

ABSTRACT

THOMAS, BRIAN SCOTT. Examining Perceptions of Qualities Desired in University Public Safety Directors: A Q Method Examination (Under the direction of Dr. James Bartlett)

When a university police chief position becomes available, it is often the responsibility of a Vice /Associate Vice Chancellor or Vice/ Associate Vice President to oversee the recruitment process. The purpose of this study was to identify viewpoints held by individuals in these positions towards what type of behaviors, traits, and credentials should be possessed by an individual desiring to fill a vacant university police chief position. Using Q methodology, this study provides an opportunity to utilize both quantitative and qualitative methods to analyze viewpoints and perceptions held by Vice /Associate Vice Chancellors and Vice/ Associate Vice Presidents who would have a significant role in hiring the person who would fill the job vacancy. Twenty-six participants completed this study by sorting forty-nine electronically administered statements relating to behaviors, traits, and credentials desired in a potential police chief. Participants sorted and ranked the statements via a forced distribution format in accordance with their own beliefs about the position. A post-sort survey was also given to the participants to gain both demographic information and a more in depth understanding as to their reasoning for ranking the statements in a particular order. Upon completion of the data analysis, it was determined that five distinct and significantly significant factor groups existed amongst the participants. The groups were labeled as follows based on their answers to the q sort: University Culture and Diversity Chief, Professional Knowledge with Concern for Campus Safety Chief, High Character and Integrity Chief, Visionary Change Agent Chief, and Skilled in Human Relations Chief. The findings of this study can be used to generate policy, amend practices, and/or further research in the field of university policing.

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Examining Perceptions of Qualities Desired in University Public Safety Directors: A Q Method Examination

by
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A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the Degree of
Doctor of Education

Adult and Community College Education

Raleigh, North Carolina
2017

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DEDICATION

To David A. Coleman Sr., the man who taught me more about police leadership than I could ever put into words. Life took you before you could finish teaching me all that I needed to learn about leadership and the profession in general, but I will be forever grateful for the lessons. Thank you for being my colleague, my mentor, and my friend.

BIOGRAPHY

Brian Scott Thomas was born in Camp Lejeune NC but has had the opportunity to live in several places due to his upbringing in a military family. While working a series of entry level service oriented jobs, he obtained an Associate of Arts degree from Florida Community College of Jacksonville (FCCJ) in 1996 and a Bachelor of Arts Degree in Criminal Justice from the University of North Florida (UNF) in 1998. While an avid fan of law enforcement all through his formative years, it was through an internship with the Jacksonville Sheriff's Office during his senior year of college that he ultimately decided that he wanted to pursue a career in police work. While various life circumstances kept him from immediately pursuing a law enforcement career upon completion of his degree at UNF, Brian did find employment in the field of mental health as well as retail loss prevention.

In December of 2005, he graduated from the Basic Law Enforcement Training (BLET) program at Central Piedmont Community College and was subsequently hired as a sworn law enforcement officer by a university police department. In 2010, he earned a Master's Degree in Public Administration from the University of North Carolina at Charlotte (UNC Charlotte). Brian returned to the Graduate School at UNC Charlotte and earned a Graduate Certificate in Emergency Management in the Fall of 2010. In 2012, Brian earned a certificate in Community Preparedness and Emergency Management from the University of North Carolina at Chapel Hill.

Brian continues to serve as a sworn law enforcement officer at a university having worked at the ranks of police officer, Sergeant, and Lieutenant. In his spare time, Brian is an avid baseball fan who enjoys watching the game at the college, minor league, and professional level.

ACKNOWLEDGEMENTS

There are numerous people that I would like to acknowledge for helping me to reach my goal of completing this program. I would like to thank my friends and family for their encouraging words and showing interest in my progress throughout the program. I would like to thank my cohort for being a constant source of emotional support in the form of a congratulatory committee for my accomplishments, a sounding board for my frustrations, a source of direction when I got lost, and a motivational tool when I doubted myself. So many of you helped me along the way, thank you so much, it would have been a much rougher road without you. A heartfelt thank you to one cohort member in particular, Katherine Kandalec, who once told me that she was going to make sure that I finished this program even if she had to drag me kicking and screaming to the finish line. While it didn't quite come to that, her assistance and persistence were greatly appreciated.

I would like to express my appreciation to the NC State University Graduate School for offering this program in an executive format so I could complete my education without interrupting my career. I would like to thank Dr. James Bartlett for agreeing to serve as my dissertation chair and for his guidance throughout the entire process. I would also like to recognize Dr. Michelle Bartlett, Dr. Chad Hoggan, and Dr. Cameron Denson for agreeing to serve on my committee and for providing constructive criticism that ultimately improved my research. I would like to extend a special thank you to the 26 university administrators who took time out of their busy schedules to participate in my research study. Finally, to everyone I failed to mention but who assisted me in the form of an encouraging word, a listening ear, or who brought me a meal when I was on a tight deadline, thank you so very much.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1	1
Introduction.....	1
Problem Statement	2
Purpose Statement.....	4
Theoretical Framework.....	4
Trait Theory	4
Behavioral Theory	6
Human Capital Theory.....	9
Conceptual Framework.....	10
Research Questions	11
Significance of the Study	11
Limitations	13
Delimitations.....	13
Definition of Terms.....	14
CHAPTER 2: REVIEW OF LITERATURE	16
Campus Policing in the 1980's	17
The Virginia Tech Effect	19
Current State of Campus Law Enforcement	21
Section 2: Type of Individual Being Sought to Serve as a Police Officer, a Police Leader, and surrounding issues	23
Media Coverage and Community Relations	24
Recruitment Issues and Dilemmas.....	25
Social Movements, Gender Equity, and Politics	27
The Para-Militarization Effect on Police Recruiting and Retention.....	27
Section 3: Leadership/Management Theory in Higher Education.....	29
Section 4: Job Postings and Concourse Themes.....	31
Section 5: Practical Application.....	32
Section 6: Summary	34

CHAPTER 3: METHODS	36
Introduction.....	36
Research Design.....	36
Q Methodology Background.....	38
Q Methodology: Uses, Benefits, & Critiques	38
Developing the Q Methodology Concourse & Sample	39
Research Concourse.....	41
Q-Sample	42
P-Set.....	44
Q-Grid.....	45
Data Analysis: Correlation, Factor Analysis, and Factor Scores.....	46
Factor Rotation.....	48
Instrumentation	48
Summary.....	49
CHAPTER 4: FINDINGS.....	50
Data Collection, Factor Analysis, & Eigenvalues	52
Correlation Matrix	54
Factor Loadings	55
Z Scores	59
Factor Arrays	61
Consensus Statements.....	65
Distinguishing Statements	66
Factor Group 1: University Culture and Diversity Chief.....	70
Factor Group 2: Professional Knowledge with Concern for Campus Safety Chief	72
Factor Group 3: High Character and Integrity Chief	74
Factor Group 4: Visionary Change Agent Chief	77
Factor Group 5: Skilled in Human Relations Chief.....	79
Participant Demographics.....	81
Summary.....	84
CHAPTER 5: DISCUSSION AND IMPLICATIONS.....	86
Overview of the Process and Analysis.....	86

Conclusions.....	87
Limitations	90
Implications for Policymakers	91
Implications for Research	92
Implications for Practice	93
Implications for Theory	94
Recommendations for Further Study	95
Recommendations for Future Q Studies	96
Summary	97
REFERENCES	99
APPENDICES	106
Appendix A: Q Sample Statements	107
Appendix B: Concourse Development Statements	110
Appendix C: Survey Recruitment Letter	124

LIST OF TABLES

Table 1: Common Examples of University Police Chief Job Qualifications	2
Table 2: Sample Q Concourse Statements	43
Table 3: Participant demographics.....	51
Table 4: Factor Characteristics	53
Table 5: Correlation Matrix	54
Table 6: Flagged Factor Loadings	56
Table 7: Factor Loadings	58
Table 8: Z-Scores	60
Table 9. Factor Arrays	63
Table 10: Consensus Statements.....	66
Table 11. Factor Arrays w/ Distinguishing Statements	67
Table 12. Distinguishing Statements by Group	69
Table 13: High & Low Items Group 1	71
Table 14: High & Low Items Group 2.....	73
Table 15: High & Low Items Group 3.....	76
Table 16: High & Low Items Group 4.....	78
Table 17: High & Low Items Group 5.....	80
Table 18: Participant Demographics by Group	83

LIST OF FIGURES

Figure 1: Conceptual Framework for this Research	10
Figure 2: Sample Model of Behaviors, Traits, and Credentials.....	33
Figure 3: Sample Q-Sort Matrix	37
Figure 4: Sample completed Q-Grid.....	46
Figure 5: Scree Plot with Eigenvalues	53
Figure 6: Model sort for Factor One	72
Figure 7: Model sort for Factor Two	74
Figure 8: Model sort for Factor Three	77
Figure 9: Model sort for Factor Four	79
Figure 10: Model sort for Factor Five.....	81

CHAPTER 1

Introduction

Recent traumatic events at post-secondary institutions have led to an increased awareness of potentially life-threatening situations at institutions of higher education (Grey, 2008). Subsequent federally-enacted recommendations and legislation have changed how police departments at universities and other post-secondary institutions carry out their duty of protecting their respective campus communities (Anderson, 2015). Such changes include, but are not limited to: active shooter response training for emergency responders and the broader campus community, enhanced emergency alert systems and protocols, and the implementation of emergency response plans. With these new challenges, the type of leader being sought to fill the position of university police chief has changed significantly. Institutions that once viewed the role of university police to be that of watchmen who provided a formal safety service to their respective campuses have now had to respond to a changed world full of extensive federal regulations and where violence may occur anywhere and at any time (Anderson, 2015). This has meant that universities had to hire and train professional police forces that were often reflective of municipal police departments (Gray, 2015). Before a fully sworn and professionally trained campus police department can be developed however, someone must be selected to lead the implementation of this change. This process starts with the hiring of a police chief. A review of any university police chief job posting shows that expectations and qualifications of the candidate are broad and demanding. Table 1 provides a sample of behaviors, traits, and credentials that are most frequently cited in university police chief job postings.

Table 1: Common Examples of University Police Chief Job Qualifications

Credentials	Traits and Behaviors
Experience working in a University Setting	Develops Collaborative Relationships
Possesses a minimum of a Bachelor's Degree	Strategic Change Mgmt. Skills
Graduated from a Police Command School	Responds to Crisis
Experience with Clery Act compliance	Critical Thinker
Experience with CALEA Accreditation Compliance	Develops Collaborative Relationships
Experience with Title IX	High Moral Character
Experience in Emergency Management	Visionary
Extensive Law Enforcement Experience	Instills Confidence and Trust

A once seemingly simple job description has turned into a multidimensional collection of professional responsibilities that includes compliance with federal mandates, expertise in multiple subject areas, skill in community relations, and the ability to stay abreast of recent trends in campus safety (Peak, Barthe, & Garcia, 2008).

Problem Statement

Post-secondary institutions have found themselves in a public relations quandary in which they want to show prospective students and their families that they are taking every available precaution to keep the campus community safe while still trying to maintaining an environment conducive to learning (Peak, Barth, & Garcia, 2008). Changes in federal laws, recent traumatic events on college campuses, and an ever-changing campus climate have led to a massive need for highly qualified police chiefs who are capable of understanding all of the intricacies, nuances, and responsibilities of the position and higher education climate while also being able to serve as the leader of a department of sworn law enforcement officers. In addition,

the individuals chosen to lead these departments must operate in an environment where the chancellor, president, or another member of senior academic administration may be the sole source of police oversight, unlike municipal law enforcement where oversight may manifest itself in the form of shared governance (Lee, 2016). These mandates and trends have changed the job description of university police chiefs from someone capable of serving the basic needs of the campus community, to that of an executive who must be well versed in a variety of complex subjects and in a unique environment (Basich, 2015).

New leaders who are prepared to handle the myriad of potential threats to a campus, comply with an ever-growing list of federal regulations, and are still in tune with the culture of the campus community are being sought by university administrations across the country (Sloan, Lanier, & Beer, 2011). These leaders are tasked with leading law enforcement agencies that are growing nationally at a rate that outpaces the growth in student enrollment (Lee, 2016). Due to the recent changes in the demands of the profession, finding a candidate with all of these qualifications can be challenging. While new threat scenarios continue to confront university police departments and their leaders, research into what type of individual should lead such departments is extremely scarce. Given that university police departments are the primary responders to a wide array of campus emergencies, research into the phenotype of the university police leader would be beneficial in ensuring, or at least increasing the likeliness, that the best qualified candidate is hired for the position. Failure to hire the best qualified candidate could potentially result in a situation that brings severe harm to members of the campus community, campus property, or the reputation of the institution.

Purpose Statement

The purpose of this research is to identify the viewpoints of senior administrators, such as Vice or Associate Vice Chancellors and Presidents in reference to the traits, behaviors, and credentials being sought to fill the position of university police chiefs or public safety directors at institutions of higher education. Additionally, the research aims to identify which traits, behaviors, and credentials are similarly grouped by participants in the study, and which factors are grouped differently. Furthermore, the research is designed to provide institutions of higher education with a perspective of the viewpoints for determining what type of individual they should seek when attempting to fill vacancies in their respective police and public safety departments.

Theoretical Framework

Trait Theory assumes that people are born with inherited traits, some of which are inherently suited to leadership positions. While a leadership gene has yet to be discovered, there a number of traits such as situational adaptability, ambition, and decisiveness that are innate characteristics often deemed to be desirable in a leader (Stogdill, 1948). In stark contrast, Behavioral Theory argues that leaders can be made and that successful leadership is based on directly learnable behaviors. By focusing on what leaders actually do, this theory proposes that leadership can be learned through mimicking the actions of successful leaders (Yukl, 1971). Human Capital Theory refers to the economic value of an individual based on their level of knowledge, skills, and abilities (Baptise, 2001).

Trait Theory

Trait Theory operates under the assumption that people possess certain personality traits and that a specific subsection of these traits are particularly well suited to leadership positions.

Ralph M. Stogdill is commonly associated with this theory since he conducted extensive research in this area dating back to the 1940s. Stogdill (1948) found that people do not become leaders by merely possessing specific traits but leaders who possess such traits are more likely to be effective in situationally specific leadership roles. While these findings cannot account for every variable in determining suitability for leadership, the theory does have critical implications in both the public and private sectors since one of the most important decisions made in any institution is the selection of leaders.

Since the time of Stogdill, numerous other researchers have attempted to build upon research into Trait Theory. House and Aditya (1997) noted the limitations of appropriate technology when early Trait Theory was studied and concluded that the personality traits studied by Stogdill (emotional control, self-confidence, decisiveness, etc.) may not be as predictive of leadership effectiveness as performance traits such as delegation of duties, goal setting, and strategic planning. Additional Trait Theory research attempted to determine if leadership traits are inheritable or learned. Iles, Gerhardt, & Le (2004) conducted research of both inheritable and non-inheritable traits in attempt to determine which traits were more dominant in effective leaders. The research essentially pertained to the age-old question of nature versus nurture and produced mixed results. The authors were attempting to determine if there was a relationship among a set of traits used to predict the emergence of leadership. The study did find that a strong correlation existed between a combination of six traits (intelligence, emotional stability, extraversion, openness, agreeableness, conscientiousness) which were strongly associated with the emergence of leadership abilities. The research was unable to conclusively determine if any combination of traits exhibited by a leader were key determinants in whether or not he/she was an effective leader.

There has been additional research that attempted to simplify trait theory such as Berman and Miner (2006) who determined after extensive research of top chief executives that sheer personal motivation was the most influential and dominant trait. Others such as Hayes (2005), using the example of political figures, redefined “effective leadership” to mean that citizens will primarily support, follow, and vote for leaders with specific characteristics. Those characteristics included being perceived as a strong leader, compassionate, moral, and empathetic. Other researchers looked into whether Trait Theory is applicable across generations (Rodriguez et al., 2003). This research pertained to the emergence of Generation X entering the workforce and redefining the meaning of an effective leader. The primary argument was that Generation Xers have significantly different expectations of their leadership and employers than previous generations, meaning that leadership characteristics affiliated with effective leaders during the Baby Boom era are not necessarily the same as characteristics needed to lead Generation Xers.

Behavioral Theory

Rooted in behaviorism, this leadership theory focuses on what leaders do as opposed to who they are. By placing emphasis on a leader’s behavior as opposed to their intellectual qualities, supporters of this theory believe that individuals can learn to be an effective leader through teaching and observation (Stogdill, 1974). Much of the current research in Behavioral Theory is derived from the Ohio State University Leadership Studies of 1945 (Northouse, 2014). This research found that leaders exhibited two types of behaviors, categorized as consideration behaviors (people oriented behavior) and task-oriented behaviors (structure initiating behavior), in their attempts to accomplish a goal. Consideration referred to a leader’s ability to be personable and show concern for their subordinates’ well-being, while task-oriented behavior referred to how leaders approached defining and achieving tasks. The results of the study found

that effective leaders created an organizational structure that allowed activities to be accomplished while cultivating an atmosphere that promotes cohesion amongst team members (Northouse, 2014). The Ohio State study was followed by a University of Michigan study in the 1950s that centered around employee orientation and production orientation. Employee orientation meant that employees were viewed as human beings with personal needs that needed to be met. Production orientation meant that employees were seen as a means to achieving the goal of getting work done. Results of the study found that an employee orientation approach with minimal supervision was more effective in achieving the goal of getting work done (Northouse, 2014).

In the past 50 years, extensive research has been conducted to build upon the conclusions reached in the Ohio State and University of Michigan studies. Many different models of behavioral leadership have been identified, and while there is no clear consensus, an argument has been made some that the bulk of behavioral leadership can be classified into four categories (Derue, Nahrgang, Wellman, & Humphrey, 2011). Those four categories include; task oriented behaviors, relational oriented behaviors, change oriented behaviors, and passive leadership. Task oriented behaviors include those indicating a leader's concern about productivity, ensuring that necessary decisions are made, and ensuring that decisions made by those at higher levels of management are carried out. Relational leadership behaviors relate to transactional leadership qualities that also show concern for the well-being of the group members. By combining these two behaviors, leaders gain influence over their followers in an attempt to reach an overarching goal. The third category, change oriented behaviors, are slightly different in that these behaviors are more concerned with affecting change in groups and the organization as a whole. This includes developing a vision for change, promoting innovative thinking, and being open to risk

taking behaviors. The final category is passive leadership where the leader is relatively absent unless a problem is identified that is in need of executive action to resolve it (Northouse, 2014; Yukl, 1971).

Another relevant supervisory behavioral theory was proposed in the form of Operant Taxonomy. Komaki, Zlotnick, & Jensen (1986) identified seven categories of supervisory behavior: (a) performance consequences, (b) performance monitors, (c) performance antecedents, (d) own performance, (e) work related, (f) non-work related, and (g) solitary. The authors argue that every conceivable behavior exhibited by a supervisor will fall into one of the aforementioned categories. In short, the vast majority of information gathered about subordinates is obtained through interactions with subordinates, and of those interactions, the majority involve work related issues. This can be done via direct supervision or through alternative sources of information. Komanko et al. (1986) do note that while supervisors use information obtained in these manners to make decisions as to how they should manage individual employees or the organization as a whole, there is no research to support if following any of these approaches leads to effective supervision.

There are currently no definitive conclusions as to whether Behavioral Theory or Trait Theory is more predictive in determining whether someone will be an effective leader. It is clear that arguments can be made in favor of either theory but that can neither be proved or disproved by scholarly research. This is particularly true because there is no consensus on the definition of an “effective leader.” As such, both have been incorporated into the theoretical framework of this research as they each have practical applications.

Human Capital Theory

Human capital is derived from an individual's potential to be economically valuable. In other words, the ability of individuals to be income producing agents within a specified economy (Baptiste, 2001). While most commonly associated with research conducted in the mid 1900s, Human Capital Theory actually has roots as far back as the 1700s when economists such as Adam Smith, John Stuart Mill, and Alfred Marshall began to theorize that the wealth of a nation was based on human effort (Sweetland, 1996). These theorists noted that labor was responsible for providing society with all of its necessities and the conveniences that are annually consumed. The number of useful laborers is then directly reflective of the amount of capital stock. Prior to this time, human capital was viewed as simply quantitative where more laborers meant more productivity. Very little concern was given to the actual quantity of output that a skilled laborer could produce as opposed to an unskilled laborer. These theorists stated that any additional ability or skill obtained by an individual through education, training, or an apprenticeship had a real expense associated with it, and therefore had an increased economic value (Sweetland, 1996).

Viewing human abilities as economic utilities which are then a means to wealth is the basis of Human Capital Theory. An employee's present value is directly based on past investments in their training and education. Whether this training or education was provided by the employer or obtained by the individual on his or her own time is inconsequential as there is generally a strong correlation between a worker's earnings and the amount of capital (Baptiste, 2001). If this is indeed true, then most income disparities can be explained in terms of merit rather than favoritism (Baptiste, 2001). This theory further argues that education is more than a

mere economic good, it is a capital good which improves economic mobility for citizens and can thus upgrade an entire society's standard of living (Olaniyan & Okemakinde, 2008).

Conceptual Framework

It is the belief of this researcher that varying formulas of behaviors, traits, and credentials are utilized when creating a job posting for a university public safety director and again when making a decision as to which applicant is most suitable and thus hired for the position. The conceptual schemata in Figure 1 shows how each of these variables will factor into the Q-sort design for consideration by the study participants. After each of the participants completed Q-sort, a factor analysis was conducted with the purpose of developing the distinct viewpoints that reflect trends in how each group of respondents sorted the statements.

