discomfort other than those expected in daily life.
  4. **Benefits:**  
While there are no direct benefits to participating in this study, the findings of this research will help to inform future research about recruiting and diversity in different careers and occupations. The results of the study will help provide insight into what barriers may exist that dissuade people from choosing particular jobs, occupation, and careers.
  5. **Identifiable Information:** You will NOT be asked to provide identifiable personal information in the survey. Students completing the questionnaire for class credit,

will be presented with a second survey that will request your contact information for the purposes of ensuring that you receive credit for your participation

6. **Compensation: There is no monetary compensation for participating in this study** Students completing the questionnaire for class credit will be compensated as described below:  
 Class credit – Per Research pool guidelines or per the Instructor’s guidelines

*Compensation Requirements:*

- a) *The qualifications to participate in this research are: **Participants must be 18 years of age or older.** If you do not meet these qualifications, you will not be included in the research and you will not be compensated.*
- b) *After you complete this consent form you will answer screening questions. If you fail to qualify for the research based on these questions, the research will end and you will not be compensated.*
- c) *Please do not participate in this research more than once. Multiple attempts to participate will not be compensated.*
- d) *Attention checks are embedded in the research. If you fail 20% of these, then you will not be compensated.*
- e) *To be compensated with class credit, you must receive a completion code. That requires clicking on the final screen of the study. If you choose to stop answering questions for any reason, you will still need to click through until the end to receive compensation (just leave the items blank and click through until the end <; if items require a response to present the survey accurately, you will need to respond to those items as your progress to the end of the survey)>.*

7. **Confidentiality.** All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, *if you or someone else is in danger or if we are required to do so by law.*
8. **Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact Sayer-Jane Vermeer by telephone 623-565-2124 or by email [sgv2f@mtmail.mtsu.edu](mailto:sgv2f@mtmail.mtsu.edu) OR my faculty advisor, Mark Frame, at [Mark.Frame@mtsu.edu](mailto:Mark.Frame@mtsu.edu) and 615.898.2565. You can also contact the MTSU Office of compliance via telephone (615 494 8918) or by email ([compliance@mtsu.edu](mailto:compliance@mtsu.edu)). This contact information will be presented again at the end of the experiment.

**Participant Response Section**

- No  Yes I have read this informed consent document pertaining to the above identified research

- No  Yes The research procedures to be conducted are clear to me  
 No  Yes I confirm I am 18 years or older  
 No  Yes I am aware of the potential risks of the study

By clicking below, I affirm that I freely and voluntarily choose to participate in this study. I understand I can withdraw from this study at any time without facing any consequences.

- NO I do not consent  
 Yes I consent

## APPENDIX L: INFORMED CONSENT FOR MTURK PARTICIPANTS

**Primary Investigator: Sayer-Jane Vermeer**

**PI Department & College: Psychology , College of Behavioral and Health Sciences**

**Faculty Advisor (if PI is a student): Mark C. Frame**

**Protocol Title: Examining the reasons for and barriers to choosing a career**

**Protocol ID: 19-1078**

**Approval Date: 2/14/2019**

**Expiration**

**Date: (For expedited)**

### Information and Disclosure Section

**9. Purpose:**

This research project is designed to help us evaluate the factors related to the career ambitions that people have.

**o Description:**

Participants will be asked to a series of questions about themselves, their attitudes, their opinions, and their feelings. Participants will also be asked to think about what aspects of a career they find most important and appealing.

**10. Duration:** The whole activity should take about 45-60 minutes

**Here are your rights as a participant:**

- Your participation in this research is voluntary.
- You may skip any item that you don't want to answer, and you may stop the experiment at any time (but see the note below)
- If you leave an item blank by either not clicking or entering a response, you may be warned that you missed one, just in case it was an accident. But you can continue the study without entering a response if you didn't want to answer any questions.
- Some items may require a response to accurately present the survey.

**11. Risks & Discomforts:**

There is no risk of harm or potential discomfort other than those expected in daily life.

**12. Benefits:**

While there are no direct benefits to participating in this study, the findings of this research will help to inform future research about recruiting and diversity in different careers and occupations. The results of the study will help provide insight into what barriers may exist that dissuade people from choosing particular jobs, occupation, and careers.

**13. Identifiable Information:** You will NOT be asked to provide identifiable personal information in the survey. Students completing the questionnaire for class credit,

will be presented with a second survey that will request your contact information for the purposes of ensuring that you receive credit for your participation

**14. Compensation: There is monetary compensation for participating in this study**

Cash – You will be granted \$1.50 for your participation in this study.

