

THE CITY OF COLUMBUS

Audit

of

City of Columbus Entry-Level Police Recruitment and Selection

Submitted to:

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Executive Summary

Overview and Summary

As per the scope of work, Winfred Arthur, Jr. PhD (henceforth variously referred to as "we" in this report) was contracted by the City of Columbus (henceforth variously referred to as "City" in this report) to:

"audit the activities associated with the City of Columbus hiring of entry-level Police Officer from applicant recruiting to candidate appointment. Currently this consists of: recruiting, application filing, four-phase test, collection of background information, polygraph, review of file, background investigation, oral review board, physical fitness testing, conditional appointment, post-offer medical (including physical, stress test, psychological screen), final background review, and onboarding to start the academy."

Although, as per the scope of work, the focus of the present audit is not on policing practices and the perception of negative police interactions with some segments of the served community, such issues are nevertheless germane to this audit because recruitment and selection policies, practices, and procedures play a pivotal role in and impact the composition of the police department. The gatekeeping role said policies, practices, and procedures play is unquestionable; human resource systems determine who is let into the organization, with what skill sets, competencies, and attitudes, and who is kept out. Consequently, it is essential that public sector organizations have in place, recruitment and selection systems that attract all qualified applicants, (and just as importantly, are perceived as such), and then subsequently subject candidates to selection decision-making processes that are standardized, objective, reliable, and valid. Selection decisions are standardized if all candidates are subjected to the same processes in the same manner. They are objective; however, if they entail judgmental and subjective process (such as an interview, for example), then systems are put in place to minimize judgmental and rating errors and biases. Selection decisions are reliable if the scores obtained from them are free of measurement error and are consistent. And finally, they are valid to the extent they are based on factors that are job-related (i.e., predict success as a police officer). In short, a system that meets the preceding criteria and as such, is designed and implemented in a manner consistent with scientific, professional, and legal standards and guidelines¹ would [also] be fair by ensuring that candidates are not disadvantaged as a result of non-job-related factors.

¹ (a) American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (AERA, APA, & NCME; 2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association. (b) Society for Industrial and Organizational Psychology (SIOP; 2018). *Principles for the validation and use of personnel selection procedures* (5th ed.). Bowling Green, OH: Author. (c) EEOC et al. (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, 43, 38290-38315.

The above standards therefore served as the fundamental basis for our review and audit of the various steps that constitute the City of Columbus' entry-level police recruitment and selection process. The audit was conducted by (a) reviewing various documents and materials, (b) reviewing the pertinent academic and applied literature, (c) interviewing City personnel associated with the design, development, and implementation of the recruitment and selection steps, City personnel who dealt with issues resulting from the recruitment and selection process in their capacity as City employees, and members of the community, and (d) designing and implementing a survey of internal and external stakeholders, and the 2019 job applicants.

As a result of the audit, we make a number of suggestions and recommendations to address specified issues to bring the system more in line with expected professional and scientific standards, and even legal standards as well as warranted, and generally improve them (see Section II and Section III of the report). This is particularly the case for the steps that reside in the Division of Police and the Department of Public Safety. Indeed, consonant with this, one of our recommendations is to move all the selection steps and processes into, or at least under the control or direction of the Civil Service Commission (CSC; Recommendation 38). This is because in contrast to the CSC steps, the Division of Police and Department of Public Safety steps, which are judgmental and subjective in nature, lack documentation formally describing their design, development, implementation, and evaluation—raising concerns about the extent to which they meet the standards noted above. However, if the suggested transition is not administratively or practically feasible, then other specific recommendations to improve on these steps (and their constituent systems and processes) are provided as well. We also recommend the suspension of the Oral Review Board (until it has been redesigned and validated; Recommendation 28; Recommendation 29), a shift in the focus of the polygraph (Recommendation 23; Recommendation 34), the elimination of the Chain of Command Review (Recommendation 30), broadening the content domain of the COPE to measure noncognitive constructs (soft skills) or at least ensuring it does so (Recommendation 11, Recommendation 13), shortening the time interval in the updates to the job analysis (Recommendation 10), revisiting the minimum qualifications and removal standards to ensure that their use can be justified (Recommendation 17; Recommendation 27), and using only one physical ability test (Recommendation 15).

An employee selection system and the resultant quality of hires into the organization is going to be only as good as the quality of the applicant pool. Consequently, the importance of the issues and concerns raised and noted about the recruitment process cannot be overstated. To that end, one of our recommendations is to undertake a thorough evaluation of the Division of Police Recruiting Unit's **Recruitment Plan 2020-2024** (Recommendation 1), something that is "promised" in this strategic plan document. A comprehensive formal documentation of exactly what was done, and an evaluation of whether it worked, will be invaluable in providing specific

guidance going forward on the specific action steps that need to be taken to achieve the recruitment goals and objectives.

Section III of this report presents a compilation of 38 specific recommendations, along with a rationale and comments pertaining to each. (The recommendations for each step are also presented in Section II after the review of each step.) All of these recommendations may not be implemented—that is obviously an executive decision beyond our purview—however, they each serve as a basis for discussion about how to improve the current recruitment and selection steps to ensure that the City has in place systems that are standardized, objective, reliable, and valid, and as a result, are fair to all applicants.

In closing, the goal of a diverse police department whose officers are effective in their interactions with the communities they serve, cannot obviously be tasked to *only* the recruitment and selection systems and processes. Yes, sound recruitment and selection practices are essential to ensure that all applicants have a fair equal opportunity based on their qualifications, but the role of training in shaping organizational values, norms, and ultimately culture cannot be overstated. Thus, although it is beyond our scope of work, the role of the academy in the accomplishment of the specified goals (e.g., "*recruiting and producing future officers that reflect the vision and values of the communities served by CPD*" [CCSAC Report, Recommendation 13, Question 9]) is pivotal. Individuals can be trained, oriented, and socialized in the specified vision and values. Hence, for instance, from one perspective, it does not matter who one recruits and hires if the focus of training is on "warrior training" instead of training as a "public servant". In summary, training plays an important role, via socialization, in shaping climate and culture and ultimately the behavior and actions of an organization's members,² (in this instance, officers on the street).

Organization of This Report

In addition to the executive summary, this report also consists of 5 sections and 7 appendices of supporting materials/information. Section I presents the scope of work of the audit, its' goals and objectives, and how they were accomplished. Section II presents a review of each step of the recruitment and selection process. The recommendations for each step are also presented at the end of its review. Section III presents a list of all the specific recommendations resulting from the review and audit. This is a repetition of the recommendations for each step collapsed into a single section. In addition, the rationale and comments pertaining to each recommendation are also presented in this section.

² (a) Chao, G. T. (201). Organizational socialization: Background, basics, and a blueprint for adjustment at work. In S. W. J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology, Vol. 1* (pp. 579-614). New York: Oxford University Press. (b) Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational socialization Its content and consequences. *Journal of Applied Psychology, 79*(5), 730-743.

Section IV presents our responses/answers to the questions posed in Recommendation 13 of the **Columbus Community Safety Advisory Commission (CCSAC) Report** (pages 45 and 46). Section V presents a response to Question 10 from **Recommendation 13 of the Columbus Community Safety Advisory Commission Report**.

Pertaining to the appendices, Appendix A presents a (partial) list of the documents and materials reviewed for the audit. Appendix B presents a review of the academic and applied literature on recruitment practices in general. Appendix C presents some best suggested practices for police recruitment and selection based on a review of the academic and applied literature. Appendix D presents the results of a content analysis of the Division of Police's recruitment messages. Appendix E presents a review of the pre-employment polygraph academic and applied literature. Appendix F presents an overview of the psychometric and other characteristics of the pre-employment polygraph and its alternatives. Appendix G presents the results of the survey that was conducted as part of this audit.