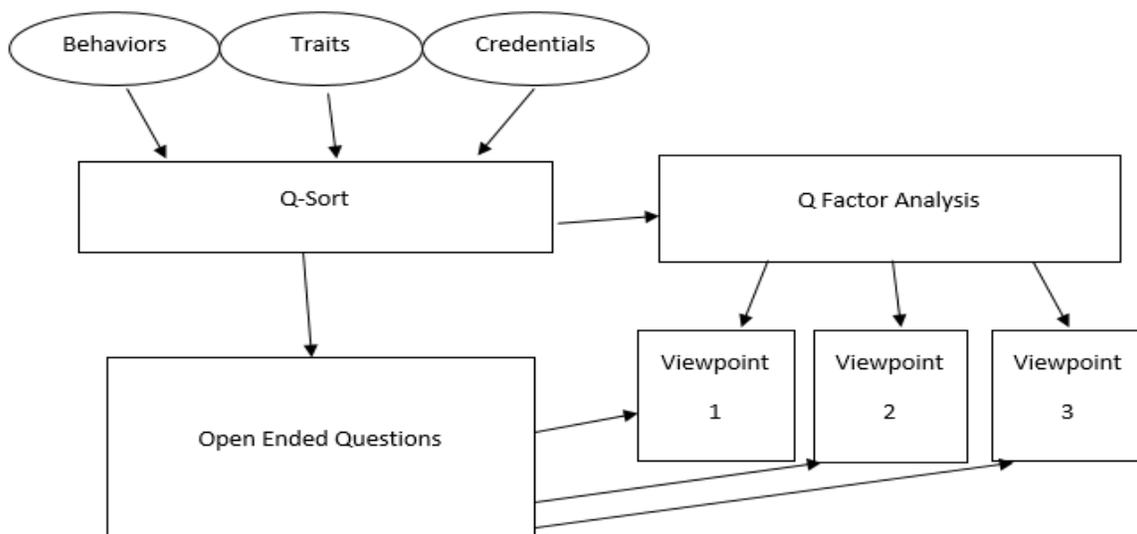


Figure 1: Conceptual Framework for this Research

Research Questions

Question 1:

Which viewpoints emerge toward the behaviors, traits and credentials university police chiefs' need, what are unique and similar characteristics of these viewpoints?

Question 2:

Which perceived behaviors, traits and credentials are rated highest and lowest by each factor group of participants (viewpoint)?

Question 3:

Which traits, behaviors, and credentials are common among the groups, and which are unique?

Significance of the Study

Scholarly literature is virtually void of credible research pertaining to university law enforcement leadership. While extensive literature exists pertaining to municipal police leadership, universities have made it clear that they are not interested in maintaining a municipal style police department on their campuses despite the basic commonalities between the two (Bromley & Reaves, 1998). There are still many aspects of municipal policing that have to be implemented in order to ensure the safety of the campus community, particularly following the events at Virginia Tech and other institutions that have experienced gun violence. The key issue seems to be how university police departments can protect their communities without adopting the law enforcement mindset of a municipal police department (Bromley, 2003).

Utilizing numerous public job postings for university police chiefs from the past three years, this research has created a baseline dataset that identifies the most common behaviors, traits, and credentials desired in a candidate for a university police chief position. While each of the postings calls for a wide variety of skill sets, many also call for extensive experience working

in a university setting. This means that simply hiring a retired municipal police chief, or someone who held a command position in a municipal police department, for a university police chief vacancy is not the preferred hiring route for most institutions (Sloan, 2000). This begs the question of where do institutions find these individuals with the unique skill sets obtained through employment in municipal police departments but who also have experience working in a university setting? The goal of this study was to help fill some of the gaps in what has been an overlooked field of research.

Using the available research pertaining to police leadership and university leadership, this research seeks to identify the overlapping values that can be applied when developing scholarly literature pertaining to university police leadership. For example, one piece of literature pertaining to police behaviors and traits has found that police officers/leaders are generally more authoritarian, suspicious, cynical, and are more aloof than the average human being (Evans, Coman, & Stanley, 1992). This would seem to stand in contrast to the four most common organizational models typically used to describe university environments: collegial, bureaucratic, political, and anarchic (Birnbaum & Edelson, 1989). That being said, while police officers may differ significantly from the traditional higher education mindset on an individual basis, university police departments have been far more successful in implementing community oriented policing programs than their municipal counterparts. One study shows that community policing programs in a campus setting have been far more successful in applying problem solving strategies, creating effective partnerships, and building organizational structures that adapt to philosophical shifts (Bromley, 2003). It was the goal of this research to identify which behaviors, traits, and credentials possessed by university police chiefs are most valued by those individuals who oversee the public safety departments at institutions of higher education. Such

findings could significantly expand the amount and quality of scholarly research pertaining to university police leadership, as well as the quality of the police leaders themselves.

Limitations

Several limitations affect this type of study:

1. By design, Q Methodology is subjective in nature, meaning that replicating the results of such a study would be highly unlikely. The inability to replicate results in subsequent similar studies is a threat to external validity thereby limiting any conclusions that could be drawn about the population as a whole.
2. The targeted nature of the P set (Vice/Associate Vice Chancellors and Vice/Associate Vice Presidents) can easily skew the data in a manner that is not representative of how other peers or colleagues feel about the options in the Q set, meaning conclusions cannot be generalized across all institution of higher education leadership.
3. Participants in the P set may feel compelled for any number of reasons to organize the Q sort in a manner that is not reflective of their true feelings about the options selected for the study.

Delimitations

Several delimitations affect this type of study:

1. Only individuals (generally Vice/Associate Vice Chancellors and Vice/Associate Vice Presidents) directly involved in the hiring of university public safety directors were included in the study.
2. Only individuals who were available to participate during the time the study was conducted were included in the study.

3. Only behaviors, traits, and credentials that were most frequently cited in university public safety director postings were included in the study.

Definition of Terms

- Concourse:* A list of items serving as candidates for inclusion in the Q-Sort. It can take the form of questions, statements, pictures, etc. (Brown, 2004, p 18)
- Factor:* The cluster of respondents whose Q-Sorts were statistically similar (Brown, 2004, p 18).
- Factor Loadings:* Each respondent's correlation with each of the identified clusters or factors (Brown, 2004, p 18).
- P-set or Sample:* "structured sample of respondents who are theoretically relevant to the problem under consideration" (van Exel & de Graaf, 2005, p. 6).
- Q Methodology:* "Q methodology, like many research methods, can be used to observe perceptions from the context of an individual or from the context of a group of individuals. In Q methodology, intrasubjective studies gather data from an individual on multiple issues of interest. The individual's opinions are then clustered based on similarity of opinion. The purpose is to determine whether the various opinions of the individual give rise to a greater thematic understanding of the issues at hand" (Brown, 2004, p. 3).
- Q-set or Sample:* "The sample of items that are drawn from the concourse and comprise the instrument that will be provided to the respondents" (Brown, 2004, p 18).
- Q-Sort:* Each respondent's rank ordered set of perceptions (Brown, 2004, p 18).

University Public Safety Director: Head of a public safety department at a college or university who is currently a sworn law enforcement officer through the respective state's law enforcement credentialing department or agency. The term Public Safety Director is often used interchangeably with the term "University Police Chief".

CHAPTER 2: REVIEW OF LITERATURE

The purpose of this study is to examine the perceptions of administrators in higher education about the types of skills, behaviors, and competencies they feel are necessary to fill the position of university public safety director. More specifically, the perceptions of individuals, primarily Vice Chancellors/Associate Vice Chancellors and Vice Presidents/Associate Vice Presidents, who are or would be responsible for recruiting and making the hiring decision for the position of University Police Chief should the need arise. Being that scholarly research pertaining to university public safety director leadership is scarce, this chapter will draw from a number of areas that are relevant to the position. The first section is a history of university policing that places context around both the historic and current state of the profession. The second section pertains to the type of individual who is currently being sought as a municipal police officer and subsequently, a police leader. The third section references theory about leadership in higher education as a whole. This was done with the purpose of bridging the aforementioned literary gap by fusing scholarly police leadership publications with scholarly university leadership publications.

In order to gain a better understanding of the problem facing university police departments, one must understand the balancing act they are attempting to navigate. Universities communities are struggling with blending their need to keep their campuses safe by hiring a professional police force prepared to respond to a wide array of emergencies against the desire to maintain an atmosphere that promotes higher learning where police are viewed as community partners who provide a plethora of non-law enforcement related services (Sloan, Lanier, & Beer, 2000). This study will attempt to bring some clarity to this dilemma by comparing the traditional

role of university police departments dating back the inception of the occupation to the more contemporary role they play at modern day educational institutions.

Section One: History of University Policing

Much of the dilemma is centered around the traditional mindset that views the role of university police as service providers as opposed to law enforcers. This mindset can be traced back to 1894 when Yale became the first University to employ campus police officers whose primary objective was to protect the institution's property (Sloan, Lanier, & Beer, 2000). Prior to the 1960s, campuses of post-secondary institutions were rarely associated with violent crimes and the civil demonstrations present in cities and towns throughout the country. Other than a small handful of incidents, there were very few documented cases of civil unrest or violent crimes on the campuses of such institutions. A new trend began to emerge in the 1960s and 1970s when the civil rights movement and the anti-Vietnam War protests became prevalent and sometimes destructive on the campuses of post-secondary institutions. Municipal officers needed to be called in to quell the demonstrations which, in turn, led to a push from university administrators and elected officials for the institutions to have more direct control over the response to such situations, leading to the formal creation of campus police departments (Bromley, 2003).

Campus Policing in the 1980's

Another cultural shift occurred in the 1980s when violent crime became more prevalent on college campuses and changed the campus culture forever. While the exact reasoning for this cultural shift is unknown, a number of societal factors may have made significant contributions to this change. For starters, the American society had shifted to a predominantly urban and suburban culture that had encroached on college campuses both geographically and culturally

(Peak, Barthe, & Garcia, 2008). This trend began in the 1960s when less than half of all degree granting institutions were located in urban settings. By the late 1980s urban sprawl had engulfed many of the institutions of higher education. Gun violence in the United States was also on the rise, homicide rates rose steadily through the 1980s, and by 1991 there were 9.3 homicides per 100,000 people; this number was more than double the homicide rate in the 1960s ("Homicide trends in," 2011). This meant that not only was gun violence on the rise, it was also occurring in areas that were adjacent to, if not on, college campuses.

The face of college campuses was also changing in the late 1980s as advances in technology and globalization had ushered in a more diversified population compared to what was once very homogenous. While culture both inside and outside of the college campus was changing, institutions of higher education were slow to recognize the potential ramifications. Research into campus police and security services in 1986 showed a nearly even split between institutions that had campus police departments, security departments, public safety departments, or some other form of campus security. At that time, roughly 27 percent of campuses both public and private had campus police departments based on a survey of 564 college campuses (Peak, Barthe, & Garcia, 2008). It's not that police were not present on the other 74 percent of the campuses; they were just not classified as such. In contrast, by 2006 over 45 percent of the 564 campuses surveyed reported that they had a police department consisting of sworn police officers. Similarly, the study also showed a nearly 38 percent increase in the number of sworn police officers at the surveyed institutions from 1986-2006. These statistics provide insight into a campuses ability to respond to an emergency event in 1986 versus 2006 (Peak, Barthe, & Garcia, 2008).

Today, while campus violence is often associated with incidents involving an active shooter, it was another traumatic incident that started post-secondary institutions thinking about campus safety. On April 5, 1986, a student by the name of Jeanne Clery was tortured and murdered in her dorm room at Lehigh University. Ms. Clery's parents were shocked to find that thirty-eight violent incidents had occurred on the Lehigh campus in the three years prior. The University had failed to publically report any of these crimes prior to the incident partially because there was no legislation that required them to disclose this information. Ms. Clery's family partnered with other victims of campus crime and pushed for federal legislation that ensured that post-secondary institutions would be forced to provide these statistics to the public. This effort resulted in a federal mandate that required all post-secondary institutions receiving federal aid to produce an annual Campus Safety and Security Report also commonly known as the Clery Report ("Jeanne Ann Clery," 2012).

With the turn of the century, active shooters and the general crime rates on campus were not the only concerns that post-secondary institutions had to factor in as a new variable entered the equation. That variable being the terrorist event that occurred on September 11th, 2001. Rund (2002) described the campus culture just after the turn of the century as a "Generation 9-11" campus in which paranoia and fear about personal safety suddenly dominated America's mindset, and college campuses were no exception. This, paired with the fact that college campuses were now more diverse than ever, led to stereotyping and a general distrust towards people of certain ethnic and cultural backgrounds.

The Virginia Tech Effect

If the preceding events were not enough to convince universities of the need to professionalize their police departments, then the active shooter incident at Virginia Tech in

2007 most certainly did. This highly publicized event was the largest loss of life from a single incident ever recorded at a post-secondary institution. This event was followed closely by another active shooter incident at the University of Northern Illinois. As with any highly traumatic public event, these events brought about a myriad of recommendations from experts both verifiable and self-proclaimed in reference to preventing and responding to violent incidents on college campuses. Fox and Savage (2009) examined the prevailing recommendations suggested by multiple task forces in the aftermath of the Virginia Tech incident. The authors cited the following recommendations as being nearly universal themes in each of the reports.

- Create an all-hazards Emergency Response Plan (ERP).
- Adopt an emergency mass notification and communications system.
- Establish a multidisciplinary team to respond to threats and other dangerous behaviors.
- Train personnel regarding privacy matters associated with such regulations as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).
- Have an MOU with local health agencies and other key partners in the community
- Practice emergency plans and conduct training.
- Educate and train students, faculty, and staff about mass notification systems. and their roles and responsibilities in an emergency.

Each of these recommendations were designed to reduce the fear levels of potential violent crimes on campus because the post-secondary institutions were to be seen as taking proactive steps towards to reduce the opportunity for an incident to occur. While the merits and feasibility

of all the aforementioned recommendations are open for debate, the Clery Act adopted nearly all of them and required post-secondary institutions to incorporate them.

Before any formal evidence was available to show that the chance of being victimized on a college campus was higher, or even that the fear level of being victimized had risen among the campus community, in the years after the Virginia Tech massacre, post-secondary institutions were taking no chances. By 2012, roughly 68 percent of the more than 900 colleges located in the United States were utilizing sworn police personnel to protect their respective campuses. Public institutions led the way with 92 percent utilizing sworn police services versus 38 percent at private institutions. The same report showed that the number of full-time sworn law enforcement officers on college campuses had risen 16 percent since the 2004-2005 school year, a percentage that outpaced student enrollment which rose only 11 percent during the same time period (Reaves, 2015).

Current State of Campus Law Enforcement

Post-secondary institutions have found themselves in a public relations quandary where they want to show prospective students and their families that they are taking every available precaution to keep them safe while balancing the image of an open environment which is conducive to learning. This effort has not been supported with highly publicized media reports tying their respective institutions to crimes that have occurred off campus or by subjects who are no longer affiliated with the institution. Such is the case of Jared Lee Loughner who shot U.S. Congresswoman Gabrielle Giffords and 18 others at a political rally in 2011. While Loughner had been suspended and then subsequently withdrew from Pima Community College several months earlier and the incident did not occur anywhere near the campus itself, the media made a point to repeatedly mention the institution in their reports (Carcamo & Mello, 2013).

While dealing with all of the aforementioned issues relating to campus safety, a university police chief must also be well versed in professional standards. At many institutions, the police chief must ensure that his/her department complies with standards relating to police accreditation procedures as defined by the Commission for the Accreditation of Law Enforcement Agencies (CALEA) and/or the International Association of Campus Law Enforcement Agencies (IACLEA). While accreditation is not required, not to be confused with certification which is required, of any police department whether it be city, county, university or otherwise; the movement towards achieving accreditation is a growing national trend.

All of this has led to a massive need for highly qualified police chiefs who are capable of understanding all of the intricacies and responsibilities of the position in addition to being able to serve as the leader of a department full of sworn law enforcement officers. These mandates and trends have drastically changed the job description of university police chiefs from someone capable of serving the basic needs of the campus community to that of an executive who must be well versed in a variety of complex subjects. Per the job postings collected by the researcher, it is now uncommon to see police chief job announcements that do not require, or at least prefer, that potential candidates have a minimum of a Bachelor's degree, emergency management experience, extensive knowledge of the Clery Act, and a substantive understanding of law enforcement accreditation procedures.

All of these initiatives have come as either a result of violent acts that have threatened the safety of college campuses or the campus community's desire for a professionally trained police force. New leaders who are prepared to handle a myriad of potential threats to the campus as well as comply with an ever-growing list of federal regulations, all while still being in tune with the culture of the campus community, are being sought by university administrations across the

country. Unfortunately, due to the recency of these events, finding a candidate with all of these qualifications can be challenging. Compounding this issue is that while there is a plethora of research in reference to municipal police leadership, research into university police leadership is virtually non-existent.

Section 2: Type of Individual Being Sought to Serve as a Police Officer, a Police Leader, and surrounding issues

Given that results from a search for peer reviewed articles on which what types of individuals should be hired as university police officers or university public safety directors are virtually non-existent, one must look instead at what society and specific communities expect from a police department. For example, there is no national standard for who can and cannot serve as a police officer. In NC, any individual can be sworn in as a police as long as they are at least 21 years of age, have not been convicted of a felony, are a United States citizen, has completed the necessary 620-hour Basic Law Enforcement Training (BLET), and has successfully passed the corresponding State exam (NCDOJ, 2016). While it is true that most public officials say that police departments should strive to hire a racially diverse, college educated, culturally sensitive work force; it is equally true that different communities have different needs and therefore a one size fits all template is not a realistic option. Therefore, when determining what type of individual is best suited to be a police officer, the researcher must consider the overarching themes about what is expected from a police officer in every community as well as the issues that law enforcement agencies face in their attempt to provide fair and equitable service to all members of the communities they serve (Stout, 2010).

It is not hard to identify a police officer in the community as they are often wearing an unmistakable uniform that displays patches and a badge identifying him/her as a law

enforcement representative for a particular county, city, or state. For many communities, these items alone identify such an individual as a legitimate law enforcement official who is duty bound to carry out his or her duties in a manner that is just and in accordance with the law. However, the legitimacy of a law enforcement agency can only be maintained by the public's support for the organization; such support is obtained through the community judgments about the reliability that people will be caught and sanctioned for wrong-doing, the performance of the police in fighting crime, and the fairness of the distribution of police services (Sunshine and Tyler, 2003). Should any of these tenets become compromised; the relationship between the police and the community will quickly begin to deteriorate, thus undermining the police department's role as a legitimate law enforcement authority.

Media Coverage and Community Relations

Unfortunately, in many communities, these bonds have already begun to break down and the relationship between the community and police force is strained. Much of the research shows that poverty is a primary driver of crime rates and that it takes a holistic approach that includes the police and the community acting together to solve the problem (Rosenbaum et al., 2005). Without the community acting as a willing entity in building crime prevention partnerships and serving as extra eyes and ears for the police department, the task of alleviating neighborhood problems is virtually impossible. This culminates into a lose-lose proposition where the community no longer trusts the police department and is thus reluctant to provide them any assistance, which then enables criminals to operate freely and vandalize the community. While one would assume that the community would want law enforcement to help them clean up their own community, a series of factors often inhibit a positive relationship from ever coming to fruition. The first of which is preconceived negative notions about the police, which occurs when

police have little to no community interaction that would challenge the negative assumptions. The second is when the public's first interaction with the police is a negative one, which then only serves to reinforce the negative stereotypes and assumptions. Finally, the public's perception of how the police interact with members of the community, specifically when they witness a use of force situation or the appearance of abuse of power, further leads members of disenfranchised communities to distrust law enforcement (Rosenbaum et al., 2005).

Further complicating the issue is that local news programs often show minorities having negative interactions with local police. Several studies have shown that local television networks in large cities with large viewing areas tend to report a disproportional number of news stories about minorities committing crimes and having negative altercations with the police. One such study (Dixon and Linz, 2006) of news programs in Los Angeles and Orange County California showed that while African Americans only accounted for 25 percent of the arrests over the specified time period, they received 44 percent of the perpetrator news coverage. Whites on the other hand were the subject of 23 percent of the arrests while only receiving 18 percent of the perpetrator new coverage. A similar review of Chicago, Illinois news programs found that African Americans were televised in the custody or grips of a police officer at twice the rate of their white counterparts (Entman, 1992). These reports only aggravate the perceived negative impression of how police officers interact with ethnic minorities in the community.

Recruitment Issues and Dilemmas

There continues to be disagreement regarding how police departments can change their image in the community, the debate essentially being a question of whether police departments should change how they train their employees or if they should change who they hire. Available research shows that college graduates enter the workforce with a higher level of cognitive

thinking ability as well as a higher tolerance for different cultures than those without college degrees (Kappeler, Sapp, & Carter, 1992). At the same time, police curriculum has changed minimally over the past decades and still relies heavily on task-oriented training as opposed to focusing on critical thinking and cognitive reasoning skills (Bradford and Pynes, 1999). This type of training has a vast influence on who applies for police jobs, who will successfully advance through the hiring process, and who subsequently excels in the police training environment. This is not a new revelation in the law enforcement community as calls for a more mature and educated officer date all the way back to the days of August Vollmer in 1918, who found that the call for college educated officers has ebbed and flowed as the role of the police in society has changed (Decker and Huckabee, 2002). Those who subscribe to the theory of hiring only college educated officers argue that these individuals come pre-trained with a set of skills that make them more tolerant of other cultures and possess advanced critical thinking skills. Detractors of this theory argue that while officers with college degrees can be desirable, this further hinders minorities from entering the force since they are statistically less likely to possess a college degree. This in particular creates a real problem for how officers are viewed in minority communities. The argument boils down to the question of if the police should hire only college educated officers because they supposedly possess intrinsic skills that would make them more suitable for addressing the needs of culturally and racially diverse communities? And if so, would such a change make a vast enough improvement in community relations to offset the possibility that minorities may be less likely to be hired as police officers because fewer of them possess college degrees? This could further aggravate the issue of police departments being predominately composed of white males.

Social Movements, Gender Equity, and Politics

Some research suggests how many and what type of people are hired as police officers is often less procedural and more political. On average, police departments tend to grow on average of two percent during mayoral and gubernatorial election years, versus less than one percent otherwise, as candidates like to show what they are doing to keep their communities safe (Levitt, 1997; McCrary, 2002). Similarly, affirmative action programs initiated by elected officials have significantly increased the number of female officers hired by law enforcement agencies. However, in an attempt to subvert some of these efforts, some departments have responded by implementing pre-employment fitness exams which have traditionally weeded out a disproportionate number of female applicants (Sass & Tyler, 1999). Perhaps the most recent trend that is affecting police recruiting efforts is the rise in negative publicity, social movements opposed to police practices, and the rise in celebrity protests with the condemnation of police culture such as the five St. Louis Rams who took the field with their hands raised in the air following the August, 2014 Michael Brown shooting in Ferguson, Missouri (Howell & Parry-Giles, 2015).