*Compensation Requirements:*

- f) *The qualifications to participate in this research are: **Participants must be 18 years of age or older and literate in English.** If you do not meet these qualifications, you will not be included in the research and you will not be compensated.*
- g) *After you complete this consent form you will answer screening questions. If you fail to qualify for the research based on these questions, the research will end and you will not be compensated.*
- h) *Please do not participate in this research more than once. Multiple attempts to participate will not be compensated.*
- i) *Attention checks are embedded in the research. If you fail 20% of these, then you may not be compensated.*
- j) *To be compensated for this study you must receive a completion code. That requires clicking on the final screen of the study. If you choose to stop answering questions for any reason, you will still need to click through until the end to receive compensation (just leave the items blank and click through until the end <; if items require a response to present the survey accurately, you will need to respond to those items as your progress to the end of the survey)>.*

**15. Confidentiality.** All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, *if you or someone else is in danger or if we are required to do so by law.*

**16. Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact Sayer-Jane Vermeer by telephone 623-565-2124 or by email [sgv2f@mtmail.mtsu.edu](mailto:sgv2f@mtmail.mtsu.edu) OR my faculty advisor, Mark Frame, at [Mark.Frame@mtsu.edu](mailto:Mark.Frame@mtsu.edu) and 615.898.2565. You can also contact the MTSU Office of compliance via telephone (615 494 8918) or by email ([compliance@mtsu.edu](mailto:compliance@mtsu.edu)). This contact information will be presented again at the end of the experiment.

**Participant Response Section**

No  Yes I have read this informed consent document pertaining to the above identified research

- No  Yes The research procedures to be conducted are clear to me  
 No  Yes I confirm I am 18 years or older  
 No  Yes I am aware of the potential risks of the study

By clicking below, I affirm that I freely and voluntarily choose to participate in this study. I understand I can withdraw from this study at any time without facing any consequences.

- NO I do not consent  
 Yes I consent

APPENDIX M: INFORMED CONSENT FOR NO COMPENSATION

**Primary Investigator: Sayer-Jane Vermeer**  
**PI Department & College: Psychology , College of Behavioral and Health Sciences**  
**Faculty Advisor (if PI is a student): Mark C. Frame**  
**Protocol Title: Examining the reasons for and barriers to choosing a career**  
**Protocol ID: 19-1078      Approval Date: 1/31/2019      Expiration Date:**  
**(For expedited)**

**Information and Disclosure Section**

**17. Purpose:**

This research project is designed to help us evaluate the factors related to the career ambitions that people have.

○ **Description:**

Participants will be asked to a series of questions about themselves, their attitudes, their opinions, and their feelings. Participants will also be asked to think about what aspects of a career they find most important and appealing.

**18. Duration:** The whole activity should take about 45-60 minutes

**Here are your rights as a participant:**

- Your participation in this research is voluntary.
- You may skip any item that you don't want to answer, and you may stop the experiment at any time (but see the note below)
- If you leave an item blank by either not clicking or entering a response, you may be warned that you missed one, just in case it was an accident. But you can continue the study without entering a response if you didn't want to answer any questions.
- Some items may require a response to accurately present the survey.

**19. Risks & Discomforts:**

There is no risk of harm or potential discomfort other than those expected in daily life.

**20. Benefits:**

While there are no direct benefits to participating in this study, the findings of this research will help to inform future research about recruiting and diversity in different careers and occupations. The results of the study will help provide insight into what barriers may exist that dissuade people from choosing particular jobs, occupation, and careers.

**21. Identifiable Information:** You will NOT be asked to provide identifiable personal information in the survey. Students completing the questionnaire for class credit,

will be presented with a second survey that will request your contact information for the purposes of ensuring that you receive credit for your participation

**22. Compensation: There is no compensation for participating in this study**

**23. Confidentiality.** All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, *if* you or someone else is in danger or if we are required to do so by law.

**24. Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact Sayer-Jane Vermeer by telephone 623-565-2124 or by email [sgv2f@mtmail.mtsu.edu](mailto:sgv2f@mtmail.mtsu.edu) OR my faculty advisor, Mark Frame, at [Mark.Frame@mtsu.edu](mailto:Mark.Frame@mtsu.edu) and 615.898.2565. You can also contact the MTSU Office of compliance via telephone (615 494 8918) or by email ([compliance@mtsu.edu](mailto:compliance@mtsu.edu)). This contact information will be presented again at the end of the experiment.

**Participant Response Section**

- No Yes I have read this informed consent document pertaining to the above identified research
- No Yes The research procedures to be conducted are clear to me
- No Yes I confirm I am 18 years or older
- No Yes I am aware of the potential risks of the study

By clicking below, I affirm that I freely and voluntarily choose to participate in this study. I understand I can withdraw from this study at any time without facing any consequences.

- NO I do not consent
- Yes I consent