SECTION I

Introduction

Scope of Work: Goals and Objectives

As per the scope of work, Winfred Arthur, Jr. PhD (henceforth variously referred to as "we" in this report) was contracted by the City of Columbus (henceforth variously referred to as "City" in this report) to:

"audit the activities associated with the City of Columbus hiring of entry-level Police Officer from applicant recruiting to candidate appointment. Currently this consists of: recruiting, application filing, four-phase test, collection of background information, polygraph, review of file, background investigation, oral review board, physical fitness testing, conditional appointment, post-offer medical (including physical, stress test, psychological screen), final background review, and onboarding to start the academy."

Although, as per the scope of work, the focus of the present audit is not on policing practices and the perception of negative police interactions with some segments of the served community, such issues are nevertheless germane to this audit because recruitment and selection policies, practices, and procedures play a pivotal role in and impact the composition of the police department. The gatekeeping role said policies, practices, and procedures play is unquestionable; human resource systems determine who is let into the organization, with what skill sets, competencies, and attitudes, and who is kept out. Consequently, it is essential that public sector organizations have in place, recruitment and selection systems that attract all qualified applicants, (and just as importantly, are perceived as such), and then subsequently subject candidates to selection decision-making processes that are standardized, objective, reliable, and valid. Selection decisions are standardized if all candidates are subjected to the same processes in the same manner. They are objective; however, if they entail judgmental and subjective process (such as an interview, for example), then systems are put in place to minimize judgmental and rating errors and biases. Selection decisions are reliable if the scores obtained from them are free of measurement error and are consistent. And finally, they are valid to the extent they are based on factors that are job-related (i.e., predict success as a police officer). In short, a system that meets the preceding criteria and as such, is designed and implemented in a manner consistent with scientific, professional, and legal standards and guidelines³ would [also] be fair by ensuring that candidates are not disadvantaged as a result of non-job-related factors.

³ (a) American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (AERA, APA, & NCME; 2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association. (b) Society for Industrial and Organizational

Consequently, consonant with the preceding and as per the scope of work, the goals and objectives of the audit were to:

1. Identify the major steps that constitute the City of Columbus' recruitment and selection process for entry-level Police Officers. These steps and their temporal sequencing are illustrated in Figure 1.
2. Undertake a detailed review and audit of the practices, procedures, and systems that constitute each step with the intent of answering the following questions:
 - (a) Are there any stated goals and objectives? Are they explicitly stated and documented or implicit? What are they?
 - (b) What systems, steps, practices, and procedures are in place to facilitate or ensure that the goals and objectives are achieved?
 - (c) What is the current record of success? Are the goals and objectives being met? What are the criteria or outcomes of success? Is there a formal, systematic means of evaluating and documenting success (i.e., the accomplishment of the goals and objectives)?
 - (d) Given the specified design and implementation of the step, and systems in place to ensure or facilitate the attainment of the goals for the step, to what extent are these consistent with scientific and professional standards, and where warranted, legal standards?
3. On the basis of the answers to the preceding questions, make recommendations, as warranted, to rectify and/or address any said shortcomings or deficiencies that were identified. Strengths were also to be noted and highlighted.

The scope of work also tasked us to answer the questions posed in Recommendation 13 of the **Columbus Community Safety Advisory Commission (CCSAC) Report** (pages 45 and 46).

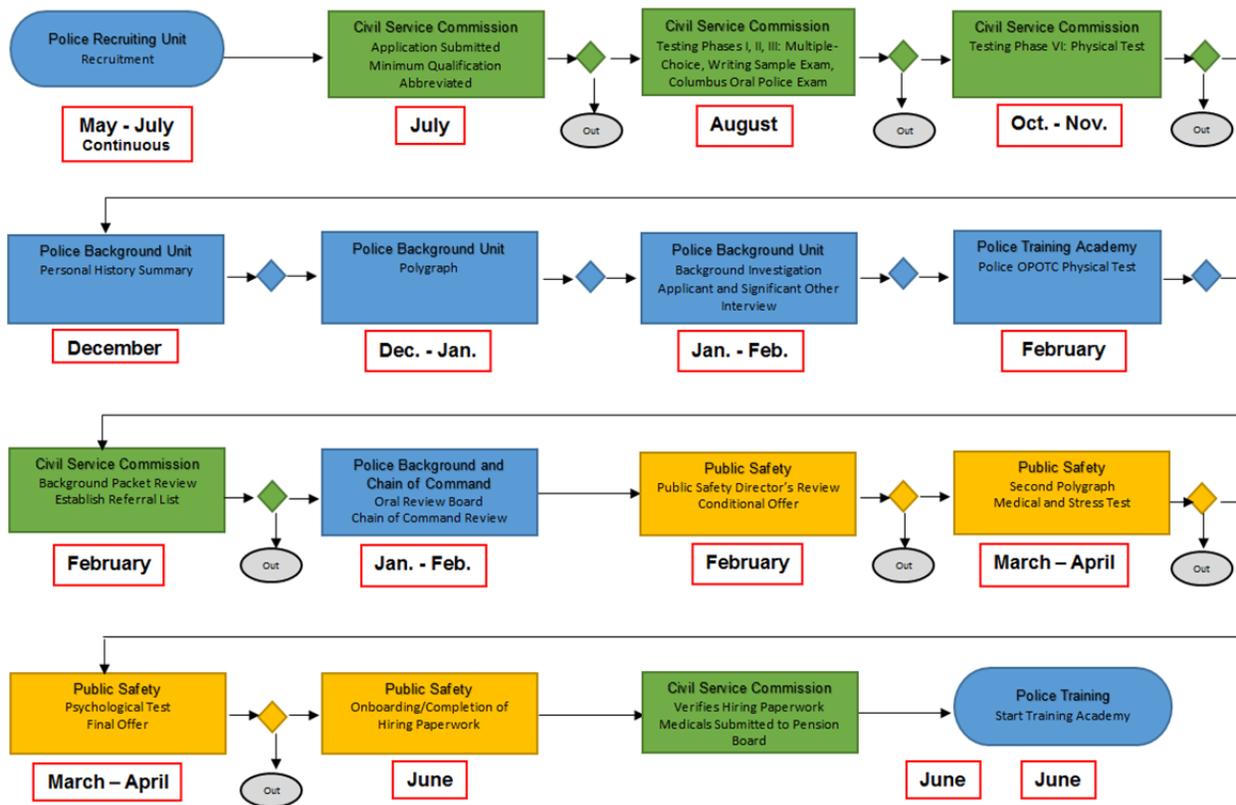


Figure 1. City of Columbus Police Officer selection process flow chart. The diamond shapes represent City of Columbus decision points where candidates are considered for removal or removed. The following are *not* reflected in the chart: appeals, retest opportunities, and candidates self-selecting out.

How Audit Goals and Objectives Were Accomplished

We used information gathered from multiple sources to conduct the audit. These are next described.

Review of Documents and Materials

As part of the submission of the audit plan in November, 2020, we had received 109 documents from the City. Appendix A presents a listing of these files and how they pertain to the listed recruitment and selection steps. In addition, upon commencement of the audit, we received (sometimes upon request) an additional 71 files/documents. These materials and documents were extensively reviewed for the audit.

Interviews

We conducted a total of 27 2-hr interviews⁴ with a wide range of individuals, starting with those who were listed as the primary contacts for specified steps of the recruitment and selection process in the contact list provided to us (see Appendix A). Five of the interviewees were not directly involved in the design, development, and implementation of any particular step in the process but dealt with issues pertaining to the process in their capacity as City employees. Finally, eight of the interviewees were members of the community. All interviews were conducted virtually.