The Para-Militarization Effect on Police Recruiting and Retention

While the goal of police departments is to protect and serve the communities they serve, the para-militarization of such departments greatly influences the type of individuals who seek employment with and who tend to thrive within law enforcement agencies. Police departments employ similar rank structures, wear similar uniforms, and utilize similar equipment as their military counterparts (Kraska, 2007). Police training utilizes a militaristic style of Behaviorist teachings reminiscent of theorists like Skinner, Thorndike, Watson, and Hull. Officers are often programmed like machines where a stimulus is introduced, a set of controls are then put in place

that control how that stimulus is processed, and a predictable outcome should be the consistent end result (Birzer, 2003). The rationale behind this type of training is that officers may need to make split-second life and death decisions which require them to immediately react to a stimulus, such as a weapon or an unruly individual, that presents a danger to the officer or the public. This type of training is often derived from military training where survival is the ultimate goal and everything else is a secondary priority. In order to obtain the desired result, police academies often employ a training program based on specific core principles: “it is a punishment-centered experience in which trainees must prove themselves; and it helps screen out those who are not up to par” (McCreedy, 1983, p. 32). While police academies have backed away from some of the more severe practices of past generations, it is still a time-honored tradition and a rite of passage in many departments. The core concept of this philosophy is that if a police trainee or cadet cannot function under the manufactured stress of a controlled learning environment, then he or she will be even less likely to be able to adequately respond to the extreme duress of an actual crisis situation (Birzer, 2003).

While this type of training is very effective in teaching technical, procedural, and survival skills, it does little to enhance an officer’s critical thinking and/or interpersonal skills. Similarly, while such training may have its merits, it often filters out those who have exceptional interpersonal skills but lack the discipline or desire to learn in such an environment. Therein lies the conflict as each situation encountered by officers requires a different set of skills, and many of the skills needed for solving problems in the community are not necessarily the same skills desired in a cadet. While there is little empirical evidence that shows evidence of a police personality, one cannot rule out the common personality traits of most police officers (Balch, 1972). One study found that the vast majority of police officers possess personality

characteristics geared towards Type A behaviors on the Jenkins Activity Survey with a strong preference for work environments that are organized, routine, and carefully regulated. Officers were also found to be more assertive, independent, and self-reliant while being less sentimental than the average individual (Evans, Coman, & Stanley, 1992).

Section 3: Leadership/Management Theory in Higher Education

In order to best understand the characteristics desired in a university public safety director, one must first understand the culture in which they operate. Birnbaum & Edelson note that traditional leadership and management theories often do not apply in higher education due to a lack of goal clarity such as those found in a profit-driven model (1989). Instead, university leaders must navigate through a series of sometimes conflicting social pressures driven by the administration, the faculty, and student groups. The authors cite the example of a positive institutional reputation leading to higher enrollment which would generally be considered a good thing under a corporate management model. However, an increase in enrollment may lead instead to larger class sizes and additional strains on institutional resources which will likely not be viewed in a positive manner by faculty and students. Similar arguments can be derived from university athletic programs which can lead to an economic and social boom while simultaneously compromising the institution's academic integrity (Estler & Nelson, 2005).

These conflicting goals and social pressures make it hard to determine if a university leader or the institution itself is meeting their goals. Given that public institutions are tied to a political climate in which funding is allocated based on trends and external social pressures, institutional leaders must determine how they will lead based on a series of factors beyond institutional control. Therefore, any strategic plan created by university leaders must be sensitive to economic, statistical, social, historical, political, and institutional factors (Keller, 1983).

Finding a university leader who possesses the skills to navigate all of the aforementioned variables can be a daunting task which furthers the argument that traditional leadership models may not apply.

Educational institutions cannot exist without leadership so there must be a model used to determine what type of individual should ultimately be selected to fill these positions. Given that institutions of higher education are not linear systems and that each leadership position requires a different set of skills and credentials, there is no universal model but instead several consistent factors. Depending on the leadership paradigm one subscribes to, the prototype for an institutional leader can vary to some extent. Birnbaum's ideal university administrator is one who is cognizant of institutional and departmental systems and can quickly identify problems and utilize feedback to correct things which are not functioning as they should (2011). Furthermore, such a process should also identify subordinate leaders within the organization who are capable of finding solutions to the wide variety of issues that may occur (Birnbaum & Edelson, 2011).

Others view leadership as a cyclical process where the educational leaders need to take a more managerial approach in which goal setting, needs identification, evaluation, implementation, planning, and priority setting are essential qualities (Caldwell, 1992, p. 16-17). Some note that such an approach excludes a concept of organizational vision that is the central covenant of most leadership models. By failing to identify a vision, the leader is essentially managing the present situation rather than planning for the future (Bush, 2007). Still others argue that while vision is essential in establishing a purpose, higher education is in greater need of leaders who are skilled in ensuring that the vision is effectively implemented. Furthermore,

leaders need to be able to tie their actions to the values of their respective institution or department (Bush, Bell, & Middlewood, 2010).

A third perspective states that the most effective leaders are the individuals who can best develop and implement best practices from within. For this to occur, highly analytical individuals are needed to examine the impact of context, understand the multi-level nature, differentiate between individual and corporate practice, and understand the complexity and ambiguity of the practice (Glatter & Kydd, 2003). There is also a contrasting view that the best educational leaders are not those who know a great deal about the current practices, but rather those who are willing and able to learn about it. This is because the very concept of following best practices stands in contrast to the higher education philosophy of lifelong learning and continuous improvement. In short, there can be no best practice because that practice should always be challenged and can always be improved upon (Leithwood, Jantzi, & Steinbach, 1999).

Section 4: Job Postings and Concourse Themes

In an attempt to fill some of the gaps in the literature and develop the concourse themes, the researcher collected public job postings for vacant University Police Chief positions. These postings were collected in 2015 and 2016 from various university human resources websites. In total, 172 job postings were collected in an attempt to identify trends referencing which types of traits, behaviors, and qualifications were being sought by post-secondary institutions looking to hire a sworn University Police Chief. These postings filled literary gaps explicitly stating which specific qualities each institution stated that they desired in applicants for the position. While a wide range of desired qualities were listed, a few nearly universally reoccurring themes were present. These qualities ranged from traits relating to moral character, behaviors relating to relationship building, and credentials pertaining to experience with community oriented policing.

Section 5: Practical Application

Much of the preceding literature review has focused on various leadership theories, trends, and personal dynamics aimed at defining the police culture as a whole, and then defining the culture of higher education in an attempt to tie the various aspects together. This was done in order to develop a practical model for determining which candidates for a vacant campus police chief position would be most successful in obtaining the position. During the course of this research, the researcher utilized the 172 postings for university police chief jobs in an attempt to tie theory to practical application. For example, postings for public safety directors include an array of measurable qualifications such as types of formal education, years of experience, and completion of a command leadership school. While all of the aforementioned qualifications are important, each job posting also has a list of somewhat less measurable traits and behaviors such as the ones seen in Figure 2. While not all-inclusive, this figure displays 22 of the most commonly seen qualifications in the postings. They are further broken down into three headings; Behaviors, Traits, and Credentials. While an argument can be made for placing some of the qualifications under a different heading, the researcher tried to place them under the heading that best keeps within the context of which the posting intended.

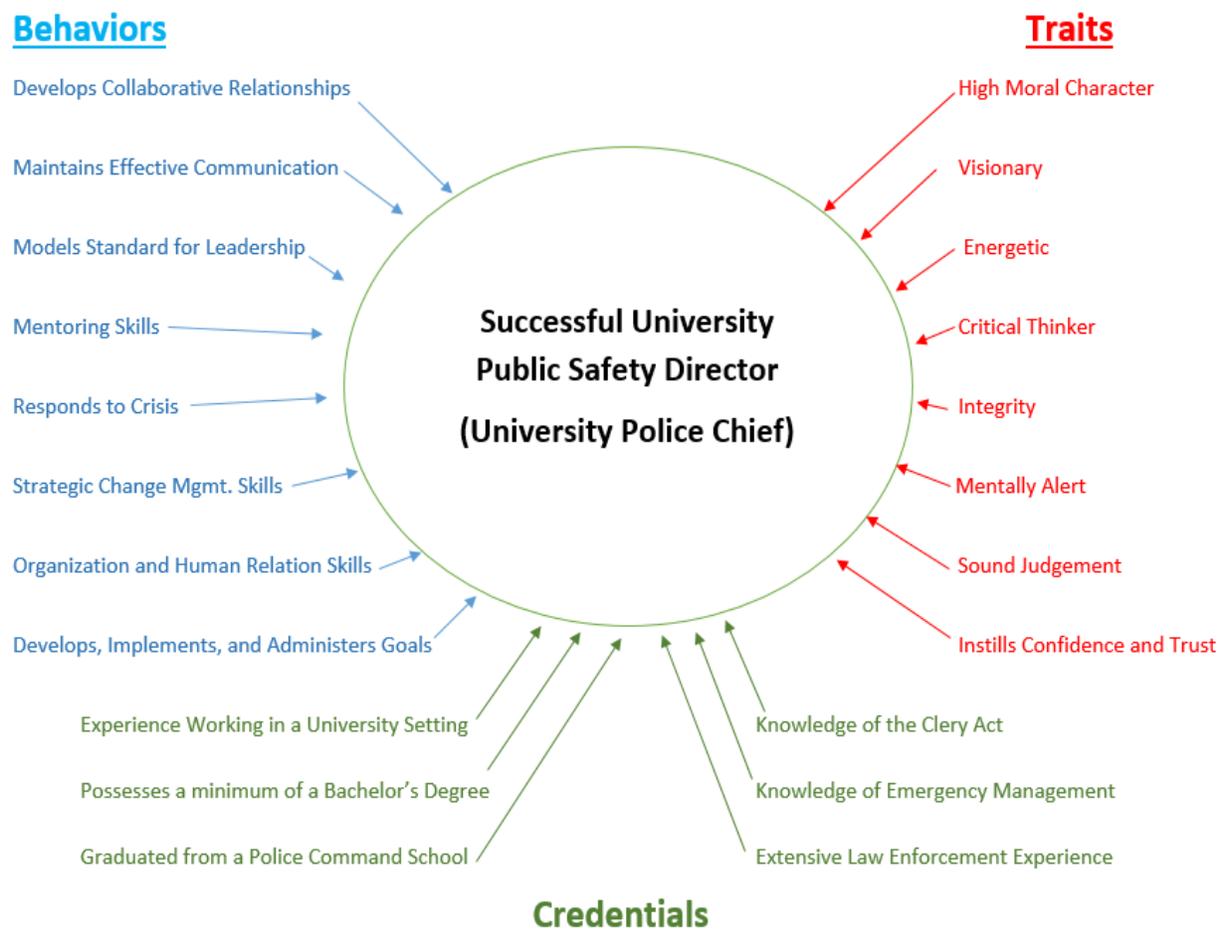


Figure 2: Sample Model of Behaviors, Traits, and Credentials

The figure shows a wide variety of traits, behaviors, and credentials that post-secondary institutions desire in a public safety director according to their vacancy notices. The fact that each of these qualifications are listed somewhere in the vast majority of the postings would seem to indicate that there is some level of institutional consensus as to what traits, behaviors, and credentials are viewed as most essential for a public safety director to be successful in the job. To the contrary, there is also a possibility that these are merely buzz words that have been inserted due to a need to fill space in the posting or that the posting is merely a near-copy of

another position notice created by a different institution. In either event, Q-Methodology being utilized in this study should help parse out whether these are legitimately desired qualifications or a mere public formality. The study will also help to distinguish which of these are seen by university officials as highly desirable and which would merely be a nice asset in a candidate.

Section 6: Summary

This chapter has covered a number of subjects in reference to university policing and the direction of this research. From its inception in the late 1800s through today, university policing has grown from a mere night watchman capacity to a full-blown profession complete with certifications, accreditation, and professional standards. While the profession itself has changed dramatically, the type of person being sought to serve and subsequently succeed in the position is still the subject of much debate. This is not only due to long standing tradition and stereotyping of university police departments, but also because of external forces such as media coverage, community relations, and the varying roles that police are asked to fulfill at individual institutions. This chapter also covered higher education management theory in attempt to tie aspects of police leadership to that of higher education leadership. Finally, this chapter utilized data gathered from numerous university police chief job postings to create the foundation for the concourse used in this study. The concourse contains aspects of both Behavior and Trait theory as well as credentials listed in the aforementioned postings.

The information in this chapter was gathered in an attempt to serve two purposes. The first of which is show the ambiguity of a university police chief's job. Such positions call for professional knowledge often associated with that of municipal policing combined with the ability to develop a mindset that is receptive to the needs of a higher education environment. Secondly, this chapter hopes to identify what type of person is specifically being sought by

institutions of higher education when hiring a new police chief. The result of this research can be used by institutions of higher education as a template for developing police chief job descriptions, thus removing some of the past ambiguity.

CHAPTER 3: METHODS

Introduction

A Q methodological study will be utilized to analyze the perceptions of individuals responsible for the hiring of university public safety directors in regards to what behaviors, traits, and credentials are most desired for the position. Given a selection of traits (e.g. integrity, visionary, high moral character, etc.), behaviors (e.g. relationship builder, change management skills, etc.) and credentials (experience working in a higher education environment, educational attainment, etc.), the individuals in the study will be asked to prioritize the Q-sort selections in a manner that reflects the thought process they would use in determining who should be hired to fill the position of university public safety director. This chapter includes a general overview of how the research in this study was conducted as well as a rationale for why this method was selected. Additionally, insight into how the concourse was developed in addition to the selection of the participants (P-set) and overall factor analysis.

Research Design

This study implemented a mixed-method Q Methodology with a P-set comprised of Vice/Associate Vice Chancellors and Vice/Associate Vice Presidents who would have significant input into the selection of a new police chief at their respective educational institutions. The individuals invited to participate in this study were selected due to their expertise in the field. This research will utilize a Q-sample consisting of statements pertaining to specific behaviors, traits, and credentials often desired in a new police chief. The Q-sample was derived from the research concourse, a list of statements that were frequently mentioned in the 172 job postings utilized in this research. The full concourse can be seen in Appendix B of this document. This study sought to obtain the opinions of individuals in the P-set due to their

familiarity with university public safety directors and their knowledge of what behaviors, traits, and credentials are most desired in that role. Given the limited scholarly research in this area and limited information that can be obtained from a university public safety director job announcement, the Q-sample will only contain statements, either exact or similar to, those contained in the postings. Individuals in the P-set will then be asked to prioritize or rank the statements in order of importance across a grid similar to the matrix seen in Figure 3.

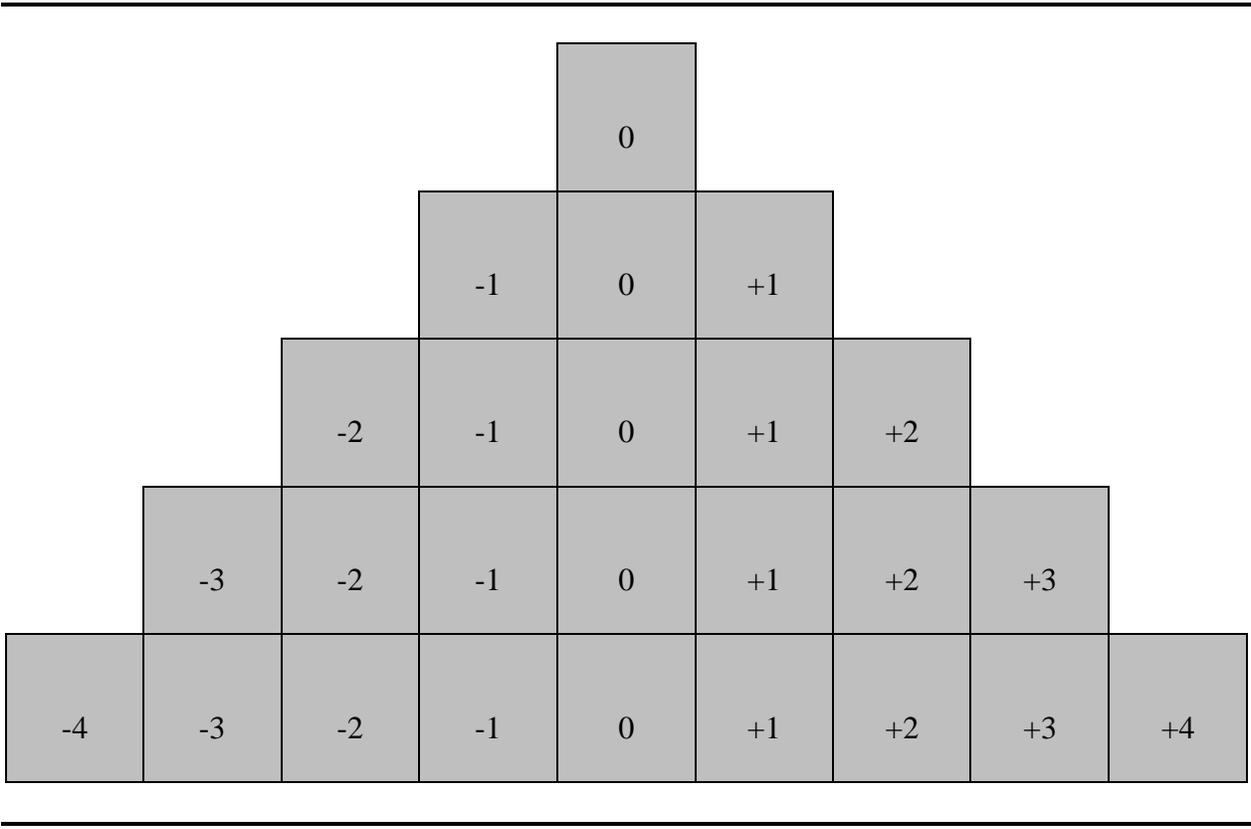


Figure 3: Sample Q-Sort Matrix

Q Methodology Background

Devised by William Stephenson in the 1930s, Q Methodology was developed in an attempt to utilize a scientific framework to address subjectivity in research. As opposed to more traditional research methods, Q Methodology embraces subjectivity by asking individuals to prioritize the order of the variables according to their own perspective. In short, Q Methodology allows the respondent to utilize the method to represent their internal frame of reference (Coogan & Herrington, 2011).

Q Methodology: Uses, Benefits, & Critiques

Unlike more traditional methods of analysis, Q-Methodology gives insight into the correlations between study participants as opposed to the variables themselves. One of the primary benefits of Q-methodology is that it provides a significant amount of insight into participants' thoughts and feelings about a topic. This is done through giving the participants a certain level of latitude that is not present in other forms of analysis. Rather than choosing from a limited number of options as often seen in survey questionnaires, the Q-Methodology gives participants the ability to place a wide range of possible answers in any order they choose (Ozer, 1993).

Additional benefits of Q-Methodology include a minimal amount of training for raters given the relative simplicity of the method once it has been properly explained. This means that anyone, given their suitability for a study, can be used as a sorter. Q-Methodology can also incorporate a multitude of information sources given the numerous variables inserted into the Q-grid (Coogan & Herrington, 2011). This is a huge advantage over other methods that restrict the number of possible variables that participants can choose from, which restricts the scope of the study. Another advantage is that the method is designed to force a wide distribution, meaning

that there are no extreme values. While more traditional methods often omit outliers and extreme values, Q-Methodology is designed to incorporate all such values (Ozer, 1993). In short, Q-Methodology is an empirical approach to examining subjectivity in research. Such an approach allows the participants to create their own associations between the viewpoints that could not otherwise be identified by the researcher (Robbins & Krueger, 2000).

While there are many benefits of using Q-Methodology, the method is not without its limitations. The process can be extremely time consuming and while showing a potential subject how to conduct the survey can be fairly simple, the method often has to be explained to participants due to their unfamiliarity with it. This unfamiliarity can lead to participants making mistakes which can be detrimental to the validity of the test. Furthermore, Q-Methodology is noted for using small sample sizes thus limiting the researchers' ability to make generalizations about the rest of the population (Du Plessis, 2005).

While the merits and detractions of Q-Methodology are subject to debate, the fact remains that it is a unique method for obtaining data that could not be obtained using more traditional methods. It can be used to explain patterns in subjectiveness as well as explaining opinions and preferences. The interactive nature of the Q-grid allows the participant to stop, reflect, and even change his or her own opinion about a subject area. These qualitative and quantitative elements of Q-Methodology allow it to probe far deeper into subject matters that cannot be properly examined by simply utilizing a closed ended questionnaire or running a basic statistical analysis (Watts & Stenner, 2012).

Developing the Q Methodology Concourse & Sample

Before a Q Methodology can be conducted, a concourse consisting of a multitude of statements centering around the topic being discussed must be developed (Van Exel & De Graaf,

2005). These variables usually consist of a wide range of statements that the participant can rank as most like their viewpoints to least like their viewpoints given their personal feelings about the topic of interest. It is the wide range of statements that give them meaning in that participants must be given a true and clear choice between the variables (Brown, 1994). These statements are then divided into sub-categories that allows for an additional layer of analyses to see if participant opinions are randomized or if they fall in line with the sub-categories. These sub-categories should cover all of the aspects being researched with each sub-category containing a similar number of options to ensure that the research is not skewed due to overrepresentation of one particular aspect. Sub-categories are also created in an effort to better identify if any duplicate or extremely similar statements were included (Coogan & Herrington, 2011).

Once all of the statements have been identified and placed into appropriate sub-categories, they must be reviewed for appropriate language that is clear and cannot be misconstrued in any manner. All statements should be written in the same or at least a similar style, double negative or other confusing statements should be omitted, and all options should be plausible competitors that are void of extreme statements (Watts & Stenner, 2012). While it is important to ensure that the statements are correct, it is equally important to ensure that the participant sample, known in Q Method as the p-set, is also correct. Participants are chosen with the expectation that their points of view will vary to some degree, being that the results will be generalized to a specific factor type, an adequate sample size must also be drawn. Drawing a diverse population will increase the chance that any of the factors or sub-categories of factors are likely to be selected thus lending further credence to the research (Brown, 1994).

Once an appropriate population and appropriate variables have been selected, the researcher can then use a pre-defined Q-grid that requires the participant to utilize only the

spaces provided on the grid. Unlike many standard questionnaires that only allow respondents to choose from a limited selection of responses, which can cause many of the responses to be the same, Q Methodology forces a wider distribution (Ozer, 1993). To clarify, a questionnaire containing only nominal, ordinal, or even some interval responses causes many of the responses to be the same due to the limited number of response options. Q Methodology forces a distribution by allowing the participant to choose from all possible combinations of the responses but limiting his or her options as to how many of the responses can be placed in a particular section of the Q-grid. For example, Q Methodology may ask for the participant to place the responses in order from most like my viewpoint to most unlike my viewpoint, where no two responses can occupy the same value or space on the Q-grid. This means that each response has an equal chance of being placed in any of the position on the Q-grid (Coogan & Herrington, 2011). Using the aforementioned example, one participant may place a particular response at the “most like my viewpoint” end of the grid whereas another participant may place the exact same response at the “most unlike my viewpoint” end of the grid, thus increasing the probability of a wide distribution. Unlike nominal or ordinal scales where a majority of the participants may select the exact same answer to the majority of the questions, the likeliness that a majority of participants in a Q-Methodology study will place each of the possible responses in the exact same place on the Q-grid is highly unlikely (Coogan & Herrington, 2011).

Research Concourse

In this research, the concourse was developed by identifying reoccurring statements in the aforementioned 172 job posting for university police chiefs. The statements were grouped into categories that identified them as either a behavior, trait, or credential. Once grouped into three categories, the statements were further divided into topical areas within their respective

groups. Each of the topical areas were examined and a statement that adequately described the group was selected to represent the statements in the Q-sample. Ultimately, 17 statements relating to credentials, 14 statements relating to traits, and 18 statements relating to behaviors were selected for use in the Q-sample. The Q-sample size was based on the recommendation that it consist of 40-50 statements on the topic of interest (Brown, 1994). The Q-sample can be seen in Appendix A of this document and the full Concourse can be seen in Appendix B.

Q-Sample

The Q-Sample consists of 49 statements relating to behaviors, traits, and credentials listed in job postings for sworn university public safety directors at institutions meeting the criteria stated in the P-Set section of this research. Statements contained in the Q-sample were chosen from a broader selection of statements selected during the concourse development portion of this research. These statements were selected based on their ability to effectively summarize a group of similar thoughts or their frequent mentioning in the vast majority of job postings. Each of the statements were checked to ensure that were written in a similar manner and free of subjectively influential terms to ensure that they did not influence subjects in the P-set in any manner. Table 2 shows a sample of 25 statements included in the overall Q-sample that was administered to individuals in the P-set.

Table 2: Sample Q Concourse Statements

Card Number	Opinion/Attitude/Value
1	Develops Collaborative Relationships
2	Maintains Effective Communication
3	Models Standard for Leadership
4	Mentoring Skills
5	Responded to Crisis
6	Strategic Change Management Skills
7	Develops, Implements, and Administers Goals
8	Organization and Human Relation Skills
9	High Moral Character
10	Visionary
11	Energetic
12	Critical Thinker
13	Models Integrity
14	Mentally Alert
15	Shows Sound Judgement
16	Instills Confidence and Trust
17	Possesses a Graduate Degree
18	Possesses a Bachelor's Degree
19	Graduated from a Nationally Recognized Police Command School
20	Experience Working in a University Setting
21	Extensive Law Enforcement Experience
22	Knowledge of Emergency Management
23	Knowledge of Campus Safety and Security Reporting (Clery Act)
24	Knowledge of Title IX (Sexual Discrimination)
25	Knowledge of Police Accreditation Standards

P-Set

Q Methodology is significantly different than many traditional methods in that the number of respondents only needs to be large enough establish a factor or set of factors that can be used for comparison purposes. Ideally, the research should produce a viewpoint or set of viewpoints that are defined by the respondents in a similar manner (Van Exel & De Graaf, 2005). The P-set is generally smaller than the Q-sort due to the respondents having extensive knowledge of the subject matter being researched (Brouwer, 1999). As noted by Brown, the limited sample size is acceptable due to the fact that the sample is not random, but rather is a methodical selection of individuals who have considerable knowledge of the subject matter being researched (1980).

For this study, the P-Set was comprised of university Vice Chancellors/ Associate Vice Chancellors and/or Vice Presidents/Associate Vice Presidents who would have significant input into, or would oversee the process of, the hiring of a sworn university public safety director. Accredited institutions of higher education that offer a minimum of a baccalaureate degree employed all individuals included in the P-set. The P-set also consisted of individuals employed at institutions with a university police force sworn through their respective states' law enforcement credentialing body. To obtain participants in the study, the researcher emailed the administrators responsible for university police departments at institutions meeting the aforementioned criteria and requested their assistance with this research. The email contained the purpose and scope of the study and assured each individual that their personal information and responses to the study would be kept confidential and not disclosed at any point in the research. The sample size for the P-set was determined by the size of the Q-Sample. In order to determine the proper Q-Method sample size, the recommended ratio for Q-Sample to P-Set be a minimum

of 2:1 (Watts & Stenner, 2012). Given that the Q-Sample contained 49 statements, a minimum p-set of 25 was required.

Q-Grid

Prior to placing cards on the Q-grid, participants are usually asked to place cards into three piles. A pile of statements the participants most agrees with, a pile they most disagree with, and a pile of statements in which their opinions are somewhat neutral. This initial sorting process will help participants to narrow their selections as they move from one end of the q-grid to another. Using the three piles, participants are advised to start at either end of the Q-grid and begin placing statements that represent their strongest feelings in the most extreme columns. Participants continue placing statements in less extreme columns as they work their way toward the center of the sort. Once the participant has filled all of the available spaces, the participant should look over the entire grid to ensure that all of the statements have been placed in a manner that reflects their personal viewpoint. Once they are satisfied with their decisions and wish to make no further changes, the q-grid becomes a q sort (Coogan and Herrington, 2011).

In this study, respondents were asked to rank the available selections of behaviors, traits, and credentials from most unimportant in at university police chief to most important. The respondents were asked to place the statements in which they felt the strongest about at the far ends of the Q-grid while statements they feel less passionately about should be placed near the center. Figure 4 shows a sample completed Q-grid where participants have placed their sample cards in a manner that reflects their personal feelings about the statements on each individual card.

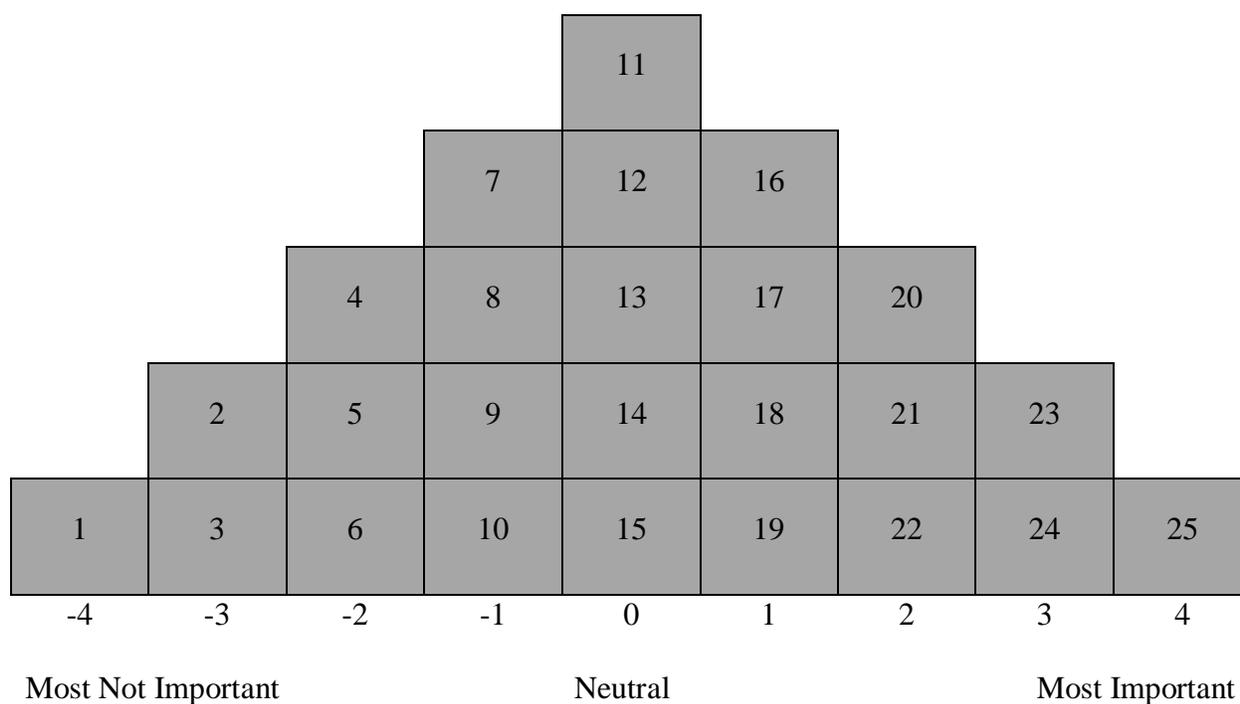


Figure 4: Sample completed Q-Grid

Data Analysis: Correlation, Factor Analysis, and Factor Scores

Once each participant has completed the Q-grid, the researcher can a Q-factor analysis. The analysis will show that the participants who sorted statements in a similar manner will load together along specific factors. Factor loadings will vary depending on how similarly each of the responses were placed on the Q-grid. For example, the participants who have placed each of the responses in a particular sub-category in similar positions on the Q-grid will result in that sub-category loading strongly in that factor group. In contrast, if the participants placed each of the responses from another sub-category in a sporadic manner across the entire Q-grid, the factors associated with that sub-category will load very weakly. In either event, these loadings will

provide the researcher with information pertaining to the subjective views of the participants (Coogan & Herrington, 2011).

Determining the significance of a particular factor is achieved through a number of methods, amongst the most popular and recognized is the use of eigenvalues. Larger eigenvalues (usually > 1) explain more variability in the correlation matrix while smaller eigenvalues explain less of the variance. Eigenvalues can be calculated by multiplying the variance times the number of participants and then dividing the total by 100 (Ozer, 1993). While the eigenvalues are important, some experts familiar with their use do caution that there is not an all-encompassing system of measurement. Stated another way, just because a factor does not reach a pre-determined eigenvalue level, does not mean that factor should be automatically discarded. The decision to keep or discard the factor is a somewhat subjective process as the size of the dataset or another unrelated reason may have an effect on the eigenvalue (Brown, 2004).

When determining how many factors to extract there is a wide range of approaches that may achieve slightly different result based on the questions being answered and the variance among the participants. A basic rule of thumb is to begin by extracting seven factors, although this number may vary based on the situation. While choosing to select seven factors may not directly line up with the eigenvalues, those values are used to determine which of the seven should then be extracted for further analysis. Another approach is to accept any factor that has at least two significant factor loadings. Yet another approach is to use Humphrey's rule which determines a factor to be significant if the cross-product of its two most significant loadings is in excess of twice the standard error. Some researchers choose to use a Scree Test where eigenvalues are placed on a line graph and factors are extracted based on where the line changes slope (Watts & Stenner, 2012; Ozer, 1993).

Factor Rotation

In some cases, it will be necessary to rotate the factors which is essentially moving the factors around a central axis point to alter how they are analyzed. This can be done in one of two ways, either through a traditional graphical technique or via an automatic Varimax procedure. The traditional technique is done manually where the researcher determines where the factors are positioned based on his/her own knowledge of the data or a prior theory being applied to the research design. The Varimax procedure involves the use of computer program that rotates the factors based on specified statistical criteria. This process allows for the repositioning of factors in a manner that allows them to maximize their collective amount of variance in the study (Brown, 1980; Brown, 2004).

Just as in decisions as to which factors to extract and which, if any, rotation method to use, factor interpretation is also a subjective process. Interpretation often begins with a summary of statements that loaded very strongly or poorly into the factors as well as those that were routinely found at the center of the Q-grid. Other correlations and unique occurrences can also be mentioned but any inferences that are drawn are subject to be interpreted differently by others beyond that of the researcher. In short, interpretations should be based on the intent of the study participants not the personal viewpoints of the researcher. All interpretations should be conveyed in an objective manner that respects the factor array and does not attempt to apply inferences or rationalizations that were not conveyed by the participants (Watts & Stenner, 2012; Brown, 1980).

Instrumentation

This study was completed using software called Q-sortware that can be obtained from <http://qsortware.net/home.html>. This software allows the researcher to electronically administer

all of the necessary materials needed to complete this study to the study participants.

Administering the study in this manner affords the researcher to reach study participants in distant geographical areas that were normally be excluded from participating if the study was conducted in person. The electronic format also allows the researcher to accurately collect the results in an electronic database that will accurately record results thus eliminating the possibility of human error during the collection and recording process.

Summary

The purpose of this chapter was to provide an introduction into how a Q Methodology study is carried out from start to finish. Additionally, this chapter was designed to introduce how the research was conducted within the context of a Q Methodology study. Given that scholarly research is barren of how university public safety directors are chosen, this study provides an initial baseline for not only the types of desired behaviors, traits, and credentials of professionals within the industry, but also an enhanced understanding of how each of these qualities relate to one another. These finding can be used by institutions of higher education when creating a standardized template for advertising vacant university public safety director positions.

CHAPTER 4: FINDINGS

This chapter will present the findings and data analysis from the q sort and answer the research questions. Twenty-six Vice Chancellors / Associate Vice Chancellors and Vice Presidents / Associate Vice Presidents responded to the survey. All of the individuals requested to participate in the survey were employed by accredited institutions of higher education from across the United States. The participants sorted 49 statements in relation to their preferences for behaviors, traits, and credentials desired in a university police chief. QSortware, an online instrument created by Dr. Alessio Prennedu for the collection of Q sort data, was utilized to collect the data. This chapter will present the data collected in order to answer the following questions.

- Question 1: Which viewpoints emerge toward the behaviors, traits and credentials university police chiefs' need, what are unique and similar characteristics of these viewpoints?
- Question 2: Which perceived behaviors, traits and credentials are rated highest and lowest by each factor group of participants (viewpoint)?
- Question 3: Which traits, behaviors, and credentials are common among the groups, and which are unique?

The purpose of this Q-Methodology study was to gain knowledge of the participants' viewpoints toward specific skills, behaviors, and credentials. The demographics for each of the participants can be seen in Table 3.

Table 3: Participant demographics

	Overall	
	<i>f</i>	%
Gender		
Male	16	61.5%
Female	10	38.5%
Institution Type		
Public	17	65.4%
Private	9	34.6%
Age		
30-39	0	00.0%
40-49	7	26.9%
50-59	15	57.7%
60+	4	15.4%
Region		
Northeast	7	26.9%
Southeast	8	30.8%
Southwest	0	00.0%
Midwest	5	19.2%
West Coast	6	23.1%
Residence Halls		
Optional	15	57.7%
Mandatory	10	38.5%
Commuter Campus	1	03.8%
Campus Violence		
Yes	6	23.1%
No	17	65.4%
Not Sure	3	11.5%
Avg. Undergrad Enrollment		
Less than 17,500	17	65.4%
Greater than 17,500	9	34.6%

The table shows that 61.5% of the participants identified themselves as male while the remaining 38.5% identified as female. The table also shows that 65.4% of the participants reported that they were employed by public institutions while the remaining 34.6% reported being employed by private institutions. The largest group of participants reported being located in the Southeast (30.8%) followed by the Northeast (26.9%), West Coast (23.1%), and Midwest (19.2%). The vast majority of participants reported that campus housing was either mandatory or optional at their institution with just a single participant reporting that their institution was a commuter campus. The majority of participants (65.4%) reported an institutional annual enrollment in excess of 17,500 students with an identical percentage of respondents reporting that institution has not experienced an incident(s) of campus violence.

Data Collection, Factor Analysis, & Eigenvalues

The data was processed through both SPSS and R statistical software. Per the suggestion of Watts and Stenner (2012), the factor analysis began with a seven-factor solution. Upon further analysis, it was determined that only five factor groups needed to be extracted. The decision to utilize a five-factor solution was based on each of the five factor groups reporting Eigenvalues in excess of 1.0 while containing at least two significantly loading cases in each group, thus satisfying the criteria set forth by both Brown (2004) and Watts and Stenner (2012). Table 4 shows the Eigenvalues for each of the groups range from a high of 5.9 to a low of 2.2. The table also shows that the 5 factor groups combined to explain 73.8% of the variance between the responses. Reliability amongst the factor groups ranged from .89 to .97, which according to Sweet and Martin (1999), is an acceptable reliability score because it is in excess of .70 on a 0 to 1.0 scale.

Table 4: Factor Characteristics

	Average Reliability Coefficient	Number of Loading Q Sorts	Eigen Values	Variance Explained	Reliability	Standard Error of Factor Scores
Group 1	0.8	7	5.9	22.7	0.97	0.19
Group 2	0.8	5	4.9	18.9	0.95	0.22
Group 3	0.8	5	3.8	14.7	0.95	0.22
Group 4	0.8	2	2.4	9.1	0.89	0.33
Group 5	0.8	2	2.2	8.4	0.89	0.33

A Scree Plot utilizing eigenvalues was created to help confirm the researcher's decision to utilize a 5-factor analysis. Figure 5 shows where each of the 5 factors were situated on the line when it changed slope. Each of the 5 factors, as represented by the dots on the left side of the plot, show eigenvalues in excess of 1.0, thus their extraction as recommended by Watts & Stenner (2012) and Ozer (1993).

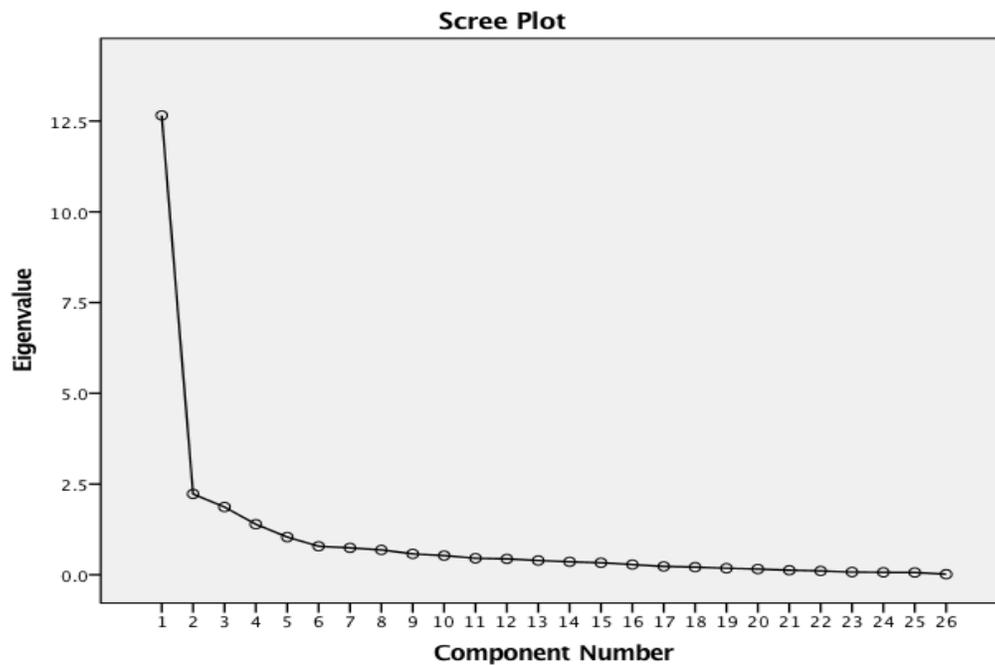


Figure 5: Scree Plot with Eigenvalues

Correlation Matrix

A correlation matrix was created to show strength of the similarities between the groups. In correlation matrices, correlation coefficients are measured on a scale of -1.0 to +1.0, where +1.0 indicates a group's response is identical to another group's, while -1.0 would indicate that the groups responded oppositely (Mertler & Vannatta, 2010). The correlation matrix in Table 5 shows how each of the groups related to one another. The table shows that the strongest correlation between groups was registered Group 1 and Group 2 with a correlation value of .60. Conversely, the weakest relationship was between Group 3 and Group 4 with a correlation value of .36. This means that between the groups listed, Group 1 and Group 2 answered the Q-sort in the most similar manner while Group 3 and Group 4 answered it in the most dissimilar manner.

Table 5: Correlation Matrix

	Group 1	Group 2	Group 3	Group 4	Group 5
Group 1	-				
Group 2	.60	-			
Group 3	.56	.38	-		
Group 4	.46	.52	.36	-	
Group 5	.57	.61	.59	.44	-

Factor Loadings

While discussing group commonalties and differences is essential to this research, it is also important to identify which participants comprise the five groups. Table 5 displays the flagged factor loadings produced by the R statistical software. Loadings are considered significant at the .05 level, factor loadings range from -1.0 to +1.0, variables will generally load on all factors but will usually only load highly on one factor (Merlter & Vannatta, 2010). The flagged factor loadings table shows on which factor each of the participants flagged, allowing the researcher to place each of the participants into their best-fit factor group. In this case, none of the participants flagged on more than one factor group, also known as cross-loading, further simplifying the process. Table 6 was constructed in a manner that clearly shows in which factor group each participant loaded highest and was thus subsequently placed. Group 1 contains 8 participants, Groups 2 and 3 each contain 6 participants, while Groups 4 and 5 both contain 3 participants each.

Table 6: Flagged Factor Loadings

	Group 1	Group 2	Group 3	Group 4	Group 5
P10	TRUE	False	False	False	False
P21	TRUE	False	False	False	False
P2	TRUE	False	False	False	False
P11	TRUE	False	False	False	False
P18	TRUE	False	False	False	False
P5	TRUE	False	False	False	False
P1	TRUE	False	False	False	False
P25	TRUE	False	False	False	False
P20	False	TRUE	False	False	False
P24	False	TRUE	False	False	False
P13	False	TRUE	False	False	False
P12	False	TRUE	False	False	False
P16	False	TRUE	False	False	False
P3	False	TRUE	False	False	False
P15	False	False	TRUE	False	False
P26	False	False	TRUE	False	False
P14	False	False	TRUE	False	False
P17	False	False	TRUE	False	False
P23	False	False	TRUE	False	False
P8	False	False	TRUE	False	False
P22	False	False	False	TRUE	False
P9	False	False	False	TRUE	False
P7	False	False	False	TRUE	False
P6	False	False	False	False	TRUE
P4	False	False	False	False	TRUE
P19	False	False	False	False	TRUE

The factor loadings for each individual are reported in Table 7. Group 1 had 7 individuals that significantly loaded. The factor loadings for group 1 ranged from .8615 to .6328. Group 2 had 5 that loaded significantly. Group 2 factor loadings ranged from .8068 to .6149. Group 3 had 5 individuals load significantly. The loadings for group 3 ranged from .8008 to .5740. Group 4 had two individuals significantly load (.6671, .6581). Group 5 only had 2 individuals load significantly (.6532, .6255).