Literature Review

Where warranted, we undertook a detailed review of the academic and applied literature and used the resultant summaries to inform the audit and our recommendations. Along similar lines, a detailed content analysis of public-facing online recruitment materials was also undertaken,

Survey

We designed and implemented a survey to obtain data to answer specified questions posed in Recommendation 13 of the CCSAC Report (e.g., Questions 1, 7, and 12). The survey was also designed to obtain information about the recruitment and selection steps in particular, and the whole process in general (e.g., overall satisfaction with the process). Survey participants were internal (employees of the City) and external (community members) stakeholders and the 2019 applicants.

Draft Report Submission, Review, and Feedback

A draft of this report was submitted on October 11th for review and feedback to ensure there were no factual inaccuracies in terms of the descriptions and our understanding of the recruitment and selections systems as implemented and practiced. (We did not receive any feedback or comments after October 30th and so we proceeded to finalize the report after this date.) As a result of the review period, we, for example, received a handful of documents that had not previously been shared with us. Any such subsequent information and documents were reviewed and considered and the information contained therein incorporated into this final version of the report as warranted. A list of the documents and comments that were received during the review period and the specific actions taken or lack thereof as a result, is available upon approved request.

⁴ A handful of the interviews were scheduled for less than 2 hrs due to the availability of the participant. A few also run over 2 hrs. Three individuals on the contact list for the recruitment and selection steps were unavailable to be interviewed but others were made available in their stead.

Organization of This Report

In addition to the executive summary, this report also consists of 5 sections and 7 appendices of supporting materials/information.

- Section I, the present section, presents the scope of work of the audit, its' goals and objectives, and how they were accomplished.
- Section II presents a review of each step of the recruitment and selection process as per the questions posed in Item 2 in the goals and objectives section above. The recommendations for each step are also presented at the end of its review.
- Section III presents a list of all the specific recommendations resulting from the review and audit. Justifications and/or comments pertaining to each recommendation are also presented.
- Section IV presents our responses/answers to the questions posed in Recommendation 13 of the **Columbus Community Safety Advisory Commission (CCSAC) Report** (pages 45 and 46).
- Section V presents a response to Question 10 from **Recommendation 13 of the Columbus Community Safety Advisory Commission Report**. To provide a comprehensive answer to this question, which asked "*Is there a rational relationship between disqualifiers and future job performance?*", its length was such that it warranted its own section.

In addition to the five sections noted above, there are also multiple appendices that contain important supporting material and information that were pivotal to the audit and the resultant recommendations. Some of these are briefly described below.

- Appendix B presents a review of the academic and applied literature on recruitment practices in general.
- Appendix C presents some best suggested practices for police recruitment and selection based on a review of the academic and applied literature.
- Appendix D presents the results of a content analysis of the Division of Police's recruitment messages.
- Appendix E presents a review of the pre-employment polygraph academic and applied literature.
- Appendix F presents an overview of the psychometric and other characteristics of the pre-employment polygraph and its alternatives.
- Appendix G presents the results of the survey. Part 1 presents the stakeholders' quantitative results. Part 2 presents the applicants' quantitative results, and Part 3 presents the results from the open-ended responses for both stakeholders and applicants.

SECTION II

Review of Each Step in the Recruitment and Selection Process

Introduction

This section of the report presents a review of each step of the recruitment and selection process (see Figure 1) and consists of the following five sub-sections:

1. Recruitment
2. Civil Service Testing
3. Background Investigation
4. Oral Review Board, Chain of Command Review, and Conditional Offer
5. Psychological Test

For each step, we first (a) present a summary description of the step, followed by (b) a discussion of the goals and objectives of the step (i.e., are there any, and if so, what systems are in place to ensure that they are achieved). Next, we discuss (c) the success of the step, that is, the extent to which the stated goals and objectives are being met. This is followed by (d) an examination of whether the design, development, implementation, and evaluation of the step are in conformance with scientific, professional, and legal standards. Finally, (e) specific recommendations to address concerns noted, and improve on the specified step are listed. The total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III also includes the rationale and comments pertaining to each recommendation.

Recruitment

Summary Description of Step

An employee selection system and the quality of hires is going to be only as good as the quality of the applicant pool. This highlights the criticality of recruitment as a human resource management system. Recruitment can be summarized as "an employer's actions that are intended to (1) bring a job opening to the attention of potential job candidates who do not currently work for the organization, (2) influence whether these individuals apply for the opening, (3) affect whether they maintain interest in the position until a job offer is extended, and (4) influence whether a job offer is accepted" (Breugh, 2008, pp. 103-104⁵). There are a number of hypotheses underlying how recruitment practices affect applicant decision making (Breugh, 2013⁶), specifically, (a) persons recruited through the utilization of certain recruitment practices are more likely to possess a more complete picture of what a job in an organization entails, which allows them to make a more accurate assessment about whether or not a job is a good fit for them (realism hypothesis), and (b) different recruitment methods attract the attention of different types of people who possess individual differences that are systematically linked to key outcomes of recruitment (individual-difference hypothesis).

The importance of recruitment as a human resources function is highlighted by the fact that it can influence a host of critical organizational factors such (a) the type of employees hired, (b) the knowledge, skills, abilities, and other characteristics (KSAOs) and competencies of employees in the organization, (c) employee performance, (d) retention rate, (e) diversity of organizational members, and (f) culture (Breugh, 2013).

The Recruiting Unit of the Division of Police currently has what appears to be a comprehensive, well-thought-out, thorough recruitment plan as articulated in the **Recruitment Plan 2020-2024** and supplemented by the document **A Strategic Plan for Diversity in Police Recruiting**. For instance, consistent with the content of these documents, information obtained from the interview indicate that a wide range of sources, such as social media, websites, TV ads, mailing lists, and presence and presentations at recreational and community centers, and job fairs (including college job fairs), will be used. Again, the interested reader is referred to the **Recruitment Plan 2020-2024** document for a very clearly articulated recruitment strategy and plan.

⁵ Breugh, J. A. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management Review*, 18, 103-118.

⁶ Breugh, J. A. (2013). Employee recruitment. *Annual Review of Psychology*, 64, 389-416.

Goals and Objectives

(a) Are there any stated goals and objectives? Are they explicitly stated and documented or implicit? What are they?

The goals and objectives of the Recruiting Unit are clearly stated in the **Recruitment Plan 2020-2024**. For instance, it is noted that *"the mission of the Recruiting Unit is to actively recruit talented men and women for the position of Police Officer with the Columbus Division of Police. The Recruiting Unit aims to recruit underrepresented groups within the City of Columbus in accordance with the City's Equal Employment Opportunity Plan."* (p. 3). Additional statements, such as *"The goal of the Columbus Division of Police's Pipeline Project is to double the percentage of uniformed officers hired from traditionally underrepresented demographic groups representative of the community in the next ten years."* (pp. 3-4) are reflective of these goals and objectives. In summary, in the **Recruitment Plan 2020-2024**, the Recruiting Unit lists the following as its "principle overarching goals" (p. 5):

- "1. Increase the number of applicants who signed up for Civil Service Police Officer Examination . . . by 10%; 1942 applicants signed up for the 2019 Examination.*
- 2. Increase attendance to Phase One of the Civil Service exam by 10%; 880 candidates showed up for the 2019 exam.⁷*
- 3. Increase the list of ranked eligible candidates by 5%; 402 were ranked eligible candidates from the 2019 test.*
- 4. Maintain the eligibility list to 40% or more diverse candidates after the four phases of the Civil Service exam. The eligibility list after the 2019 exam was 43% diverse candidates."*

In summary, the thrust of these goals are consonant with the directive "by Mayor Andrew Ginther to double the number of diverse uniformed patrol officers by 2028." (p. 3). That said, whereas there is acknowledgement of these explicitly stated goals, the results of the interviews and survey also indicated that these goals may not be internalized in the Division. Indeed, there seemed to be some sentiment that the efforts to increase the diversity of the Division was nothing more than a "lowering of standards" instead of the removal of non-job-related barriers and factors that disadvantage individuals from underrepresented groups and subsequently give them a fair and equal chance to be competitive applicants.

⁷ The data obtained from the Civil Service Commission indicated 1,049 candidates were present for the Phase I testing.

(b) What systems, steps, practices, and procedures are in place to facilitate or ensure that the goals and objectives are achieved?

The specific steps, practices, and procedures for achieving the Unit's goals and objectives are encapsulated in its stated strategic programming goals along with the long-term goals and strategies (see the specified sections in **Recruitment Plan 2020-2024**). The **Recruitment Plan 2020-2024** also clearly specifies the sources of recruitment and specific recruitment activities to be undertaken pertaining to each of the sources. So in summary, in its totality, in the accomplishment of its stated goals and objectives, the Recruiting Unit performs the following broad functions (as stated the **Recruitment Plan 2020-2024**, p. 16):

1. Designs advertisements for yearly recruitment campaigns
2. Contacts/coordinates with media outlets
3. Distributes and promotes recruitment campaign
4. Assists applicants through application process, examinations, and the hiring process
5. Facilitates Diversity Recruiting Council meetings
6. Promotes and facilitates the Columbus Division of Police Safety Corps Program
7. Promotes and aids the Columbus Division of Police Cadet Program in conjunction with Columbus Public Schools with a focus on the Columbus Downtown High School.

Success

What is the current record of success? Are the goals and objectives being met? What are the criteria or outcomes of success? Is there a formal, systematic means of evaluating and documenting success (i.e., the accomplishment of the goals and objectives)?

As noted and conveyed in preceding comments and observations, the Recruiting Unit of the Division of Police currently has what appears to be a comprehensive, well-thought-out, thorough recruitment plan as articulated in the **Recruitment Plan 2020-2024**. However, during the audit phase, we were not provided with nor were we able to locate any evaluation and subsequent documentation of the extent to which the stated goals and objectives were being met, this was in spite of a statement in the **Recruitment Plan 2020-2024** to the effect that "*The recruiting Unit will revisit and measure the success, change the priorities as needed, and amend the strategies to accomplish parity for diversity. An after-action report will be included annually at the conclusion of each recruitment cycle to measure our efforts.*" (p. 12).

That said, during the review period for the draft report, we were provided with a 2½-page memo (subject "**2020-2024 Recruiting Plan Addendum (Analysis of Year 1)**") that provides information on what was done (i.e., implementation) in 2020, and a description of "successes". This document starts of by noting the challenges faced by the Recruiting Unit as a result of the

COVID-19 pandemic, and the steps taken to address them, such as the move to a larger emphasis on virtual recruitment activities. However, although the information contained therein may be a satisfactory documentation of what was done (and is not inconsistent with information obtained from the interviews suggesting that some of the strategies outlined in the **Plan** may have been implemented), it is rather deficient in providing a full, formal evaluation of the effectiveness or outcomes of these activities. Indeed, consonant with the information obtained during the interviews, the only objective metric of recruitment effectiveness that is reported and discussed is the number of candidates at Phase 1 testing, broken down by demography. These numbers, which we obtained from CSC data, are presented in Table 1 and illustrated in Figure 2. As these data indicate, although there has been a decline in the total number of applicants, the proportion of applicants from underrepresented groups has remained about the same or shown a slight increase.

Table 1
Number of Applicants at Phase I Testing in 2018-2020 by Candidate Demography

	Year		
Applicants	2018	2019	2020
Total	2242	1942	1521
Black	502 (22%)	415 (21%)	388 (26%)
Female	338 (15%)	323 (17%)	279 (18%)

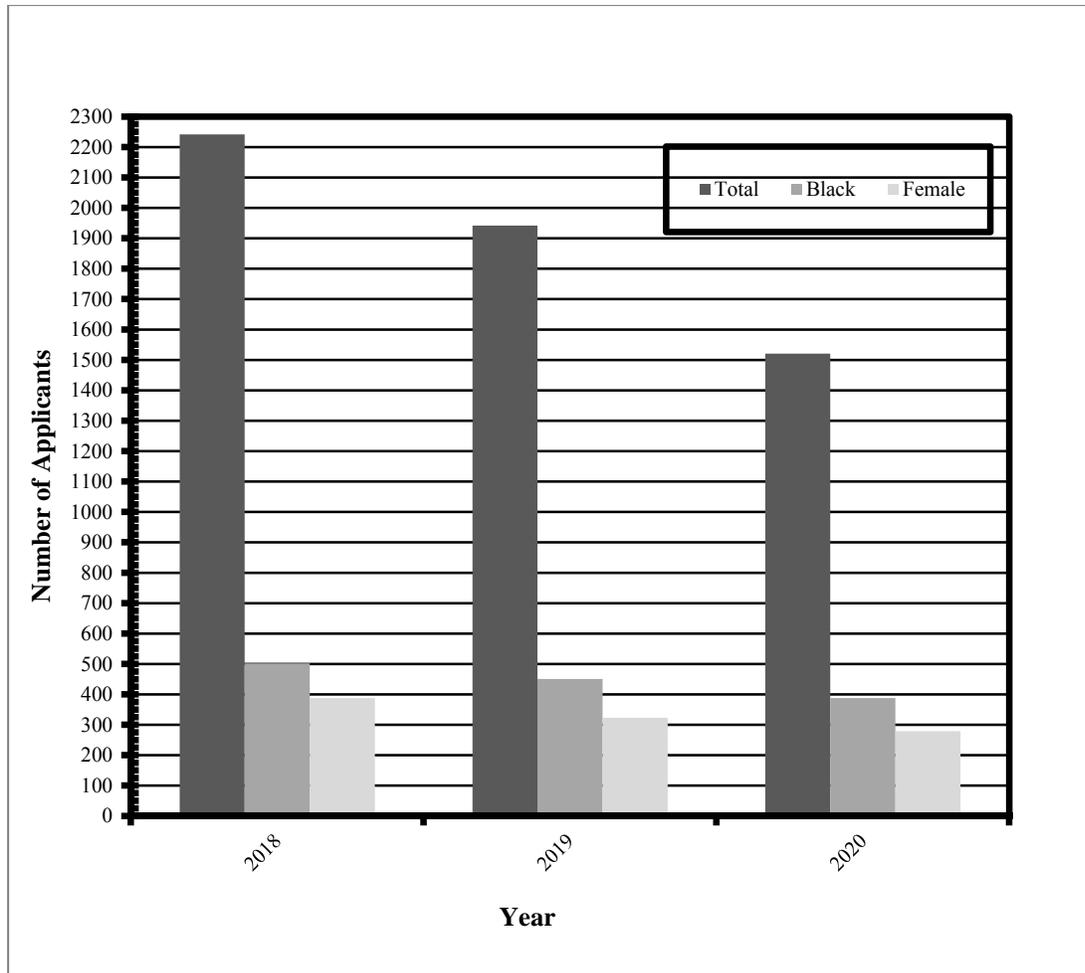


Figure 2. Number of applicants at Phase I testing in 2018-2020 by candidate demography.

That said, the recruitment literature clearly recognizes that there are additional, maybe even more important criteria than just the number of applicants, that can be used to evaluate the effectiveness of a recruitment program. These are categorized into pre-hire outcomes (i.e., information concerning the consequences of recruitment actions on job applicants), and post-hire outcomes (i.e., information concerning the consequences of recruitment actions on the behaviors and attitudes of new employees; Breaugh, 2013). So in addition to the number of applicants, examples of pre-hire outcomes are (a) intention to apply for a position, (b) job offer acceptance rate, (c) attracting the attention of the type of individuals targeted for recruitment, and (d) job applicant perceptions/reactions to specific recruitment actions. Thus, these criteria represent not only a broader range of informative evaluation outcomes, but in their totality, they also highlight the importance of continuously engaging with applicants throughout the whole selection process. In addition, post-hire outcomes include (a) job performance, and (b) new-hire retention rate or turnover.