Table 7: Factor Loadings

	Group 1	Group 2	Group 3	Group 4	Group 5
P10	0.8615	0.0011	0.1870	-0.0012	0.0117
P21	0.8051	0.0314	0.2795	0.0955	0.2497
P2	0.7882	0.3480	0.2249	0.1187	-0.0702
P11	0.7533	0.3952	0.2755	0.0985	0.2046
P18	0.6982	0.4028	0.0734	0.1796	0.3127
P5	0.6573	0.2794	0.0732	0.1897	0.3563
P1	0.6328	0.5267	0.2631	0.1209	0.0903
P25	0.5198	0.3978	0.3825	0.3548	0.1042
P20	0.1550	0.8068	0.0677	0.2008	0.3268
P24	0.1255	0.7666	0.1740	-0.1100	0.2149
P13	0.3000	0.7378	0.1601	0.3155	-0.0412
P12	0.4613	0.6725	-0.0129	0.0528	0.2572
P16	0.4855	0.6149	-0.0764	0.2751	0.2269
P3	0.3461	0.5286	0.4697	0.1687	-0.1487
P15	0.2828	0.2415	0.8008	-0.0308	0.0390
P26	0.2129	-0.1939	0.7588	0.2773	0.1981
P14	0.3761	0.0608	0.6454	0.3799	0.1408
P17	0.1463	0.1488	0.6257	-0.3806	0.3273
P23	-0.0032	0.4068	0.5740	0.1643	0.3450
P8	0.4645	0.4359	0.4832	0.2252	0.0633
P22	-0.0287	0.4318	0.1804	0.6671	0.1018
P9	0.4360	0.0944	0.0805	0.6581	0.0965
P7	0.4139	0.2072	0.4486	0.5005	0.3750
P6	0.2651	0.2338	0.3601	0.0896	0.6532
P4	0.2704	0.3973	0.2969	0.1219	0.6255
P19	0.1758	0.3603	0.1284	0.5124	0.5294

Z Scores

Z-scores are often used to determine how many standard deviations an item is from the mean. A negative z-score indicates that an item is a specified number of standard deviations below the mean whereas a positive score indicates that an item is a specified number of standard deviations above the mean. The closer a z-score is to zero, the closer it is to the mean (Sweet & Grace-Martin, 1999). In a q sort, z-scores are used to determine how salient a particular statement is to the factor on which it loaded. In short, the closer a z-score gets to +3.0, the higher the level of agreement that the statement should be placed towards the extreme positive end of the q sort. A z-score near -3.0 would indicate the same is true at the extreme negative end of the q sort (Spurgeon, Humphreys, James, & Sackley, 2012). Table 8 shows the z-scores for each of the statements amongst the five extracted factor groups. This information is very helpful during the process of factor analysis in that it provides not only direction (+/-) and distance (in standard deviations) from the mean, but also helps to sort responses into factor groups. In this research, nearly all of the participants rated Statement 33 (Possess a Doctorate) at the extreme negative end of the q-sort, resulting in z-score values at or above two standard deviations below the mean across all factor groups. Conversely, the majority of participants rated Statement 5 (Ability to Work Within a Diverse Environment) in the moderate to high end of the sort, resulting in a z-score near or in excess of one standard deviation above the mean across all factor groups.

Table 8: Z-Scores

	Group 1	Group 2	Group 3	Group 4	Group 5
Q01	1.552	1.246	1.471	-.399	1.939
Q02	-.063	.179	-.113	.643	-.244
Q03	-.170	-.117	1.306	.643	-.368
Q04	-1.437	-1.445	.317	-1.463	-.756
Q05	1.161	.760	.806	1.042	.979
Q06	1.294	-.351	-.147	.813	-1.203
Q07	-.497	.282	-.472	1.042	.408
Q08	1.193	.757	-.077	1.271	2.123
Q09	-.861	-.733	.926	-.222	.736
Q10	-1.020	-.712	-1.236	.000	.020
Q11	-1.259	-1.256	-.442	-.628	-1.367
Q12	1.649	.209	.790	.207	.756
Q13	-.394	-.446	.757	-1.899	.000
Q14	-.681	.200	-.026	-.214	.204
Q15	-1.175	-.769	-.670	-.835	-.756
Q16	1.227	1.763	1.310	.628	1.163
Q17	1.014	.064	.970	-.635	.959
Q18	.166	.871	-1.095	.200	1.735
Q19	1.381	1.171	2.055	1.478	1.551
Q20	.307	-.413	1.021	2.320	.000
Q21	-1.334	-1.149	.005	-1.678	-.184
Q22	-.005	-.267	.133	.864	.776
Q23	.989	1.429	1.997	1.264	1.551
Q24	-.177	-.829	-.006	.214	.184
Q25	.204	-.573	1.367	1.892	-.144
Q26	.634	.377	1.108	.850	.776
Q27	.094	.027	.017	.635	-.020
Q28	-.719	-1.498	-.028	-2.113	-.388

Table 8 continued

Q29	-.404	-.851	.427	-.443	-.776
Q30	-.411	-.956	.305	-1.264	-.939
Q31	-.289	-.820	-.653	-.229	.184
Q32	.641	.379	1.234	-.850	1.163
Q33	-1.909	-2.321	-2.594	-2.313	-2.143
Q34	-.742	-1.457	-1.805	-.621	-1.143
Q35	.127	-.033	-.395	.835	.612
Q36	-1.817	-1.364	-1.846	-.621	-1.939
Q37	1.607	-.104	-.322	-.635	-.899
Q38	-1.378	.758	-.154	-.414	-1.183
Q39	-1.013	1.207	-.560	.015	-.244
Q40	.810	1.376	-.402	.421	.388
Q41	.942	1.256	-.349	-.414	-.224
Q42	-.511	1.445	-.608	.621	-.020
Q43	.192	.708	-1.110	-.007	-.776
Q44	1.719	1.099	.483	-.421	-.408
Q45	-.093	.083	-.070	.222	-.979
Q46	-.253	1.003	-1.065	1.071	-.796
Q47	-.862	1.314	-.703	.015	1.039
Q48	-.893	-1.800	-1.625	-.857	-1.551
Q49	1.462	.297	-.233	-.029	.204

Factor Arrays

Factor Arrays are often used to analyze and interpret q sort data. They combine all of the sorts from a given factor and present the information in a simplified manner that can easily be compared/contrasted to not only other factors, but to other statements in the q sort. The q sort recorded participant viewpoints about qualities desired in a university police chief, in a manner

that reflected participant viewpoints and created a forced distribution. The outer limits of the distribution stretched from -6 (most not like their viewpoint) to +6 (most like their viewpoint) with all participant responses contained somewhere in between. The factor array for each of the factor groups in an equal distribution is shown in Table 9. The table shows all of the statements that were available in the q sort, followed by a set of numbers that shows the average of where each factor group placed the statement in the q sort. Positive scores across all factor groups such as seen with Statement 05 (Ability to Work Within a Diverse Environment), Statement 12 (Culturally Competent), Statement 16 (Promotes a Safe and Secure Environment for the Campus Community), Statement 19 (High Moral Character), Statement 23 (Models and Acts with Integrity), and Statement 26 (Instills Confidence and Trust) indicates that each of the factor groups placed the statement on the positive, or most like the participant's viewpoint, side of the q sort. Negative scores across all factor groups such as seen with Statement 11 (Delegates Tasks), Statement 15 (Possesses Strong Presentation Skills), Statement 33 (Possesses a Doctorate), Statement 34 (Possesses a Graduate Degree), Statement 36 (Graduated from a Nationally Recognized Police Command School), and Statement 48 (Ability to Write Departmental Policy and Procedures) indicates that the factor groups placed the statement on the negative, or most not like the participant's viewpoint, side of the q sort. It is through this process that both consensus and distinguishing statements can be derived; those statements will be discussed later in this research.

Table 9. Factor Arrays

		G1	G2	G3	G4	G5
Q01	Develops Collaborative Relationships	4	3	5	-1	5
Q02	Maintains Effective Written and Oral Communication	0	0	0	2	-1
Q03	Models Standard for Leadership	0	-1	4	2	-1
Q04	Mentoring Skills	-5	-4	1	-4	-2
Q05	Ability to Work Within a Diverse Environment	3	2	2	3	3
Q06	Strategic Change Management Skills	3	-1	0	2	-4
Q07	Develops, Implements, and Administers Goals	-1	1	-2	3	1
Q08	Organization and Human Relation Skills	3	2	0	4	6
Q09	Inspires and Motivates Others	-2	-2	2	-1	2
Q10	Teaches and Develops Others (to include faculty and staff)	-3	-2	-4	0	0
Q11	Delegates Tasks	-4	-3	-2	-2	-4
Q12	Culturally Competent	5	1	2	1	2
Q13	Passion for the Job	-1	-1	2	-5	0
Q14	Ability to Resolve Conflict and Sensitive Emergency Situations	-2	0	0	0	1
Q15	Possesses Strong Presentation Skills	-3	-2	-3	-3	-2
Q16	Promotes a Safe and Secure Environment for the Campus Community	3	6	4	1	3
Q17	Excellent Customer Service Skills	2	0	3	-3	3
Q18	Can be Contacted 24 Hours a Day, 7 Days a Week	1	2	-3	0	5
Q19	High Moral Character	4	3	6	5	4
Q20	Visionary	1	-1	3	6	0
Q21	Energetic	-4	-3	1	-4	0
Q22	Critical Thinker	0	-1	1	3	2
Q23	Models and Acts with Integrity	2	5	5	4	4
Q24	Mentally Alert	0	-2	0	1	1

Table 9 continued

Q25	Shows Sound Judgment	1	-1	4	5	0
Q26	Instills Confidence and Trust	1	1	3	3	2
Q27	Decisive Leader	0	0	1	2	0
Q28	Optimistic Outlook	-2	-5	0	-5	-1
Q29	Self-Accountability	-1	-3	1	-2	-2
Q30	Self-Motivated	-1	-3	1	-4	-3
Q31	Insightful	-1	-2	-2	-1	1
Q32	Remains Calm Throughout Stressful Situations	2	1	3	-3	3
Q33	Possesses a Doctorate	-6	-6	-6	-6	-6
Q34	Possesses a Graduate Degree	-2	-4	-5	-2	-3
Q35	Possesses a Bachelor's Degree	1	0	-1	2	2
Q36	Graduated from a Nationally Recognized Police Command School	-5	-4	-5	-2	-5
Q37	Experience Working in a University Setting	5	0	-1	-3	-3
Q38	Extensive Law Enforcement Experience (at least 10 years of experience)	-4	2	-1	-1	-4
Q39	Knowledge of Emergency Management	-3	3	-2	0	-1
Q40	Knowledge of Campus Safety and Security Reporting (Clery Act)	2	4	-1	1	1
Q41	Knowledge of Title IX (Sexual Discrimination)	2	4	-1	-1	-1
Q42	Knowledge of Police Accreditation Standards	-1	5	-2	1	0
Q43	Budgetary Experience	1	1	-4	0	-2
Q44	Knowledge with Community Oriented Policing	6	3	2	-1	-1
Q45	Supervisory Experience	0	0	0	1	-3
Q46	Extensive Knowledge of Current Legal Issues	0	2	-3	4	-2
Q47	Acts as a liaison with Federal, State, and Local Law Enforcement Agencies	-2	4	-3	0	3
Q48	Ability to Write Departmental Policy and Procedures	-3	-5	-4	-3	-5
Q49	Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints	4	1	-1	0	1

Consensus Statements

Q sort data analysis produced results to indicate both similarities and differences between factors. Statements that load in similar positions across all factor groups are called consensus statements, whereas statements that load in considerably different positions are called distinguishing statements. The distinguishing statements identified in this research be discussed later in Chapter 4. Consensus statements are identified by the R statistical software due to a lack of variance between the factor groups causing them to load in similar positions. Identifying consensus statements adds considerable value to the factor analysis as it provides a more in-depth understanding of the factor's nature.

Comparing the z-scores of each item identified five consensus statements amongst the five factor groups as seen in Table 10. Statement 02 (Maintains Effective Written and Oral Communication), Statement 05 (Ability to Work in a Diverse Environment), Statement 15 (Possesses Strong Presentation Skills), and Statement 27 (Decisive Leader) were all identified as consensus statements by the R software. Statement 33 (Possess a Doctorate) was a bit of an anomaly in that it loaded in the same position across all of the factor groups yet the variance differed enough for the R software not to select it as a consensus statement. Given the conflicting analysis, the researcher exercised some discretion in choosing to include the statement as a consensus statement.

Table 10: Consensus Statements

	G1	G2	G3	G4	G5
Q02 Maintains Effective Written and Oral Communication	0	0	0	2	-1
Q05 Ability to Work in a Diverse Environment	3	2	2	3	3
Q15 Possesses Strong Presentation Skills	-3	-2	-3	-3	-2
Q27 Decisive Leader	0	0	1	2	0
Q33 Possess a Doctorate	-6	-6	-6	-6	-6

Distinguishing Statements

Contrary to consensus statements, distinguishing statements provide insight into how each of the factor groups differed from each other. Given the size of the q sort, there is more opportunity for participants to disagree on where a specific statement should be placed which creates a higher number of distinguishing statements. For the purpose of identify differences between the groups, factors with significantly different z-scores at a p-value $< .05$ are considered distinguishing statements. Table 11 shows 20 statements with enough variance between the factors groups to be identified by the R software as distinguishing statements. 16 of the distinguishing statements varied on a single factor while 4 of the statements varied on multiple factors.

Table 11. Factor Arrays w/ Distinguishing Statements

	G1	G2	G3	G4	G5
Q01 Develops Collaborative Relationships (G4 Only)	4	3	5	-1	5
Q04 Mentoring Skills (G3 Only)	-5	-4	1	-4	-2
Q06 Strategic Change Management Skills (G5)	3	-1	0	2	-4
Q08 Organization and Human Relation Skills (G3)	3	2	0	4	6
Q12 Culturally Competent (G3 Only)	5	1	2	1	2
Q13 Passion for the Job (G4)	-1	-1	2	-5	0
Q18 Can be Contacted 24 Hours a Day, 7 Days a Week (G3 & G5)	1	2	-3	0	5
Q20 Visionary (G3 & G4)	1	-1	3	6	0
Q24 Mentally Alert (G2)	0	-2	0	1	1
Q29 Self-Accountability (G3)	-1	-3	1	-2	-2
Q30 Self-Motivated (G3)	-1	-3	1	-4	-3
Q32 Remains Calm Throughout Stressful Situations (G4)	2	1	3	-3	3
Q37 Experience Working in a University Setting (G1)	5	0	-1	-3	-3
Q38 Extensive Law Enforcement Experience (at least 10 years of experience) (G2)	-4	2	-1	-1	-4
Q39 Knowledge of Emergency Management (G2)	-3	3	-2	0	-1
Q40 Knowledge of Campus Safety and Security Reporting (Clery Act) (G2 & G3)	2	4	-1	1	1
Q42 Knowledge of Police Accreditation Standards (G2)	-1	5	-2	1	0
Q44 Knowledge with Community Oriented Policing (G1 & G2 & G3)	6	3	2	-1	-1
Q45 Supervisory Experience (G5 Only)	0	0	0	1	-3
Q49 Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints (G1 Only)	4	1	-1	0	1

In order to provide further clarification into where each statement varied between the factors, Table 12 was added to show each of the distinguishing statements in the context of specific factor groups. The table shows that Groups 1 and 5 each contain 3 distinguishing statements, Group 2 contains 6 statements, Group 3 contains 9 statements, and Group 4 contains 4 statements. It is not surprising that Group 3 contained the most distinguishing statements given that the correlation matrix shown in Table 3 showed that Group 3 recorded the lowest overall correlation between the groups. The correlation matrix also showed that Group 1 and Group 5 both had much stronger correlations with the other factor groups resulting in fewer distinguishing statements as shown by Table 12. Statements in the table followed by the term “Only” in parentheses indicates that the statements would have been a consensus statement had it not been for the one factor group that scored it in a distinctly different manner. A further breakdown of group specific distinguishing statements will be covered later in Chapter 4 of this research.

Table 12. Distinguishing Statements by Group

		G1	G2	G3	G4	G5
Group 1						
Q37	Experience Working in a University Setting (G1)	5	0	-1	-3	-3
Q44	Knowledge with Community Oriented Policing (G1 & G2 & G3)	6	3	2	-1	-1
Q49	Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints (G1 Only)	4	1	-1	0	1
Group 2						
Q24	Mentally Alert (G2)	0	-2	0	1	1
Q38	Extensive Law Enforcement Experience (at least 10 years of experience) (G2)	-4	2	-1	-1	-4
Q39	Knowledge of Emergency Management (G2)	-3	3	-2	0	-1
Q40	Knowledge of Campus Safety and Security Reporting (Clery Act) (G2 & G3)	2	4	-1	1	1
Q42	Knowledge of Police Accreditation Standards (G2)	-1	5	-2	1	0
Q44	Knowledge with Community Oriented Policing (G1 & G2 & G3)	6	3	2	-1	-1
Group 3						
Q04	Mentoring Skills (G3 Only)	-5	-4	1	-4	-2
Q08	Organization and Human Relation Skills (G3)	3	2	0	4	6
Q12	Culturally Competent (G3 Only)	5	1	2	1	2
Q18	Can be Contacted 24 Hours a Day, 7 Days a Week (G3 & G5)	1	2	-3	0	5
Q20	Visionary (G3 & G4)	1	-1	3	6	0
Q29	Self-Accountability (G3)	-1	-3	1	-2	-2
Q30	Self-Motivated (G3)	-1	-3	1	-4	-3
Q40	Knowledge of Campus Safety and Security Reporting (Clery Act) (G2 & G3)	2	4	-1	1	1
Q44	Knowledge with Community Oriented Policing (G1 & G2 & G3)	6	3	2	-1	-1
Group 4						
Q01	Develops Collaborative Relationships (G4 Only)	4	3	5	-1	5
Q13	Passion for the Job (G4)	-1	-1	2	-5	0
Q20	Visionary (G3 & G4)	1	-1	3	6	0
Q32	Remains Calm Throughout Stressful Situations (G4)	2	1	3	-3	3
Group 5						
Q06	Strategic Change Management Skills (G5)	3	-1	0	2	-4
Q18	Can be Contacted 24 Hours a Day, 7 Days a Week (G3 & G5)	1	2	-3	0	5
Q45	Supervisory Experience (G5 Only)	0	0	0	1	-3

Factor Group 1: University Culture and Diversity Chief

A total of seven participants loaded significantly on Factor 1. Those seven participants accounted for 26.9% of the total population and 22.7% of the variance. Table 13 shows that this group rated Statement 6 (Knowledge of Community Oriented Policing) the highest followed by Statement 12 (Culturally Competent) and Statement 37 (Experience Working in a University Setting). Group 1 had three Distinguishing Statements as seen in table Table 12, those being Statement 37 (*Experience Working in a University Setting*), Statement 44 (*Knowledge with Community Oriented Policing*), and Statement 49 (*Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints*). All three of the Distinguishing Statements were ranked considerably higher by Group 1 than they were ranked by the other four factor groups. Given the distinguishing items and responses to the open-ended questions, the group was labeled University Culture and Diversity Chief due to the participants' desire for a chief who has extensive knowledge of the university culture as opposed to law enforcement specific knowledge. This label was further enforced by examining the statements that were ranked the lowest such as Statement 36 (Graduated from a Nationally Recognized Police Command School) and Statement 38 (Extensive Law Enforcement Experience).

Table 13: High & Low Items Group 1

Ranking	Card Number and Corresponding Statement
Highest	
6	44 Knowledge of Community Oriented Policing ^(a)
5	12 Culturally Competent ^(a)
5	37 Experience Working in a University Setting ^(a)
4	01 Develops Collaborative Relationships
4	19 High Moral Character
4	49 Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints ^(a)
Lowest	
-6	33 Possesses a Doctorate
-5	36 Graduated from a Nationally Recognized Police Command School
-5	04 Mentoring Skills
-4	38 Extensive Law Enforcement Experience (at least 10 years of experience)
-4	21 Energetic
-4	11 Delegates Tasks

(a) Indicates that the statement is also a Distinguishing Statement for the Group

Figure 6 displays the model for how participants in Group 1 completed the q sort. The model identifies which statement the participant's in Group 1 identified as most like their viewpoint all the way through to the statement they viewed as most not like their viewpoint. This model is complimented by the information obtained from the open-ended questions at the end of the survey. Information obtained from the participants' detailed skepticism about the importance of police command schools and hiring police chiefs with a municipal background for the same position at an institution of higher education. This qualitative data lent insight into why Group 1 participants answered the q sort in this particular manner.