Regardless of which criteria (from the list above) are used, to be informative and be useful for decision making purposes and resource allocation, they need to be tied to specific recruitment activities to inform which specific "things" worked or are working and which ones are not. Thus, for instance, data need to be collected and analyzed at a level of specificity that permits an answer to questions such as, "Of the various media outlets that were used—social media, TV, radio—which was more effective?" recognizing the "effectiveness" needs to be clearly articulated and expanded to include more than just the number of applicants. Consequently, in terms of a systematic and formal evaluation as per program evaluation design and principles, the effort presented in the memo that was shared for review is deficient. In summary, a more comprehensive and formal evaluation is essential to permit any commentary on the extent to which the goals articulated in the **Plan** are being met and also reflect an efficient utilization of recruitment resources that yield the highest return on investment (time and effort) in terms of meeting the Division and the City's recruitment goals and objectives.

The importance of comprehensive formal evaluation cannot be overstated especially given what appears to be clear divergence in views (based on the interviews and survey) between the Division and community stakeholders in the perceived breadth, scope, expansiveness, and effectiveness of recruitment efforts. Community members consistently note that the Division is "not doing enough" or "anything" in the community to gain trust and subsequently interest and motivate individuals to seek to apply. It was observed that the Division is not reaching out in the "right places" and in short, was not utilizing the potential community resources available to it. As noted by one community member, whereas there has been talk of diversifying the force since the previous Mayor, as best as he/she could tell there were no specific recruitment-activities on the ground that had changed. "Recruitment has been invisible" as one interviewee stated.

The perception of the Division's recruitment efforts as reflected in the interviews is quite negative. The Division is considered to have a branding issue; that its current image is an impediment to people being interested in becoming police officers. That there is a general lack of trust; a culture and climate that is perceived as being unwelcoming. As noted by one interviewee, of Black officers with whom he/she has been working, "none had said they would want their children to be officers in the department." It was noted that the Division could begin to address these trust and perception issues by engaging K-8 children in strategic recruitment-related activities such as initiating intentional non-policing related interactions and mentoring (e.g., I am my brother's keeper), modernized police athletic leagues, team sponsorships, broadening from where they recruit (e.g., private schools, establishing stronger relationships with local universities to build pipelines), and involving the community in recruitment programming. As was succinctly noted by one interviewee, "You cannot be what you cannot see."

In summary, as has been previously noted, the Division has what appears to be a comprehensive strategic recruitment plan. But the absence of a comprehensive program evaluation effort makes it impossible to determine what to do next to achieve the specified goals. Indeed, it is conceivable that the Division is doing everything really quite well and that the issue is simply one of it not translating into the perceptions of the community. The problem is, in the absence of a formal program evaluation, said effectiveness remains unknown. If the Division lacks the scientific and professional resources to conduct these formal program evaluations, then some consideration should be given to contracting these out to entities that do.

Conformance with Scientific, Professional, and Legal Standards:

Given the specified design and implementation of the step, and systems in place to ensure or facilitate the attainment of the goals for the step, to what extent are these consistent with scientific and professional standards, and where warranted, legal standards

The practices and strategies outlined in the **Recruitment Plan 2020-2024** and supplemented by the document **A Strategic Plan for Diversity in Police Recruiting** generally appear to be consistent with scientific and professional standards. In the performance of this audit, we performed two reviews of the academic and applied literature on recruitment practices—one which focused on recruitment in general and a second which focused specifically on police recruitment. The outcomes of these reviews are presented in Appendices B and C respectively. A reading of the **Recruitment Plan 2020-2024** in the context of these documents leads to the conclusion that the former includes the major elements of what would be considered to be a good recruitment strategy. The major, nontrivial shortcoming is the absence of a formal systematic, comprehensive program evaluation. Hence, this is a shortcoming that must be rectified.

Finally, additional specific recommendations to address concerns noted, and improve on the recruitment process are listed below. A total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III ("City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations") also includes the rationale and comments pertaining to each recommendation.

Recommendations

1. Use data-driven recruitment practices to attract applicants with the specified desired attributes and skills. Collect and analyze data in order to determine the cost, time, diversity, and number of qualified applicants as a result of different types of recruitment campaigns, steps, media, sourcing campaigns, and such. Based on these analyses of data, develop specific action steps.

Along these lines, undertake a formal, comprehensive evaluation of the Division of Police Recruiting Unit's **Recruitment Plan 2020-2024** to answer the following questions: (a) What was implemented to achieve the stated goals? (b) Did they work? Based on this evaluation, develop specific action steps to rectify any non-attainment of goals. Related to this, expand the evaluation criteria to encompass more than just the number of applicants.

2. Either train the recruitment department in marketing or hire a civilian trained in marketing to develop and implement a social media and recruitment strategy to meet the recruitment goals and objectives.
3. Focus on targeted recruiting that increases diversity while simultaneously increasing the likelihood of success through the selection process and subsequent job performance.
4. Ensure that diversity messaging conveys and communicates that racial minority and female applicants are qualified candidates.
5. Align the messaging of recruitment materials and practices with the values and goals of the Division and the City.
6. Gather data on cadets who do not apply for or make it through the selection process to determine reasons for attrition. Use these data to modify and improve the cadet program, the recruitment of cadets, as well as looking at where cadets are dropping out or being screened out of the process.
7. Modify the selection process to award additional preference points for the possession of job-relevant specialized skills. Communicate this in the recruitment materials and advertising.

Civil Service Testing

Summary Description of Step

Upon submitting an application, the next five steps of the selection process are administered and managed by the Civil Service Commission (CSC). As shown in the process flow chart presented in Figure 1, the first of these five steps is a review of the applicant's submitted application to determine if they are an eligible candidate as per the Minimum Qualifications Requirements and the Minimum Qualifications Automatic Disqualifiers.⁸ Upon being determined to be eligible, the applicant, who is now a candidate, is invited to take the Phase I (multiple-choice exam), Phase II (writing sample exam), and Phase III (Columbus Oral Exam [COPE]) tests. Candidates who do not sign up to take the exams are automatically scheduled and sent an email test notice. All candidates are also sent test preparation materials and between scheduling and testing are given at least a 10-day notice before their first available test date.

The Phase I (multiple-choice exam) and II (writing sample) tests are administered on the same day and candidates can also sign up to take the Phase III (COPE) test on the same day or on another day. The administration time for the multiple-choice exam is 2.5 hrs, and 1 hr for the writing sample. The COPE is 20-25 min. The multiple-choice and writing sample tests are scored on a pass/fail basis. Pertaining to the COPE, candidates must achieve a score of 70 to pass.

It is important to note that although candidates complete all three tests, the tests are scored in a manner analogous to a multiple-hurdle selection system. Specifically, a candidate's writing sample exam is scored *only if* the candidate passes the multiple-choice exam, and then, the COPE is scored *only if* the candidate passes the writing sample. Consequently, the COPE is scored only for candidates who pass *both* the multiple-choice and writing sample exams. Hence, although candidates complete all tests, the selection system is functionally a multiple-hurdle system.

Candidates who pass the COPE (score 70 or higher) are then invited to take the Phase IV test, which is the Civil Service Physical Test. In summary, as stated in the 2020 Police Officer Test Plan (p. 3):

"The multiple-choice, writing sample, and physical phases of the exam will continue to be scored on a pass/fail basis only. Candidates must pass all four phases to be placed on the eligible list. Candidates will be grouped (banded) on the eligible list based on how they

⁸ <https://www.columbus.gov/police-officer/minimum-qualifications/>

perform on the oral phase⁹. Candidates must achieve a score of 70 on the oral phase to pass that phase. Five veterans' preference points (10 veterans' preference points for disability) will be added to the passing scores of all eligible candidates. Passing candidates will be placed into one of three bands on the eligible list. Candidates whose total scores fall within the 70 and 79 will be placed in the lowest band, within 80 and 89 in the middle band, and 90 and above in the top band."