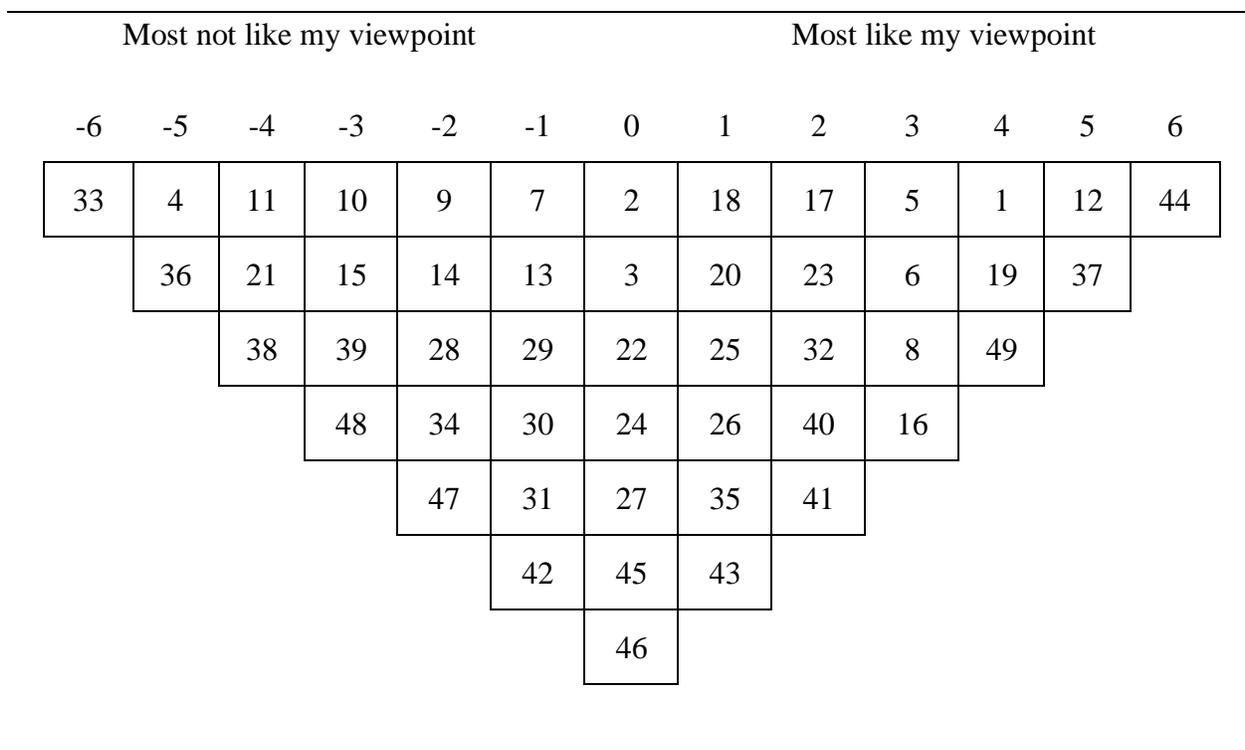


Figure 6: Model sort for Factor One

Factor Group 2: Professional Knowledge with Concern for Campus Safety Chief

A total of five participants loaded significantly on Factor 2. Those five participants accounted for 19.2% of the total population and 18.9% of the variance. Table 14 shows that this group rated Statement 16 (Promotes a Safe and Secure Environment for the Campus Community) the highest followed by Statement 23 (Models and Acts with Integrity) and Statement 42 (Knowledge of Police Accreditation Standards). Table 14 also shows that amongst the lowest ranking statements were Statement 33 (Possesses a Doctorate), Statement 48 (*Ability to Write Departmental Policy and Procedures*), and Statement 28 (*Optimistic Outlook*). Table 12 shows that there were six Distinguishing Statements for Group 2, those statements include Statement 24 (*Mentally Alert*), Statement 38 (*Extensive Law Enforcement Experience*),

Statement 39 (*Knowledge of Emergency Management*), Statement 40 (*Knowledge of Campus Safety and Security Reporting*), Statement 42 (*Knowledge of Police Accreditation Standards*), and Statement 44 (*Knowledge with Community Oriented Policing*). Knowledge of the Clery Act and police accreditation standards were distinguishing in the fact that both statements were rated considerably higher by Group 1 than they were by the other four factor groups. This group was labeled Professional Knowledge with Concern for Campus Safety Chief due to their desire for a chief who promotes campus safety and is also well versed in professional knowledge such as police accreditation, the Clery Act, and Title IX.

Table 14: High & Low Items Group 2

Ranking	Card Number and Corresponding Statement
Highest	
6	16 Promotes a Safe and Secure Environment for the Campus Community
5	23 Models and Acts with Integrity
5	42 Knowledge of Police Accreditation Standards ^(α)
4	40 Knowledge of Campus Safety and Security Reporting (Clery Act) ^(α)
4	41 Knowledge of Title IX (Sexual Discrimination)
4	47 Acts as a liaison with Federal, State, and Local Law Enforcement Agencies
Lowest	
-6	33 Possesses a Doctorate
-5	48 Ability to Write Departmental Policy and Procedures
-5	28 Optimistic Outlook
-4	36 Graduated from a Nationally Recognized Police Command School
-4	34 Possesses a Graduate Degree
-4	04 Mentoring Skills

(α) Indicates that the statement is also a Distinguishing Statement for the Group

Figure 7 displays the model for how participants in Group 2 completed the q sort. The model identifies which statements the participant's in Group 2 identified as most like their viewpoint all

the way through to the statement they viewed as most not like their viewpoint. This model is complimented by the information obtained from the open-ended questions at the end of the survey. Information obtained from the open-ended questions pertained to the need for students to feel safe given recent tragedies at other institutions of higher education and a desire for a technically skilled leader as opposed to a formally educated one. These responses lend clarification as to why statements such as Statement 34 (Possesses a Graduate Degree) were ranked so low in the q sort.

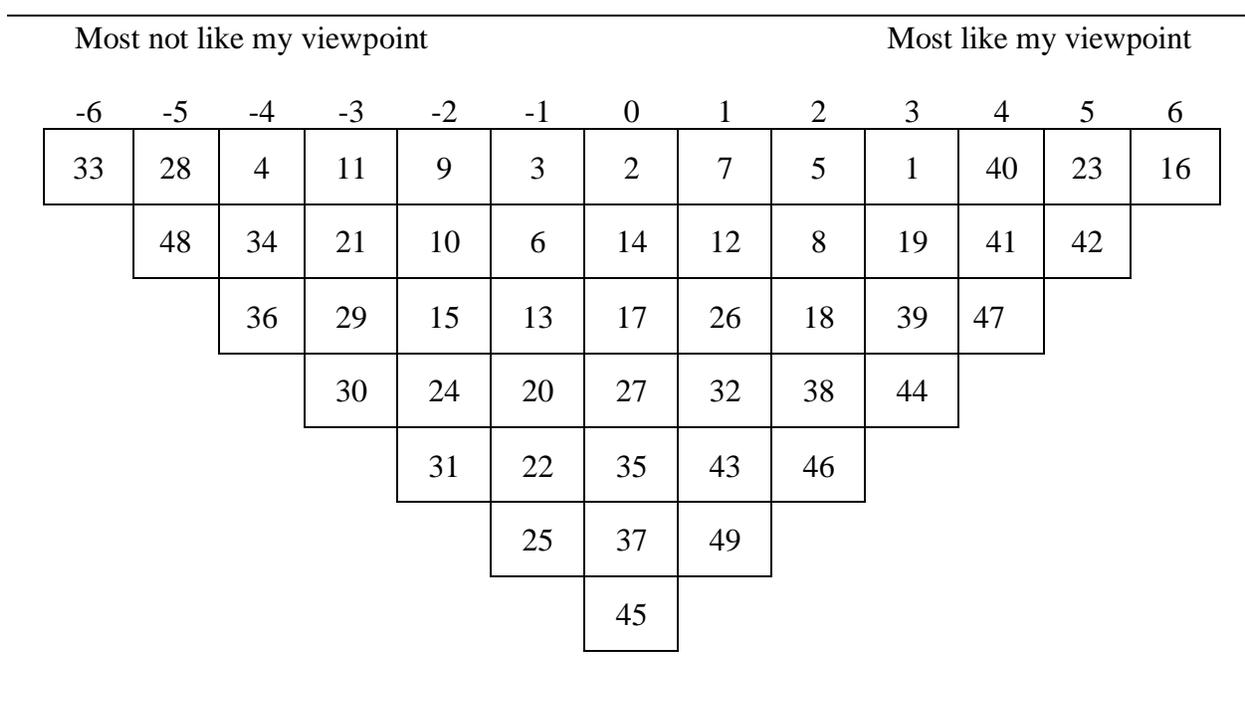


Figure 7: Model sort for Factor Two

Factor Group 3: High Character and Integrity Chief

A total of five participants loaded significantly on Factor 3. Those five participants accounted for 19.2% of the total population and 14.7% of the variance. Table 15 shows that this

group rated Statement 19 (High Moral Character) the highest followed by Statement 01 (Develops Collaborative Relationships) and Statement 23 (Models and Acts with Integrity). The lowest ranking statements for Group 3 were unique because in addition to Statement 33 (Possesses a Doctorate) being the lowest ranked statement, Statement 34 (*Possesses a Graduate Degree*) was also amongst the lowest ranking statements. Group 3 also was unique in that it had a total of nine Distinguishing Statements, the most of any group. Among those statements as seen in Table 12 are Statement 4 (*Mentoring Skills*) and Statement 12 (*Culturally Competent*), both of which would have been designated as Consensus Statements had it not been the manner in which Group 3 ranked them. This group was labeled High Character Chief due to the participant's desire for a chief whose integrity is unquestioned and who also models the standard for leadership.

Table 15: High & Low Items Group 3

Ranking	Card Number and Corresponding Statement	
Highest		
6	19	High Moral Character
5	01	Develops Collaborative Relationships
5	23	Models and Acts with Integrity
4	03	Models Standard for Leadership
4	16	Promotes a Safe and Secure Environment for the Campus Community
4	25	Shows Sound Judgment
Lowest		
-6	33	Possesses a Doctorate
-5	36	Graduated from a Nationally Recognized Police Command School
-5	34	Possesses a Graduate Degree
-4	48	Ability to Write Departmental Policy and Procedures
-4	43	Budgetary Experience
-4	10	Teaches and Develops Others (to include faculty and staff)

(α) Indicates that the statement is also a Distinguishing Statement for the Group

Figure 8 displays the model for how participants in Group 3 completed the q sort. The model identifies which statement the participant's in Group 3 identified as most like their viewpoint all the way through to the statement they viewed as most not like their viewpoint. Participant responses to the open-ended questions revealed that this group believed that any a lapse in trust or questions about an individual's integrity were seen as the greatest threat to their ability to do the job. This group also expressed doubt that a graduate school education was significant to being successful in the job. These statements seem to support the group's decision to rank Statement 33 (Possesses a Doctorate) and Statement 34 (Possesses a Graduate Degree) in two of the furthest negative spots on the q sort.

Most not like my viewpoint						Most like my viewpoint						
-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
33	34	10	15	7	35	2	4	5	17	3	1	19
	36	43	18	11	37	6	21	9	20	16	23	
		48	46	31	38	8	22	12	26	25		
			47	39	40	14	27	13	32			
				42	41	24	29	44				
					49	28	30					
						45						

Figure 8: Model sort for Factor Three

Factor Group 4: Visionary Change Agent Chief

A total of two participants loaded significantly on Factor 4. Those two participants accounted for 7.7% of the total population and 9.1% of the variance. Table 16 shows that this group rated Statement 20 (Visionary) the highest followed by Statement 19 (High Moral Character) and Statement 25 (*Shows Sound Judgement*). This group also ranked Statement 06 (*Strategic Change Management Skills*) considerably higher than the other four factor groups. Table 12 shows that Group 4 had a total of four Distinguishing Statements, to include Statement 01 (*Develops Collaborative Relationships*), Statement 13 (*Passion for the Job*), Statement 20 (*Visionary*), and Statement 32 (*Remains Calm Throughout Stressful Situations*). This group was unique in how it ranked Statement 1 (*Develops Collaborative Relationships*), this was the only

group that ranked the statement on the negative side of the q sort, thus preventing it from being identified as a consensus statement. This group was labeled Visionary Change Agent Chief due the groups desire was a visionary who demonstrated sound judgment.

Table 16: High & Low Items Group 4

Ranking	Card Number and Corresponding Statement
Highest	
6	20 Visionary ^(a)
5	19 High Moral Character
5	25 Shows Sound Judgment
4	08 Organization and Human Relation Skills
4	23 Models and Acts with Integrity
4	46 Extensive Knowledge of Current Legal Issues
Lowest	
-6	33 Possesses a Doctorate
-5	28 Optimistic Outlook
-5	13 Passion for the Job ^(a)
-4	30 Self-Motivated
-4	21 Energetic
-4	04 Mentoring Skills

(a) Indicates that the statement is also a Distinguishing Statement for the Group

Figure 9 displays the model for how participants in Group 4 completed the q sort. The model identifies which statement the participant's in Group 4 identified as most like their viewpoint all the way through to the statement they viewed as most not like their viewpoint. Participant responses to the open-ended questions indicated that many of the technical skills could be learned on the job while broader skills like conveying a departmental vision and establishing relationships needed to be mastered from the outset of the job. Participants also indicated that traits stated in Statement 28 (Optimistic Outlook) and Statement 13 (Passion for the Job) were

helpful to have but were not necessarily vital to the job, hence their positioning at the far negative end of the q sort.

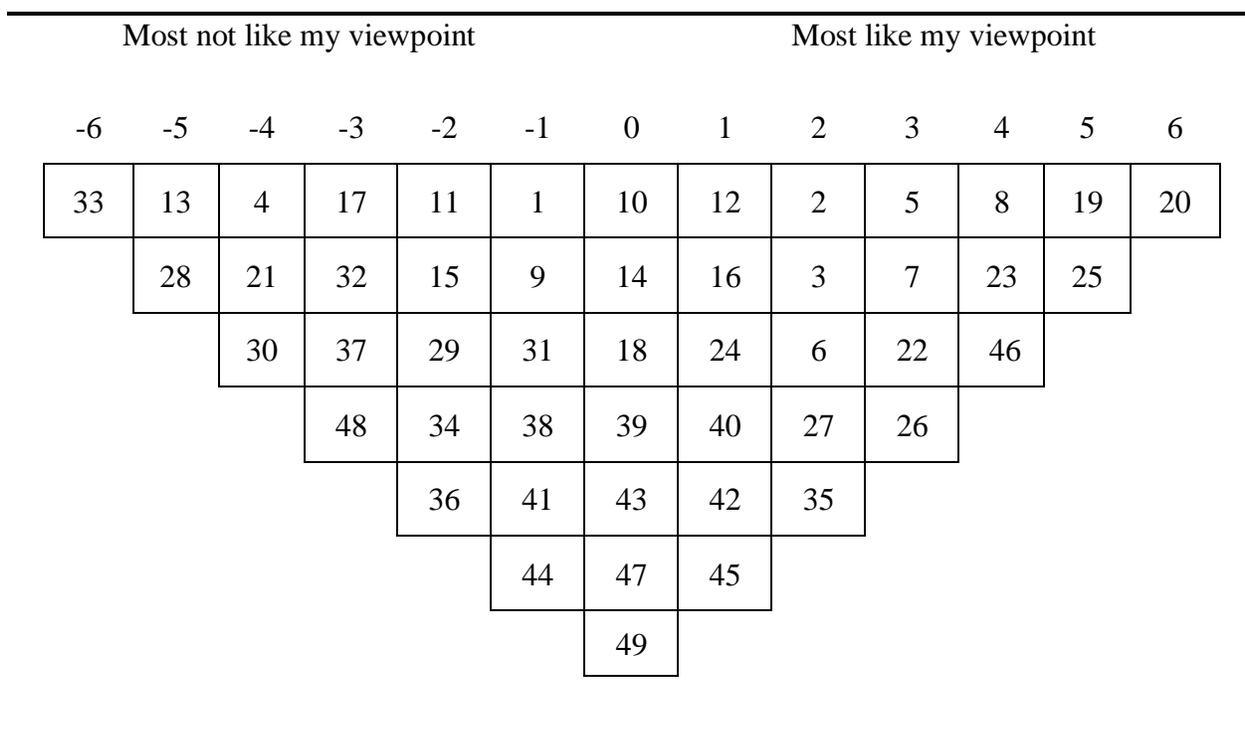


Figure 9: Model sort for Factor Four

Factor Group 5: Skilled in Human Relations Chief

A total of two participants loaded significantly on Factor 5. Those two participants accounted for 7.7% of the total population and 8.4% of the variance. Table 17 shows that this group rated Statement 08 (*Organization and Human Relation Skills*) the highest followed by Statement 01 (*Develops Collaborative Relationships*) and Statement 18 (*Can be Contacted 24 Hours a Day, 7 Days a Week*). This group had only three Distinguishing Statements as mentioned in Table 12. These statements included Statement 06 (*Strategic Change Management*

Skills), Statement 18 (*Can be Contacted 24 Hours a Day, 7 Days a Week*), and Statement 45 (*Supervisory Experience*). Group 5 ranked 24/7 accessibility considerably higher than the other four groups while ranking Supervisory Experience considerably lower than it was ranked by the other groups. Given this group's highest ranking statements and Distinguishing Statements, this group was labeled Skilled in Human Relations Chief due to the group's desire for a chief who is readily accessible and possesses strong interpersonal skills as demonstrated in the group's top three statement choices.

Table 17: High & Low Items Group 5

Ranking	Card Number and Corresponding Statement
Highest	
6	08 Organization and Human Relation Skills
5	01 Develops Collaborative Relationships
5	18 Can be Contacted 24 Hours a Day, 7 Days a Week ^(α)
4	19 High Moral Character
4	23 Models and Acts with Integrity
3	05 Ability to Work Within a Diverse Environment (Consensus)
Lowest	
-6	33 Possesses a Doctorate
-5	48 Ability to Write Departmental Policy and Procedures
-5	36 Graduated from a Nationally Recognized Police Command School
-4	38 Extensive Law Enforcement Experience (at least 10 years of experience)
-4	11 Delegates Tasks
-4	06 Strategic Change Management Skills ^(α)

(α) Indicates that the statement is also a Distinguishing Statement for the Group

Figure 10 displays the model for how participants in Group 5 completed the q sort. The model identifies which statement the participant's in Group 5 identified as most like their viewpoint all the way through to the statement they viewed as most not like their viewpoint.

Responses to the open-ended questions indicated that participants often worked at smaller institutions where individuals often performed a multitude of duties that required constant collaboration with other offices in order to complete tasks. Participants placed considerably less value on skills often associated with extensive law enforcement careers like Statement 36 (Graduated from a Nationally Recognized Police Command School) and Statement 38 (Extensive Law Enforcement Experience) which appear at the extreme negative end of the q sort.

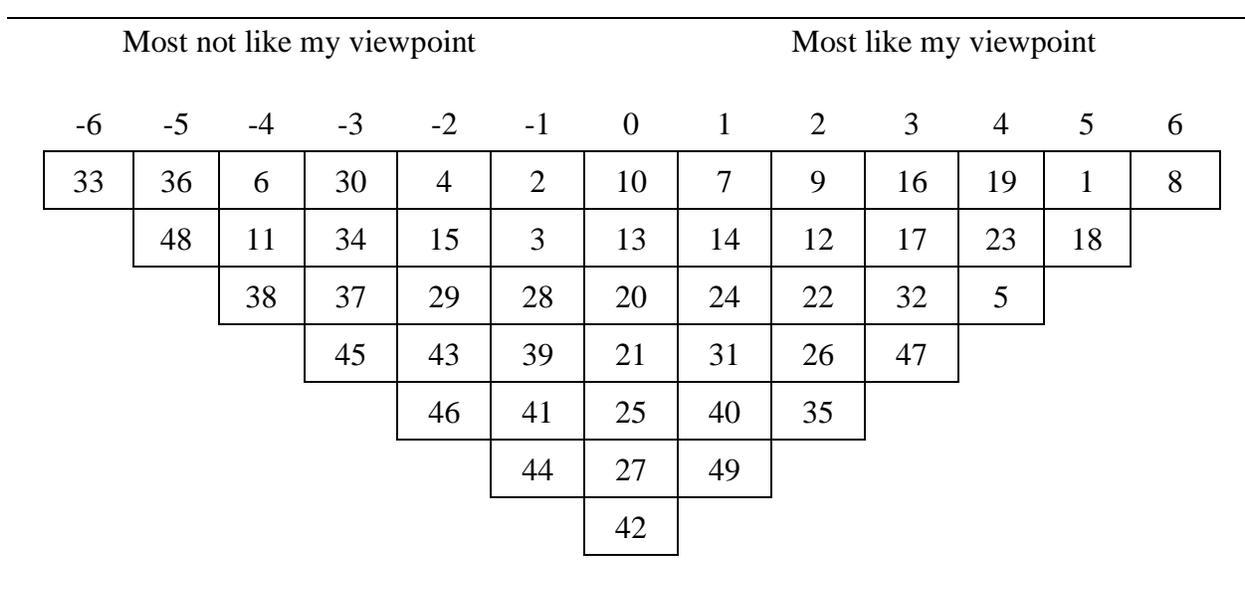


Figure 10: Model sort for Factor Five

Participant Demographics

This study was conducted for the purpose of identifying perceptions held by Vice Chancellors/ Associate Vice Chancellors and Vice Presidents/ Associate Vice Presidents towards desired qualities in a potential university police chief. 26 individuals participated in the study by completing the Q sort and the clarifying open-ended questions, in addition to supplying

important biographical data about themselves and their respective institutions. Additional information obtained from the clarifying questions is discussed in Chapter 5 of this research. The biographical questions provided important information pertaining to the participant's gender and age in addition to information about their employing institution such as institutional type, geographical region, average enrollment, availability of residential facilities, and whether or not the institution had experienced an episode(s) of campus violence. One final question asked if the participant would have a role in hiring a police chief, this was used solely to determine if the participant met the criteria for participating in the study with all "No" responses resulting in the participant's responses to the Q-sort being removed from the dataset.

The majority of the participants in this study were male (n=16) as show in Table 18. The table further shows that 17 of the 26 participants (65.4%) were from public institutions with 15 of the 26 participants (57.8%) identifying the location of their institution as being either in the Northeast or Southeast. While only a range of ages was requested, all of the participants advises that they were at least 40 years of age (n=26). The majority of participants, 17 of the 26 participants (65.4%), reported that their respective campuses had not experienced any incidents of campus violence while the remaining participants either replied "Yes" or were unsure. In reference to the question pertaining to average undergraduate, 17 of the 26 participants (65.4%) advised that their enrollment was less than 17,500 students.

Table 18: Participant Demographics by Group

	Group 1		Group 2		Group 3		Group 4		Group 5	
	<i>f</i>	%								
Gender										
Male	4	50.0%	3	50.0%	6	100%	2	66.7%	1	33.3%
Female	4	50.0%	3	50.0%	0	00.0%	1	33.3%	2	66.7%
Institution Type										
Public	7	70.0%	5	83.3%	5	83.3%	1	33.3%	1	33.3%
Private	3	30.0%	1	16.6%	1	16.6%	2	66.6%	2	66.6%
Age										
30-39	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%
40-49	2	25.0%	2	33.3%	0	00.0%	2	66.7%	1	33.3%
50-59	5	62.5%	4	66.7%	4	66.7%	1	33.3%	1	33.3%
60+	1	12.5%	0	00.0%	2	33.3%	0	00.0%	1	33.3%
Region										
Northeast	2	25.0%	1	16.7%	2	33.3%	1	33.3%	1	33.3%
Southeast	2	25.0%	3	50.0%	3	50.0%	0	00.0%	0	00.0%
Southwest	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%
Midwest	2	25.0%	2	33.3%	0	00.0%	1	33.3%	0	00.0%
West Coast	2	25.0%	0	00.0%	1	16.7%	1	33.3%	2	66.7%
Residence Halls										
Optional	4	50.0%	5	83.3%	3	50.0%	1	33.3%	2	66.7%
Mandatory	3	37.5%	1	16.7%	3	50.0%	2	66.7%	1	33.3%
Commuter Campus	1	12.5%	0	00.0%	0	00.0%	0	00.0%	0	00.0%
Campus Violence										
Yes	0	00.0%	3	50.0%	2	33.3%	0	00.0%	1	33.3%
No	7	87.5%	3	50.0%	3	50.0%	3	100%	1	33.3%
Not Sure	1	12.5%	0	00.0%	1	16.7%	0	00.0%	1	33.3%
Avg. Undergrad Enroll										
Less than 17,500	7	87.5%	3	50.0%	2	33.3%	2	66.7%	3	100%
Greater than 17,500	1	12.5%	3	50.0%	4	66.7%	1	33.3%	0	00.0%

Summary

Chapter 4 contained an analysis of all the data collected the 26 Vice/ Associate Vice Chancellors and Vice/ Associate Vice Presidents who participated in the study. During the course of the study, two separate data sets were collected and ultimately used in the data analysis. The first was the actual q sorts completed by each of the 26 participants. The corresponding factor analysis showed that five factor groups emerged from the data. The second was the qualitative data derived from the open-ended questions at the conclusion of the survey. Statements obtained from participants lent insight into why each of the participants' respondents responded in a particular manner and proved overall depth to the research.

Factor One, "University Culture and Diversity Chief," is best described as those participants who desired a police chief with prior experience in a higher education environment who had extensive experience implementing community oriented policing programs. This group further expressed a desire for a police chief who already possesses an understanding of higher education culture. The group rejects the notion that a university police chief can obtain the necessary skills for the position solely through experience with a municipal police department or through a traditional law enforcement command school.

Factor Two, "Professional Knowledge with Concern for Campus Safety Chief," is best described as those participants who believe that the primary purpose of a university police chief is to provide a safe environment for the campus community while demonstrating a professional expertise of specific university and law enforcement subject matters. The group downplayed the importance of a formal graduate school education, preferring professional expertise relating to the position and the institution.

Factor Three, “High Character and Integrity Chief” is best described as participants who desired chief who was honest and trustworthy. The participants indicated through their open-ended responses that integrity trumped all other skills, behaviors, and professional knowledge. This group downplayed the importance of a graduate school education, police command schools, and budgetary experience in favor of personal traits pertaining to an individual’s character.

Factor Four, “Visionary Change Agent Chief,” is best describe as participants who desired a police chief who leads with a vision and possesses strong relationship building skills. They further desired a chief who demonstrates sound judgement and whose vision is in alignment with current issues, trends, and laws affecting modern day policing. This group downplayed such traits as passion for the job, self-motivation, and passion for the job.

Factor Five, “Skilled in Human Relations Chief,” is best described as participants who desired a police capable of working within a diverse environment, with advanced relationship building skills, while being readily available any time he or she was needed. This group also viewed the individual’s moral character as being especially important. This group viewed extensive law enforcement experience, the ability to delegate tasks, and change management skills as non-essential to the job.

These five factor groups provided an accurate overview of the various manners in which participants viewed the importance of specific statements within the q sort. There was no clear consensus as which statements were critical to the position and only a few consensus statements as a whole. Each of the five factor groups viewed the importance of various statements in a wide variety of manners. Chapter 5 of this study will further examine the implications of these results in addition to making recommendations as to how further studies might expand upon this research.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

The purpose of this study was to gain a better understanding of viewpoints pertaining to behaviors, traits, and credentials desired in a university police chief held by individuals who would be responsible for hiring the position should the opportunity arise at their respective institutions. All participants in the study were Vice/ Associate Vice Chancellors or Vice/Associate Vice Presidents in higher education who indicated that they would have a role in the process of hiring a new police chief. This study was unique in that a study of this sort does not appear to be present in any of the nationally recognized databases for scholarly literature. Minimal available scholarly literature pertaining to university police chiefs required the researcher to pull from various related subject matters (e.g. municipal policing & university leadership) as well as non-traditional resources such as job postings for university police chiefs in order to fill a gap in the literature.

Overview of the Process and Analysis

Borrowing from the related literature and a myriad of university police chief job postings, a final q-set of 49 declarative statements regarding behaviors, traits, and credentials relating to university police chiefs was created. The Q methodology was chosen for this study due to its ability to gather the viewpoints of study participants in a manner that collects both quantitative and qualitative data. In order to derive an interpret data, three software packages were used to assist with data collection and analysis, they were identified as QSoftware for data collection, and the R statistical package and SPSS statistical software for data analysis.

A thorough overall analysis of the data was conducted to include correlations, z-scores, and the identification of the 5 factor groups. The factor groups were then compared and contrasted through consensus statements, distinguishing statements, and group specific high/low

factor loadings. Post-sort open-ended statements from each of the participants were used to add depth to the research by gaining a better understanding as to why participants answered the q sort in a particular manner. Both the analysis and the open-ended statements were used to label each of the factor groups for easier interpretation.

Conclusions

This study sought the opinions of current Vice/ Associate Vice Chancellors and Vice/Associate Vice presidents in order to answer to following research questions:

Question 1: Which viewpoints emerge toward the behaviors, traits and credentials university police chiefs' need, what are unique and similar characteristics of these viewpoints?

Question 2: Which perceived behaviors, traits and credentials are rated highest and lowest by viewpoint?

Question 3: Which traits, behaviors, and credentials are common among the groups, and which are unique?

The study reveals a clear lack of consensus on what behaviors, traits, and credentials are desired in a university police chief. Each of the five factor groups contained viewpoints as well as a series of distinguishing statements that made the factor group unique. Each of these groups differed in several manners with only five consensus statements that were shared by all of the groups being identified. Statement 33 (Possess a Doctorate) was strong negatively loading statement while Statement 15 (Possesses Strong Presentation Skills) was a mildly loading negative statement. Statement 02 (Maintains Effective Written and Oral Communication) and Statement 27 (Decisive Leader) consistently loaded in a very neutral manner indicating that participants did not possess strong positive or negative feelings about the statements. Statement

05 (Ability to Work in a Diverse Environment) was the only positively loading consensus statement in the entire q sort.

While the strongest negatively loading consensus statement (Possesses a Doctorate) was a credential, the research shows that that participants viewed several other credentials in a far more positive manner. Statement 40 (Knowledge of Campus Safety and Security Reporting) and Statement 44 (Knowledge of Community Oriented Policing) were both credential statements that were scored positively by the majority of the factor groups. Conversely, while Statement 05 (Ability to Work in a Diverse Environment) is the only positively scored behavioral consensus statement, other behavioral statements were regularly placed on the negative end of the q sort. For example, behavioral Statement 11 (Delegates Tasks) and Statement 15 (Possesses Strong Presentation Skills) were both placed on the negative end of the q sort by all five of the factor groups.

The highest and lowest ranked statements for each factor group lend further support for the concept that individuals responsible for hiring a university police chief are seeking a combination of behaviors, traits, and credentials. Factor Groups 1, 2, & 4 each had a behavior, a trait, and a credential listed in both their top six highest ranking and bottom six lowest ranking statements. Factor Groups 3 & 5 both had at least two of the three categories (behaviors, traits, and credentials) represented in each of their top six highest and lowest ranking statements. Factor Group 3 (High Character and Integrity Chief) had the most homogenous of the negatively scoring statements with five of the six lowest ranking statements being identified as credentials. Those statements were Statement 33 (Possesses a Doctorate), Statement 36 (Graduated from a Nationally Recognized Police Command School), Statement 34 (Possesses a Graduate Degree), Statement 48 (Ability to Write Departmental Policy and Procedures), and Statement 43

(Budgetary Experience). Factor Group 2 (Professional Knowledge with Concern for Campus Safety Chief) had the most homogenous of the positively scoring statements with four of the top six statements being identified as credentials, although it should be noted that the group's top two overall statements were a behavior (Promotes a Safe and Secure Environment for the Campus Community) and a trait (Models and Acts with Integrity). The four credential statements were Statement 42 (Knowledge of Police Accreditation Standards), Statement 40 (Knowledge of Campus Safety and Security Reporting), Statement 41 (Knowledge of Title IX), and Statement 47 (Acts as a liaison with Federal, State, and Local Law Enforcement Agencies). Further distinguishing the differences in the groups was that only one statement, Statement 33 (Possesses a Doctorate), was placed in the highest six positive or bottom six negative statements by all five factor groups.

Given that five distinctly different factor groups were derived from a relatively small P-set ($n=26$), the study shows that a wide range of viewpoints were held by participants in the study. Attempts to draw consensus even within factor groups were made with a minimal degree of success. For example, all six of the participants' who loaded onto Factor 3 were male, five of which were employed by public universities. While each of the participants loaded onto the same factor, each of them placed their statements in a different, albeit similar, order. The consensus statements were also placed in similar but alternating order. Statement 33 (Possess a Doctorate) was a consensus -6, yet only 15 of the 26 participants placed it in the -6 position in the q-grid. It should be noted that while possessing a doctorate was routinely ranked near the extreme negative end of the q sort, many of the skills that are often associated with possession of a doctorate were ranked much higher. These skills include but are not limited to strong presentation skills, critical

thinking, ability to work in a diverse environment, maintaining effective oral and written communication skills, and strategic change management skills.

Limitations

Participation in this study was extended to Vice/ Associate Vice Chancellors and Vice/ Associate Vice Presidents who would have a role in hiring a police chief at their respective institutions. While an excess of 600 emails were disseminated to elicit responses, contact information was limited to individuals whose current position and email address were readily available on their respective institutions' webpage, information made available through the National Association of Colleges and Business Officers (NACUBO) listserv, and contacts provided via word of mouth by study participants. Participation in the study was also only made available for a period of roughly five weeks from December 19, 2016 until January 23, 2017. Recruitment of a larger group of participants or collecting responses over a wider time duration may have elicited a larger dataset resulting in different viewpoints and different factor loadings.

Perhaps one of the largest limitations in the research was that it was examining what qualities universities are currently looking for as opposed to what they should be looking for in a police chief. To clarify, the five distinct factor groups show the ambiguous nature of determining the qualities a chief should possess prior to getting the job, and which ones can be learned through on the job training. At a quick glance, one might assume that a specific immeasurable trait such as integrity might be of the utmost importance, but given the difficulty in determining which individuals possess such a trait, participants may have opted to place a more observable and measurable credential such as a job related technical skill ahead of it in the q sort. The exact extent to which this was taken into consideration by survey participants is unknown and therefore a limitation.

Based on responses to the open-ended questions, many of the participants expressed a displeasure with the process of forced distribution. They stated that many of the statements were either interrelated or so closely related that they could have been placed in a number of different orders. They also expressed some frustration with being forced to place some statements on the negative side of the q sort due to all of the positive positions already being occupied by other statements. Finally, many of the responses to the open-ended questions were short and lacked sufficient supporting information to gain a clear understanding of the participants' thought process. Participants were also limited by the nature of the open-ended questions, had alternate open-ended questions been asked or if a general comments section been made available, participants may have given different feedback.

Implications for Policymakers

This research has further implications for policymakers at institutions of higher education. Policy makers are tasked with determining what type of individual would be best suited to oversee a wide array of issues from compliance with emergency response protocols (Fox & Savage, 2009), to mandatory reporting to the Department of Education ("Jeanne Ann Clery," 2012), to addressing ongoing student social movements (Sass & Tyler, 1999; Howell & Parry-Giles, 2015). The diverse responses indicate that hiring the "best qualified" police chief can be of a bit of an ambiguous task. From a policy standpoint, the criteria used in the vacancy announcement and subsequent hiring process could be further expanded to ensure that behaviors, traits, and credentials possessed by the candidate meet the needs of the organization. This process may take the form of creating a more specific job announcement that clearly states the criteria desired in a candidate as opposed to more a more generic announcement. Such clarifications may help to encourage desirable candidates to apply for the position while

hopefully discouraging applications from individuals who are deemed a less than ideal fit for the organization

Clarification is particularly important given the bureaucratic nature of educational institutions where hiring committees are often required to utilize only the qualifications listed in the job announcement when determining which applicant should be selected for the position. Policy makers may also wish to consider asking hiring committee members to complete the q sort prior to serving on the committee with the intent of exposing them to their own personal biases about which behaviors, traits, and credentials are most desirable. This is not to say that educational institutions need to seek a candidate who is deemed qualified simply because his or her skill set directly coincides with the unique needs of a specific institution. While certain aspects of the announcement would be tailored to fit the individual needs of the institution, many of the overarching themes presented in this research are essential to the vast majority of institutions. For example, it is unlikely that an institution will hire a police chief who does not have extensive law enforcement experience or who lacks human relations skills. Conversely, as shown by the wide range of responses to the q sort, different institutions are likely to rate the value of a nationally recognized police command school or a graduate degree very differently.

Implications for Research

From a research standpoint, it has already been noted that scholarly literature was almost void of set criteria for determining what skills and qualifications a university police chief should possess. While the job has changed considerably since its origination, some of the more recent issues such as highly publicized campus violence (Reaves, 2015), media scrutiny (Carcamo & Mdello, 2013), social movements (Sass & Tyler, 1999; Howell & Parry Giles, 2015), and cultural and demographical changes (Peak, Barth, and Garcia, 1999) on the campuses of

institutions of higher education may have had the greatest impact on the position. Given these events and the evolution of the position, this study was designed to gauge the perspectives of university administrators' concerning what behaviors, traits, and credentials a modern day university police chief needed to possess. It would be interesting to see if the results would be replicated or at least partially replicated with an entirely new participant set. Similarly, as university policing continues to evolve and adapt to meet the needs of institutions of higher education, future studies may wish to explore how current events are shaping the opinions of administrators in reference to who they would hire to fill a university police chief position. Specifically, are any of the current contentious issues such as conflict between the police and minority communities, politically and/or socially charged protests, and fear of violence affecting which type of person campus administrators are selecting to lead the police department at their respective institutions? Further studies would help to expand the available scholarly literature relating to this subject and the legitimacy of this research. Expanded scholarly literature would also greatly aid in further examining the intricacies of the position in an effort to help determine what type of individual is best suited to lead a university police department. This research also introduced the concept that scholarly research pertaining to municipal police leadership and higher education leadership can be combined to identify common themes that can be applied to university police chiefs (Estler & Nelson, 2005; Bromley, 2003). Future research could delve further into this concept in an effort to determine if additional themes exist or if the identified commonalties were merely coincidental.

Implications for Practice

This research, at a minimum, opens the door for a discussion about what type of individual will be sought to fill these positions in the future. This research noted that the number of police

departments and institutions of higher education continues to rise as criminal activities traditionally related to municipalities are appearing on college campuses (Peak, Barth, & Garcia, 2008). While this research establishes a framework for the potential creation of a university police chief position description, each individual institution must decide which individual aspects of the position are most critical to their respective campuses.

Similarly, while this research may or may not have been useful in helping to develop a model for predicting what type of individual would be hired to fill a police chief job vacancy at a particular institution, its practical significance may be of more use. While there was no clear consensus as to how the statements should be ordered, the majority of participants did provide information pertaining to the need for each of the specific behaviors, traits, and credentials to be included in the q sort. Several of the responses to the open-ended questions contained information pertaining to the value of the statement on a particular card or cards. Given the diversity of the responses, the majority of the cards received some sort of feedback as to how that particular trait, behavior, or credential was deemed necessary in a potential police chief. The diversity of the responses also indicated that the needs of each institution were different, further explaining the myriad of results. Examples included open-ended responses stating that the size of the institution allowed for a little more/less flexibility of a specific skill. Another participant reported that the urban environment in which the institution was located had an effect on how the q sort was completed. These examples are beneficial in helping to determine why two seemingly similar institutions would be seeking to hire two vastly different police chiefs.

Implications for Theory

Per the Theoretical Framework of this research, Trait Theory assumes that people are born with inherited traits, some of which are inherently suited to leadership positions (Stogdill,

1948). In stark contrast, Behavioral Theory focuses on what leaders actually do, proposing that leadership can be learned through mimicking the actions of successful leaders (Yukl, 1971). Both of these stand in contrast to Human Capital Theory, which refers to the economic value of an individual based on their level of knowledge, skills, and abilities (Baptise, 2001). This research has attempted to show that it is a combination of these three perspectives that influences not just the formal job posting for a university public safety director, but also what is actually desired by the individuals who are hiring for the position. This concept is supported by the aforementioned reference to the blend of behaviors, traits, and credentials in the highest and lowest ranking statements across all of the factor groups. The concept is further supported by the clarifying statements from study participants who, even within their own factor group, justified ordering the q sort in such a manner that all three theories were represented at the extreme positive and negative ends of the sort.

Recommendations for Further Study

Participants in the study made several recommendations in regards to additional statements that they would have like to seen in the q sort. Participant recommendations included previous experience either as a university police chief or as police chief in general. Similar suggestions included experience in the upper echelons of a police department and experience dealing with large-scale emergencies. Other suggestions included experience working with specials populations such as individuals with disabilities and/or the LGBTQ community. Any of these suggestions or related suggestions could have reasonably been included in this study and would be worthy of consideration for additional studies.

Individuals interested in this field of study may also wish to consider conducting further research into the consensus statements identified in this study. Statement 05 (Ability to Work in

a Diverse Environment) in particular, loaded favorably among all five factor groups, leaving future researchers the opportunity to delve into what exactly is meant by a diverse environment and why it was deemed to be so important by each of the participants. Future researchers may also wish to look at the individual factor groups and explore only the responses that loaded favorably within the group. Finally, future research could examine only the statements that consistently loaded near the negative end of the q sort. Such research could be conducted in an attempt to determine why those particular behaviors, traits, and credentials were deemed as less essential for a potential university police chief.

Additional studies may also be conducted into determining which behaviors, traits, and credentials are possessed by successful police chiefs. Prior to conducting the research a definition for “successful police chief” would have to be established, but in doing so a more in depth study could build upon the findings of this research. While this study has attempted to find common ground between municipal and university policing, it should be noted that future research into police leadership needs to be cognizant of the many inherent differences. For example, certain credentials of the current q sort such as the Clery Act and Title IX would not be applicable to municipal police departments. Finally, future research may warrant a closer look at the similarities/differences between municipal and university police chiefs to determine if the differences are strictly related to credentials or if applicable behaviors and traits are also different.

Recommendations for Future Q Studies

The data collection process was not completed without some technical difficulties. The initial survey created in Qsoftware instructed individuals who would be willing to engage in follow-up discussions to place their email address in a designated box while individuals who did

not wish to participate in further studies were to place a fake email in the box. These instructions were written at the beginning of the biographical section of the q sort, but the actual response box did not clearly indicate that any responses had to be in the form of an email address. Failure to place a response in email format in the box resulted in an error message and prevented the participant from completing the q sort. Further complicating the problem, the error message did not clarify why the response was incorrect nor did it advise the participant to answer the question with a response in email format. This issue was not caught until a participant contacted the researcher and made him aware that the survey could not be completed because of the non-specific error message. A correction was made to the survey that clarified that the response had to be in email format, but not until a multitude of survey participation requests had been disseminated. It is uncertain as to how many individuals attempted to take the survey, only to be stuck at the point of the error message thus causing the participant to discontinue their attempt to complete the survey. Qsoftware does not record any surveys that are not fully completed, meaning that responses provided by participants who terminated the survey at the point of the error were not recorded.

Summary

Q methodology was used in this study to explore the viewpoints held by Vice/Associate Vice Chancellors and Vice/Associate Vice Presidents towards behaviors, traits, and credentials desired in a university police chief. Twenty-size participants agreed to complete the survey after which their responses were used in the data analysis portion of this study. Participants were asked to sort and rank 49 statements regarding their viewpoints on behaviors, traits, and credentials desired in a university police chief. Participants were further asked to answer a series

of follow-up questions that afforded them the opportunity to further explain their reasoning for answering the q sort in the manner that they did.

Upon completion of the data analysis, five factor groups emerged from the group of participants. These factor groups were labeled University Culture and Diversity Chief, Professional Knowledge with Concern for Campus Safety Chief, High Character and Integrity Chief, Visionary Change Agent Chief, and Skilled in Human Relations Chief. While several statements sorted similarly between the groups, each factor group sorted specific statements in a manner that was distinctly different from the other factor groups. It was the manner in which each factor group sorted these statements that allowed for the identification of differences between the groups.

This chapter provided an explanation as to why a q sort was selected for completion of this study. The chapter also provided an overview of the methods used to analyze the data in this study as well as overall results obtained from the data analysis. Several limitations were identified accompanied by an explanation as to how they may have affected the outcome of the study. Implications as to how this research could be beneficial in enhancing this field of research were also discussed. Finally, this chapter provided recommendations for further research based on the recommendations of study participants and the overall results of the study.