Candidates placed on the eligibility list are then sent a link to complete the Personal History Questionnaire which is the first step in Background Investigation and as indicated in Figure 1, this and subsequent steps of the selection process are administered and managed by the Division of Police and Department of Public Safety.

Goals and Objectives

(a) Are there any stated goals and objectives? Are they explicitly stated and documented or implicit? What are they?

The CSC is quite clear about its goals and objectives which are stated in the **2020 Police Officer Test Plan** (p. 1) as follows:

"The City of Columbus Civil Service Commission (CSC) is responsible for providing a current eligible list for the Department of Public Safety to use in the selection process for the classification of Police Officer. Per the City of Columbus Charter and CSC Rules, the CSC administers periodic examinations to identify individuals qualified to fill vacancies in the classification of Police Officer. It is incumbent upon the CSC to develop examinations that are valid and consistent with the federal government's Uniform Guidelines on Employee Selection Procedures, and the Principles set forth by Society for Industrial and Organizational Psychology, Inc. (2003),¹⁰ and the Standards for Educational and Psychological Testing (2014). To adhere to the aforementioned guidelines and principles, CSC staff wrote this test plan for the 2020 Police Officer Examination."

Information from the interviews and survey also indicate an internalization of these goals and objectives. As was noted, the goals here are to provide a "fair and equal opportunity for candidates to demonstrate their knowledge, skills, abilities, and other characteristics", "implement systems and processes in a consistent manner", and "develop and administer valid exams that provide a qualified and diverse group of applicants."

⁹ This refers to the COPE where candidates present their responses orally.

¹⁰ This references the fourth edition. The fifth edition, published in 2018, is the most current edition.

(b) What systems, steps, practices, and procedures are in place to facilitate or ensure that the goals and objectives are achieved?

The specific steps, practices, and procedures for achieving the goals and objectives are clearly and well documented in the various documents produced by the CSC. For instance, there are clear test plans that inform what they do, summary reports that report evaluations of the outcomes of their procedures and practices, a job analysis that serves as the foundational basis for their tests, and the implementation and documentation of validity studies. Table 2 presents examples of some CSC's reports (titles and content) that in their totality describe and represent the systems, steps, practices, and procedures in place that facilitate or ensure that the goals and objectives are achieved.

Table 2
Examples of Civil Service Commission Reports Documenting Steps, Practices, and Procedures and their Evaluation

Report Title	Contents
2020 Police Officer Test Plan	Documentation of test development and validation, and implementation and administration
2019 Police Officer Summary Report	Documentation of outcomes of 2019 testing process
2020 Sensitivity Report: Overview, summary, and conclusions	Report documenting sensitivity analysis review of the following (1) recruitment and informational content, (2) multiple-choice test, (3) writing sample test, (4) COPE, (5) COPE training materials, and (6) physical ability test.
2013 Police Officer WWS Dev_Val Report	Development and validation report for the writing sample test
2012 Police Officer Job Analysis Report	Documentation of the job analysis process
2012 Entry Level Police Officer COPE Development Report	Documentation of the design, development, and validation of the COPE
PO Selection Process Stats as of FINAL AS OF 08182021	2018 applicants flow through the selection process

Report Title	Contents
PO Selection Process Stats 2019 as of 08182021	2019 applicants flow through the selection process
PO Selection Process Stats 2020	2020 applicants flow through the selection process

Success

What is the current record of success? Are the goals and objectives being met? What are the criteria or outcomes of success? Is there a formal, systematic means of evaluating and documenting success (i.e., the accomplishment of the goals and objectives)?

The goal of the CSC's design, development, and administration of the selection and recruitment process is to "develop and administer valid exams that provide a qualified and diverse group of applicants." CSC is directly responsible for Phases I-IV, which are primarily the testing components of process. CSC has clear, formal, systematic processes in place to evaluate the extent to which the goals and objectives are being met. Thus, systems are in place to ensure that the assessment processes meet or strive to meet the scientific and professional standards for assessment tools/tests, specifically, (a) that it be standardized, (b) should be objective to the extent possible (i.e., if it is a judgmental assessment involving raters, then all efforts should be made to reduce subjective rating biases and errors), (c) provide scores that are reliable, and (d) permit valid inferences on the basis of the scores obtained, as documented in their various reports. Consonant with this, for each test administration, the data are analyzed with attention to the psychometric properties of the exams and also the magnitude of subgroup differences and level of adverse impact as well. And as reflected in the **2020 Police Officer Test Plan**, efforts are continuously made to improve the process to achieve the stated goals and objectives.

Pertaining to outcomes or record of success, as the data in Figures 3-5 indicate, for the Phase I-III tests, in most instances, there has been a general *increase* in the pass rates for individuals from underrepresented groups from 2018-2020. Specifically, there has been a marked increase in the pass-rates on the multiple-choice exam (Figure 3), with a similar pattern of increases for the COPE as well (Figure 5). The exception to this general pattern is the performance of African Americans on the writing sample exam (Figure 4), although even in this instance, the pass rates are over 80%. That said, because of the critical role that the COPE plays in the placement of candidates into the bands (i.e., candidates are grouped [banded] on the eligible list based on how they perform on the COPE), additional efforts to improve it such as further exploring the role of noncognitive factors/soft skills (see Recommendations 13 and 10) in the job analysis and

subsequent assessment tools can only be beneficial.¹¹ Indeed, the COPE, as per the development and validation report assesses problem sensing and resolution and interpersonal relations. However, in other reports and documents, it is variously described as measuring "*cognitive abilities, such as decision-making, problem identification, and sensitivity, and adds measurements of speech recognition, a perceptual ability, as well as the measurement of interactive and social skills, such as relationship development and oral fact-finding*" and "*specifically assesses the dimensions of problem-solving and resolution skills as well as interpersonal relations*" (**2020 Police Officer Test Plan**, pp. 17-18). This lack of clarity about exactly what the COPE assesses was reflected in the interviews and survey results as well. Thus it would seem the COPE is as much a measure of cognitive constructs with a rather limited scope of noncognitive constructs (soft skills).

So, the construct domain space of the COPE needs to be reconsidered and reexamined with an eye to placing a stronger emphasis on noncognitive constructs (soft skills). The universe of potentially relevant noncognitive factors (soft skills) is certainly larger than what is currently represented in the COPE. Conceivably, other noncognitive factors (e.g., openness to experience [cultural competence, cultural openness, cultural sensitivity, tolerance for varying perspectives/viewpoints]; agreeableness [community/customer focus]; emotional stability [stress tolerance]; racist and sexist attitudes) could be identified via a job analysis¹² that identifies and supports them as important and essential determinants of job performance.

In summary, pertaining to its current record of success, CSC is to be commended on efforts at documenting its processes and engaging in continuous evaluation and refinements as warranted, to their processes and procedures, in accordance with scientific and professional standards to achieve their goals and objectives.

¹¹ The challenges associated with eliminating subgroup differences are extensively documented in the personnel psychology literature. For instance, see Arthur et al. (2021), Does the use of alternative predictor methods reduce subgroup differences? It depends on the construct, *Human Resource Management*, 60, 470-498.

¹² (a) Conrad and Schweizer (2018), "Personality-oriented job analysis to identify non-cognitive factors predictive of performance in a doctor of physical therapy program in the United States", *Journal of Educational Evaluation for Health Profession*, 15, 34. (b) Aguinis et al. (2009), "Using web-based frame-of-reference training to decrease biases in personality-based job analysis: An experimental field study". *Personnel Psychology*, 62, 405-438. (c) Foster, Gaddis, and Hogan (2012). Personality-based job analysis. In *The handbook of work analysis: Methods, systems, applications and science of work measurement in organizations*, pp. 247-264.

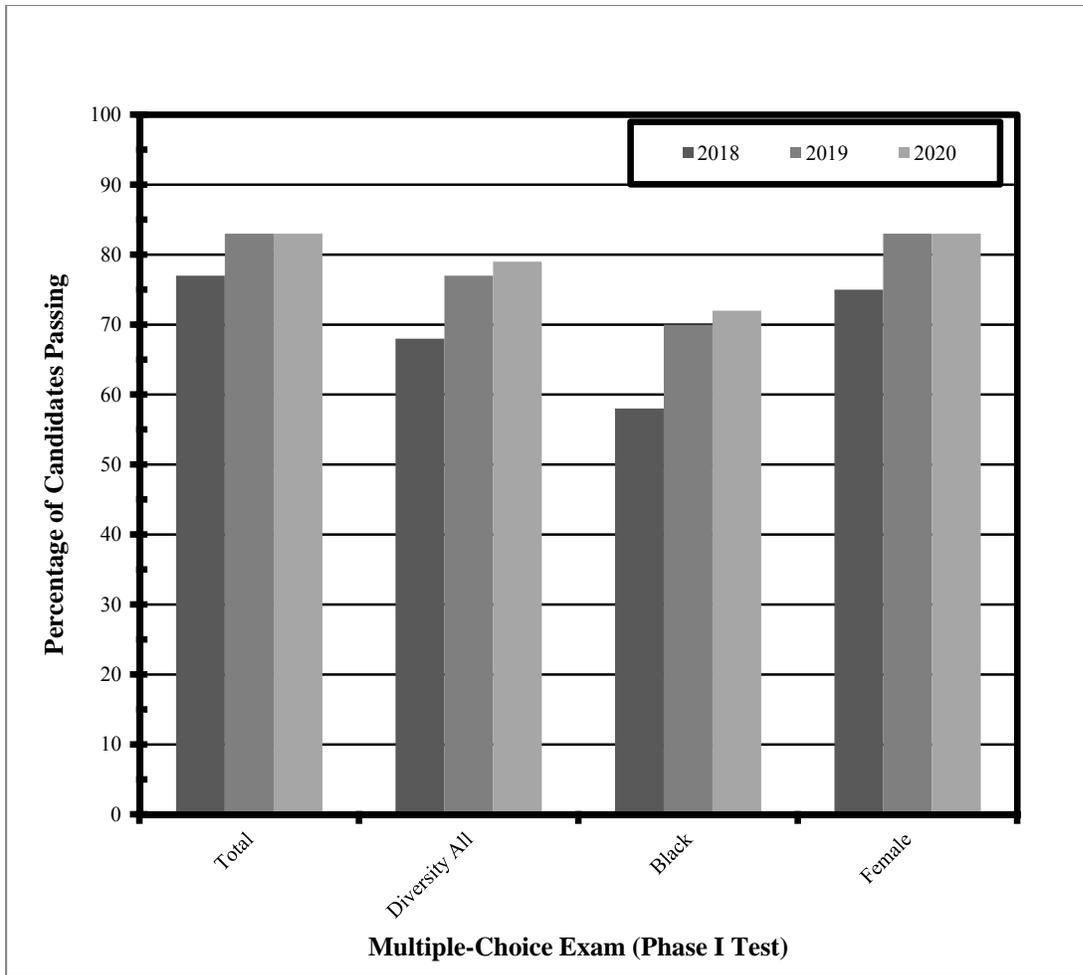


Figure 3. 2018-2020 Multiple-Choice Exam (Phase I) pass-rates by candidate demography.

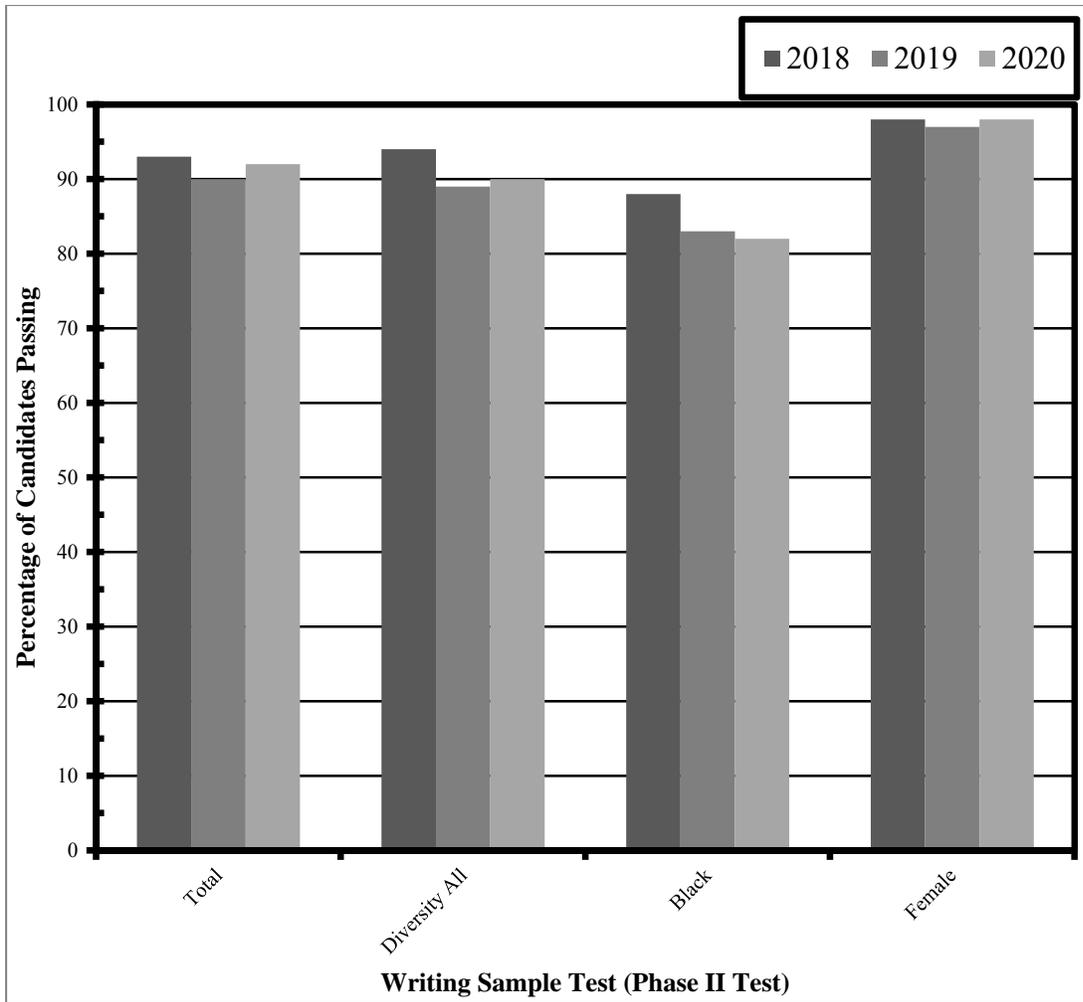


Figure 4. 2018-2020 Writing Sample Test (Phase II) pass-rates by candidate demography. Note, because the Phase II and III tests are scored in a multiple-hurdle manner, the pass-rates of the Writing Sample Test represent those who passed the Phase I (Multiple-Choice) test.