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APPENDICES

Appendix A: Q Sample Statements

- 1 Develops Collaborative Relationships
- 2 Maintains Effective Written & Oral Communication
- 3 Models Standard for Leadership (exhibits strong leadership ability)
- 4 Mentoring Skills
- 5 Ability to Work Within a Diverse Environment
- 6 Strategic Change Management Skills
- 7 Develops, Implements, and Administers Goals
- 8 Organization and Human Relation Skills
- 9 Inspires and Motivates Others
- 10 Teaches and Develops Others (to include faculty and staff)
- 11 Delegates Tasks
- 12 Culturally Competent
- 13 Passion for the Job
- 14 Ability to Resolve Conflicts and Manage Sensitive Emergency Situations
- 15 Possesses Strong Presentation Skills
- 16 Promotes a Safe and Secure Environment for the Campus Community
- 17 Excellent Customer Service Skills
- 18 Can be Contacted 24 Hours a Day, 7 Days a Week
- 19 High Moral Character
- 20 Visionary
- 21 Energetic

- 22 Critical Thinker
- 23 Models and Acts with Integrity
- 24 Mentally Alert
- 25 Shows Sound Judgement
- 26 Instills Confidence and Trust
- 27 Decisive Leader
- 28 Optimistic Outlook
- 29 Self-Accountability
- 30 Self-Motivated
- 31 Insightful
- 32 Remains Calm Throughout Stressful Situations
- 33 Possesses a Doctorate
- 34 Possesses a Graduate Degree
- 35 Possesses a Bachelor's Degree
- 36 Graduated from a Nationally Recognized Police Command School
- 37 Experience Working in a University Setting
- 38 Extensive Law Enforcement Experience (at least 10 years of experience)
- 39 Knowledge of Emergency Management
- 40 Knowledge of Campus Safety and Security Reporting (Clery Act)
- 41 Knowledge of Title IX (Sexual Discrimination)
- 42 Knowledge of Police Accreditation Standards
- 43 Budgetary Experience
- 44 Experience with Community Oriented Policing

- 45 Supervisory Experience
- 46 Extensive Knowledge of Current Legal Issues
- 47 Acts as a Liaison with Federal, State, and Local Law Enforcement Agencies
- 48 Ability to Write Departmental Policy and Procedures
- 49 Effectively Oversees Responses to Student Needs, Questions, Concerns, and
 Complaints

Appendix B: Concourse Development Statements

BEHAVIORS

1 Develops Collaborative Relationships

- Develop positive relationships by meeting regularly with student organizations and key University department leaders.
- Serve on the Behavioral Intervention Team.
- The Director also chairs the Public Safety Advisory Committee, consisting of faculty, staff and students.
- Consults regularly with and offers counsel to the College Attorney, as well as Executive Director of Human Resources, the Chief Diversity Officer, the Vice President for Student Affairs and other campus leaders on matters affecting the security of the campus community

2 Maintains Effective Written & Oral Communication

- Must have effective verbal and written communication skills
- Ability to communicate effectively with a wide range of individuals both written and verbally.
- Provide position papers and other documentation to the leadership of the University, the Office of the President and/or the Board of Regents upon request.
- Experience working with the public and media.
- Ability to communicate effectively with a wide range of individuals both written and verbally
- Effective oral and written communication skills, including writing clear and comprehensive reports and community presentation.
- Ability to communicate fluently in English, both orally and in writing.
- Excellent oral and written communication skills and a sensitivity to effectively interact with a highly diverse campus community

3 Models Standard for Leadership (exhibits strong leadership ability)

- Must possess the ability to provide strategic leadership and to build and maintain a regional and national reputation.
- Ability to reflect a positive, professional image of the Department

- Proven ability to command respect of division members with the ability to establish and maintain an effective program of supervision, communication, evaluation, discipline and remediation
- Proven ability to provide a positive public image of the department.
- Ability to effectively model professional standards and behavior

4 Mentoring Skills

- Effective mentoring, team building and leadership skills.
- Mentor subordinates on leadership and the resolution of personnel, procedural, and operational problems.
- Effective mentoring, team building and leadership skills
- Evidence of successful mentoring of subordinates on leadership and resolution of personnel, procedural, and operational problems

5 Ability to Work within a diverse environment

- Demonstrated experience working with underrepresented populations.
- Excellent leadership skills with the ability to objectively engage and lead persons of diverse backgrounds with focus on inclusion
- Experience in delivery of police services to younger populations
- Documented training in anti-biased policing
- We make every effort to anticipate, plan for and respond to the needs of a diverse and ever-changing community. We appreciate and understand our similarities and differences, and value every partnership we establish. We recognize that different viewpoints, experiences and backgrounds are central to meeting the unique needs of the community we serve. We seek the input and talents of all members of the university in our efforts to safeguard the campus.
- The new Chief of Police must have a strong understanding of, and commitment to, diversity, equity, and social justice, and the ability to create inclusive work and campus environments
- Directs, recruits and selects a workforce that reflects the diversity of the University community and ensures a work environment respectful of differences
- Ability to work effectively within the culture of the University, with sensitivity to issues of diversity

6 Strategic Change Management Skills

- Demonstrated ability to adapt to change with ease and readily identify creative alternative solutions.

- Must possess the ability to provide strategic leadership and to build and maintain a regional and national reputation
- Ability to contribute substantially to organizational change

7 Develops, Implements, and Administers Goals

- Direct the law enforcement efforts for the University, including the enforcement of state laws and University regulations, and the performance of community service.
- The Director is charged with enforcing all College and University security policies and will oversee other Risk Management and Loss prevention activities, compliance with Cleary Act, fire safety, emergency preparedness, finalization of a new emergency management plan, oversee improvements planned for security systems such as video monitoring, panic system, building access system, patrols, fire alarm system, etc.
- Provide vision for the Public Safety department including the establishment of goals and objectives that support the mission of Utah State University

8 Organization and Human Relation Skills

- Acts as a liaison between Public Safety and other departments, agencies, and organizations on and off campus
- Leading programing and community engagement on relevant policing issues surrounding police-community relationships
- Excellent listening and other communications skills
- Meet and deal tactfully and effectively with the public; gain cooperation through discussion and persuasion
- Skill in generating trust in senior staff and administration, and the support of the campus community

9 Inspires and Motivates Others

- Leadership skills for training and motivating staff and addressing security issues.
- Commitment to the professional development and training of officers, with a strong commitment to staff retention and morale
- Selects, trains, motivates, and evaluates assigned personnel; provides or coordinates staff training; works with employees to correct deficiencies; implements discipline and termination procedures.
- A strong commitment to staff retention and morale
- Ability to motivate and inspire through positive leadership skills and by example

10 Teaches and Develops Others (to include faculty and staff)

- Oversees training and certifications of all personnel under his or her command (i.e. training on LEADS, EMS, and annual training requirements, etc.)
- Assures the day-to-day training, instruction, and orientation of college security staff. Oversees the University Public Safety Training Officer in the development of in-service training programs on campus. Provides on-site input for proposed centralized training programs.
- Coach, motivate and lead employees
- Ability to train and supervise subordinate personnel
- Identifies training needs and assists in the development and delivery of training programs according to the needs of personnel and the department
- Write safety education programs and then conduct these programs for the university population. Train subordinate personnel to conduct these programs
- Implements educational programs/services for the student body in support of the University's academic mission
- Experience in providing hands-on training for staff and faculty and drills for emergency/crisis situations.

11 Delegates Tasks

- Performs all related duties as assigned or necessary.
- Organizes assigned organizational units and programs to delineate authority, functional responsibility, lines of relationships and communication to provide safe, efficient and effective services.

12 Culturally Competent

- Must possess an appreciation for community engagement and outreach and have the ability to effectively work in a diverse environment.
- Demonstrated experience working with underrepresented populations.
- Must possess an appreciation for community engagement and outreach and have the ability to effectively work in a diverse environment
- Foster a department and campus climate that embraces equity, diversity, inclusion, and intercultural competence.
- Ability to relate well to the diverse populations of the University
- Demonstrated sensitivity, knowledge, and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds of the students we serve and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination

13 Passion for the Job

- Must show a demonstrated interest in self-improvement by taking advantage of educational opportunities in new laws and innovations in law enforcement.
- Must have a strong service orientation with a commitment to the unique community policing approaches necessary in a residential higher education environment.
- Possess a “service attitude”

14 Ability to Resolve Conflicts and Manage Sensitive Emergency Situations

- Mediates conflict and manage projects
- Advanced conflict management skills
- Interpersonal Skills – Focus on resolving conflict, maintain confidentiality, listen and be empathic to others, keep emotions under control, and try new things
- Effectively manage conflict within the department

15 Possesses Strong Presentation Skills

- Prepares information and presentations for the Office of the President and the Board of Regents.
- Ability to prepare and present effectively oral and written informative material relating to the activities of the Department
- Ability to prepare and deliver public presentations for civic groups and public meetings
- Demonstrated effective written and interpersonal communication skills including public speaking.

16 Promotes a Safe and Secure Environment for the Campus Community

- Provide leadership in the development, implementation, and ongoing execution of sound public safety and law enforcement practices, policies, initiatives, and actions that promote campus safety and security.
- Ensure adequate safety and security for the campus through a proper balance of foot, bike, and vehicle patrol.
- Coordinates efforts for campus security assessments, determines vulnerability levels and makes recommendations for corrective actions
- The position will manage crime prevention activities, workplace violence prevention programs, event security, play a key role in occupational Health and

Safety, investigations, budget, threat assessment and response, and fleet management.

- Provide leadership in the development, implementation, and ongoing execution of sound public safety and law enforcement practices, policies, initiatives, and actions that promote campus safety and security.

17 Excellent Customer Service Skills

- Cultivates positive community relations by interacting with civic and community groups; is approachable by the staff and public
- Skill in working with citizens and the public in a diverse community
- Excellent customer service skills, evidenced by demeanor and previous training.
- A strong commitment to excellent customer service is required.
- Demonstrated evidence of detail orientation, customer service orientations, ability to work independently, and great levels of responsibility required
- Customer Service – Manage difficult or emotional customer situations, respond promptly to individuals’ needs, follow through with requests, solicit feedback to improve service, respond to requests for service and assistance, and meet commitments. Build positive relationships and rapport with the campus and nearby communities.

18 Can be Contacted 24 Hours a Day, 7 Days a Week

- This position is designated an essential employee position. Essential employees are those required to report to work even when the University and/or College operations are suspended
- Must be willing and able to be accessible during non-work hours in case of emergencies or other demands.
- Ability to work on-call, grave yard shifts, holidays and weekends.
- Required to be on call 24 hours daily for all emergencies
- Remain on call for emergency response, as needed.
- The ability to work additional evening and weekend hours to support a primarily residential campus, and will be required to be on-call
- Be available for 24-hour call back as required

TRAITS

19 High Moral Character

- We expect truth, honesty and ethical behavior from all members of our department. We uphold our position of public trust by maintaining the highest level of professional integrity and ethical standards through strict adherence to the administrative codes of our university and the laws of our nation, state and region
- Absolute and unwavering integrity and honesty both on and off the job
- Maintain moral integrity

20 Visionary

- Provide vision for the Public Safety department including the establishment of goals and objectives that support the mission of Utah State University.
- Meet regularly with other local and state law enforcement agency heads to identify and facilitate resolutions to common problems and issues.

21 Energetic

- High energy, enthusiasm, and creativity
- Highly energetic

22 Critical Thinker

- Analyze situations; direct personnel and oversee problem solving efforts
- Skill in long term strategic planning and critical thinking
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals
- Strong analytical, critical thinking and decision making skills

23 Models and Acts with Integrity

- Impeccable integrity
- Evidence of impeccable integrity in working with a management team
- Maintain moral integrity
- Ethics - Treat people with respect, work ethically and with integrity, and uphold organizational values
- Sets an example as an ethical and professional police supervisor, on and off duty.
- Professionalism and organizational integrity

24 Mentally Alert

- Sound mental judgement

- Mentally alert

25 Shows Sound Judgement

- Handle grievances, maintains departmental discipline, and is ultimately responsible for the conduct and general behavior of department personnel.
- Prioritizes and allocates available resources, reviews and evaluates program and service delivery, makes recommendations for improvement and ensures maximum effective service provision.
- Ability to exercise sound judgment in evaluating situations and in making decisions

26 Instills Confidence and Trust

- Effectively manage emergency or life threatening situations
- Demonstrated ability to bring creative, innovative ideas to bear in addressing personnel, deployment and general policing challenges.
- Effectively manage emergency or life threatening situations
- The Chief has a high public profile in representing University Police, maintains positive relationships with constituents, and collaborates with a broad array of campus stakeholders, municipal police departments and state/federal agencies.
- Select, train, manage and lead department personnel

27 Decisive Leader

- Responds to departmental needs when higher-level decisions and/or additional resources are required.
- Signature authority and official Appointing Authority for all classified staff personnel and actions.
- Must have demonstrated consistent use of good judgment in decision making, able to respond to a variety of difficult situations, and able to defuse volatile situations
- Able to handle multiple priorities simultaneously, with a focus on accuracy and timeliness.
- Evaluate a situation, make effective decisions under pressure, and take appropriate action

28 Optimistic Outlook

- Must be able to consistently present a positive attitude and promote harmonious team environment
- Foster positive and harmonious working relationships with those contacted in the course of work.
- Maintain a positive attitude

- Positive 'can-do' attitude

29 Self-Accountability

- Assumes management responsibility for all services and activities of the Department of Public Safety including safety, security, and public assistance
- Assumes management responsibility for all services and activities of the Campus Police & Safety Department including safety, security, and public assistance
- Be accountable for the actions or omissions of officers under their supervision

30 Insightful

- Broad base of knowledge and skills related to college security, safety, law enforcement, and investigation including experience responding to incidents involving sexual harassment and sexual violence
- Knowledge of Student Development theory and practice (preferred)
- Ability to use independent judgment and to manage and impart information to a range of clientele and/or media sources
- Considerable knowledge of the stress dynamics and social implications of law enforcement work

31 Remains Calm Throughout Stressful Situations

- Ability to think and act quickly and calmly in emergencies
- Work effectively in physically, psychologically and emotionally stressful situations
- Act quickly and calmly in emergencies
- Work under pressures of stressful situations and deadlines

32 Self-Motivated

- Must be highly organized, self-motivated, self-directed, and team-oriented
- Highly self-directed, well organized, detail oriented, and able to complete tasks with a minimum degree of supervision
- Self-directed, works well independently and in a group capacity to achieve goals
- Problem solving skills and a self-motivated attitude

CREDENTIALS

33 Possesses a Doctorate

- Bachelor's degree and 10 years of related experience; OR a Master's degree and 8 years of related experience; OR a Ph.D. or other professional degree and 5 years of related experience.

34 Possesses a Graduate Degree

- Master's degree, preferred
- Master's degree in a related field.
- Bachelor's degree in Criminal Justice or related area (Master's degree preferred)
- Master's degree required, preferably in a relevant field, such as Administration, Criminal Justice, Law Enforcement, Sociology, or Education

35 Possesses a Bachelor's Degree

- The successful candidate must possess a bachelor's degree or the ability to complete degree requirements within 12 months of hire. Master's preferred.
- Bachelor's Degree
- Bachelor's or master's degree in criminal justice or related field
- Successful graduation from an accredited college or university with a Bachelor's degree in Criminal Justice, Police Science, Public Administration or a related field.

36 Graduated from a Nationally Recognized Police Command School

- Graduate of the FBI National Academy or similar type executive training program
- Graduate of the FBI National Academy, FBI-LEEDS, Command Leadership program or similar.
- Prefer candidate to be a graduate of FBI National Academy, Southern Police Institute Administrative Officers Course, or equivalent advanced law enforcement training.
- Graduation from FBINA or Command College
- Attendance at law enforcement leadership academy or institute (i.e. FBI National Academy, Southern Police Institute, Northwestern School of Staff & Command)

37 Experience Working in a University Setting

- Ten years' full-time experience working in a police department with three years of experience in administration/management, preferably in a higher education environment.
- Five years' experience in Campus law enforcement.

- Experience working on a large college/university and/or health sciences campus is highly desirable
- Ten or more years of progressive supervisory experience preferably at a college/medical center
- Experience in a college or university setting is strongly preferred

38 Extensive Law Enforcement Experience (at least 10 years of experience)

- Successful law enforcement experience at a supervisory or management level.
- Ten years full-time experience working in a police department with three years of experience in administration/management, preferably in a higher education environment.
- Minimum ten (10) years' experience in progressively responsible law enforcement work, including considerable experience in a supervisor capacity in supervision and administration.
- Experience of ten years or more in a Public Safety management position.

39 Knowledge of Emergency Management

- Meet regularly with the emergency manager to review the current status of the Emergency Operations Plan and emergency preparedness, receive regular training in emergency management, and keep abreast of current trends in this area.
- Professional experience must include community engagement, incident management, threat assessment, and community security.
- FEMA Incident Command Training at ICS300 or higher, with demonstrated satisfactory experience in developing operational plans and conducting exercises
- Knowledge and experience in utilizing NIMS and ICS
- Provides administrative oversight to the campus emergency management systems
- Experience coordinating emergency management, critical incident response and/or crisis intervention situations

40 Knowledge of Campus Safety and Security Reporting (Clery Act)

- Knowledge of Clery and Title IX
- Prepares and distributes information in accordance with Clery Act Guidelines
- Ensures compliance with the Clery Act as well as the creation and distribution of the Annual Security and Fire Safety Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act.

- Reviews the campus Annual Safety Report and Clery Report for accuracy and ensures all guidelines are met and the timely submission of each
- Ensure compliance with federal regulations and Clery reporting
- Strong understanding and knowledge of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime

41 Knowledge of Title IX (Sexual Discrimination)

- Knowledge of Clery and Title IX
- The Director ensures department works closely with Title IX Coordinator regarding NY state mandated enforcement of education requirements, safety interim measures and investigative support
- Expert knowledge of Clery Act, Title IX, Campus SAVE ACT, and other relevant federal regulations.

42 Knowledge of Police Accreditation Standards

- Supervise and direct all Professional Standards and Compliance matters to include Accreditation, Training, Internal Affairs, and Risk Management
- Ensure compliance with law enforcement accreditation standards
- Preferred qualifications include an advanced degree, experience with law enforcement in a university setting, and knowledge of higher education law enforcement policies, practices, techniques, and accreditation standards.
- Oversees the maintenance of accreditation requirements for the department.
- Ensure compliance with law enforcement accreditation standards

43 Budgetary Experience

- Manage a budget of \$1.6 million dollars.
- Knowledge of principles of advanced law enforcement, public administration, supervision, budget preparation and administration.
- Develops the plans and budgets for physical security and safety systems and oversees implementation
- Responsible for the budget and overseeing fiscal management of the department. Works closely with the budget office and departmental HR and Finance Manager on day-to-day financial activities.
- Experience managing budgets, preferably with specific experience related to maintaining overtime costs, and training needs
- Skill in financial planning and fiscal management

44 Experience with Community Oriented Policing

- Demonstrated understanding and commitment to community policing.
- Possess experience in the CPOP and SARA model policing methods

- Demonstrated background and philosophy of working within Community Policing Principles
- Demonstrated successful experience in broad-based community policing programs designed to foster improved relations between police and their community

45 Supervisory Experience

- 5 years progressive supervisory experience with a total of ten years in law enforcement
- Minimum ten (10) years' experience in progressively responsible law enforcement work, including considerable experience in a supervisor capacity in supervision and administration
- Typically requires a Bachelor's degree or higher plus 12 years of related experience, or an equivalent combination of education and experience.

46 Extensive Knowledge of Current Legal Issues

- Must show a demonstrated interest in self-improvement by taking advantage of educational opportunities in new laws and innovations in law enforcement.
- Must possess a thorough knowledge of all applicable local, state and federal laws.
- Reviews and interprets laws, policies, rules and regulations affecting the University and the protection of public safety. With the assistance of University Counsel, monitors changes in laws, court decisions, regulations and technology that may affect departmental operations; implements policy, procedural and operational changes as required.
- Must possess a thorough knowledge of the principles and procedures of modern police science and administration.

47 Acts as a Liaison with Federal, State, and Local Law Enforcement Agencies

- Meet regularly with the fire marshal to ensure that the campus is in compliance with International Fire Codes and other building standards.
- Ability to establish and maintain satisfactory working relationships with the public, city officials, governmental authorities and employees.
- Establishes and maintains effective working relationships with law enforcement agencies of other jurisdictions, including local, state, and federal agencies. Develops or supports Mutual Aid protocols with other agencies.
- Develops and maintains an ongoing collaborative relationship with the Denver and Aurora Police, Adams County Sheriff's Department, Adams County, Auraria Campus Police Department and City of Aurora Courts on management of investigation areas of overlapping jurisdictions, and other areas of mutual interest and concern.

- Maintain a professional liaison with local, state, and federal safety agencies

48 Ability to Write Departmental Policy and Procedures

- Ability to develop policy and departmental objectives, within the expectations and goals of the institution.
- Formulate department rules, procedures and policies, and insure their fair and equitable implementation
- Responsible for implementing all established security, police plans, and procedures

49 Effectively Oversees Responses to Student Needs, Questions, Concerns, and Complaints

- Address performance and personnel issues appropriately and resolve complaints and resolve problems
- Must possess strong interpersonal skills, including the ability to interact and work with students, parents, employees, and visitors.
- Develop positive relationships by meeting regularly with student organizations and key University department leaders
- Review initial complaints from citizens against officers and determine course of action.

Appendix C: Survey Recruitment Letter

NCSU Doctoral Student Survey: Preferred Qualities in a University Police Chief

To: University Administrators

From: Brian Thomas, NCSU Doctoral Student

Date: December 17, 2016

Re: Request for Participation in Research Study

I am doctoral student at North Carolina State University (NCSU) in addition to being a sworn police lieutenant at another university. I am presently working on my dissertation for my Doctorate in Adult and Community College Education at NCSU. My dissertation topic pertains to behaviors, traits, and credentials desired in applicants for the position of sworn University Police Chief at institutions of higher education. I am requesting the assistance from higher education administrators (e.g. Vice Chancellors/ Associate Vice Chancellors and Vice Presidents/ Associate Vice Presidents) who would be responsible for hiring a Police Chief at institutions of higher education that utilize university police dependents consisting of sworn police officers.

You are being asked to participate in this entirely voluntary Q sort survey. You have the right to complete this survey, to choose not to complete it, or to stop participating at any time. Should you decide to initially participate in this survey but then choose not to complete it for any reason, your answers will not be recorded. The survey will take approximately 30 minutes to complete and your answers are strictly confidential. There is no compensation nor benefit for responding. There is minimal risk as the purpose of this survey is to obtain your personal opinion(s) in regard to behaviors, traits, and credentials desired in an applicant seeking the position of University Police Chief at your respective institution.

While information in this study is confidential, it is not entirely anonymous as some basic biographical information (age range, gender, type of institution (public vs private), and your current position title at your institution will be requested. Your responses to these questions will not be recorded in any manner that could identify you as a participant in the survey nor will the name of your institution be reported. At the conclusion of the survey, you will be asked if you would be willing to participate in a follow-up interview via email or phone to afford you the opportunity to better articulate your reasoning for answering the questions in the manner that you did. This portion of the survey is completely voluntary and opting not to be contacted does not preclude you from participating in the initial survey.

The survey is available at the link enclosed to this email. No references will be made in oral or written reports which could link you to the study. If you choose to participate in this survey, please answer all questions as honestly as possible and make sure to answer every question.

Completion of this survey will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me through the email listed below. If you are not satisfied with the manner in which this study is being conducted or you believe your rights have been violated, you may report (anonymously if you so choose) any complaints to Deb Paxton, NC State University Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at (919)-515-4514.

Sincerely,

Brian Thomas
North Carolina State University
Bsthoma5@ncsu.edu

Follow this link to the Survey:

<https://application.qsortware.net/user/bsthomas/>

Or copy and paste the URL below into your internet browser:

<https://application.qsortware.net/user/bsthomas/>