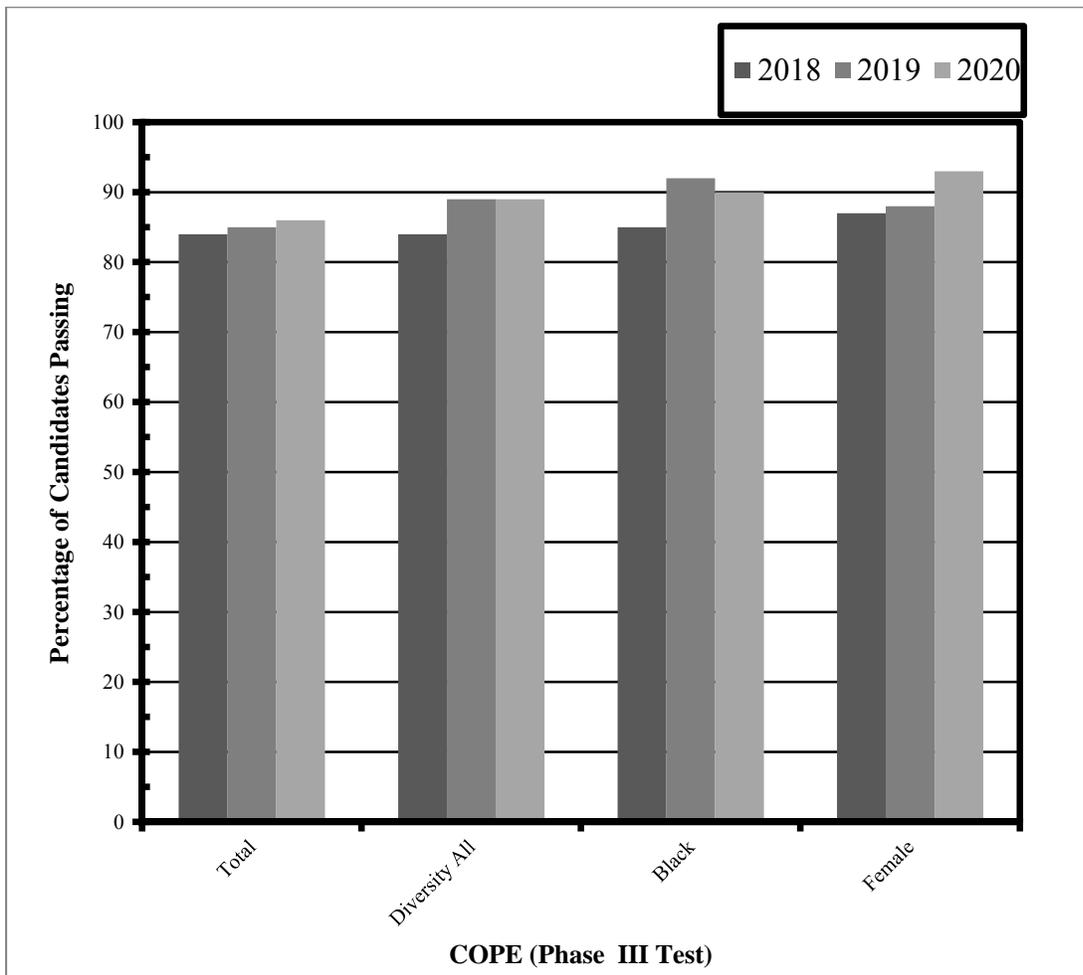


Figure 5. 2018-2020 COPE (Phase III) pass-rates by candidate demography. Note, because the Phase II and III tests are scored in a multiple-hurdle manner, the pass-rates for the COPE represent those who passed the Phase I (Multiple-Choice) and Phase II (Writing Sample) tests.

Conformance with Scientific, Professional, and Legal Standards:

Given the specified design and implementation of the step, and systems in place to ensure or facilitate the attainment of the goals for the step, to what extent are these consistent with scientific and professional standards, and where warranted, legal standards

Yes. As reflected in their objectives statement, *"It is incumbent upon the CSC to develop examinations that are valid and consistent with the federal government's Uniform Guidelines on Employee Selection Procedures, and the Principles set forth by Society for Industrial and Organizational Psychology, Inc. (2003), and the Standards for Educational and Psychological Testing (2014)."* (**2020 Police Officer Test Plan**, p. 1). And to that end, CSC clearly has

systems and practices in place to ensure that its processes, practices, and procedures are consistent with scientific and professional standards, and where warranted, legal standards as well.

That said, some specific recommendations to improve on the CSC processes that we put forward for consideration are presented in the **Recommendations** section below. A total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III ("City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations") also includes the rationale and comments pertaining to each recommendation.

In closing, an observation and commentary pertaining to the use of the three bands. Data presented to us, as reflected in Table 3, indicate that in 2018, there were no conditional offers made to the 70 band, and only 9 in 2019. In the interviews, it was also observed that in the last 5 years there has been only one year in which offers were extended to the 70 band. Given this, one could question the utility and value of having three bands especially given the scientific logical flaws with the concept of banding in the first place.¹³ Why not eliminate the third band and have just the 90 and 80 band? One response to this question is, if one ignores the conceptual challenges to the use of banding, then one issue or disadvantage to dropping the 70 band is that it will functionally increase the cut-score from 70 to 80 and such an increase is likely increase the levels of adverse impact. Thus, although the 70 band is underutilized, there might be some value to retaining it.

Table 3
2018 and 2019 Conditional Offers and Appointments by Band

2018 Police Officer		2019 Police Officer	
Conditional Offer	114	Conditional Offer	131
90 Band	60	90 Band	55
80 Band	54	80 Band	67
		70 Band	9
Passed Medical	108	Passed Medical	102
90 Band	57	90 Band	41
80 Band	51	80 Band	53
		70 Band	8
Appointed	101	Appointed	96
90 Band	52	90 Band	40
80 Band	49	80 Band	48
		70 Band	8

¹³ Campion et al. (2001). The controversy over score banding in personnel selection: Answers to 10 key questions. *Personnel Psychology*, 54, 149-185.

Finally, a clear conceptual or empirical case—not just administrative—needs to be articulated for why a multiple-hurdle approach in reference to the multiple-choice exam, the writing sample exam, and COPE is appropriate; and related to that, why a compensatory approach, such as a multiple-cutoff approach, is not.

Recommendations

8. Advertise the availability of early applications and testing on the department website and allow applications on a rolling basis.
9. Increase the number of reminders and sign-up emails for the Civil Service Commission (CSC) testing.
10. Keep the job analysis up to date (\approx every 3 years) to ensure that the exam components are up to date and are adequately capturing evolving policing demands.
11. Reconsider/reevaluate the use of policing scenarios in the COPE. If the decision after doing so is to retain this approach, then clearly articulate the reason why it is deemed necessary and appropriate.
12. Re-evaluate who scores the COPE.
13. Undertake a job analysis to explore the role of noncognitive factors (soft skills) and then align the noncognitive factors (soft skills) assessed by the COPE to capture these competencies.
14. Consider conducting a criterion-related validity study.

Also articulated a clear conceptual or empirical case—not just administrative—for why a multiple-hurdle approach in reference to the multiple-choice exam, the writing sample exam, and COPE is appropriate; and related to that, why a compensatory approach, such as a multiple-cutoff approach, is not.

15. Consider dropping the CSC Physical Test (Phase IV) and use only the OPOTA physical fitness test as candidates have to meet the OPOTA standards to be certified and enter the Academy.
16. Pre-determine what the physical fitness testing policy for transgender candidates will be with the assistance of legal counsel and ensure that this information is publicly accessible.

Background Investigation

Summary Description of Step

An expectation for a well-designed, validated, and implemented selection system is a validation report and/or some other formal report that provides a full description of the process, how it was developed, its implementation, and an evaluation of its effectiveness. However, during the audit phase, we were not provided with such a document nor could we locate one. That said, during the review period for the draft report, we were provided with a document, "**Background Investigations Section SOP**" (dated 2018), that formally spelt out the standard operating procedures for the background investigations. Thus, the information contained therein was incorporated into the final report. So, in summary, this information, and that obtained from the interviews, the review of the documents listed in Appendix A, along with others that were obtained as part of the audit process, as well as the results of the survey served as the basis for the audit and subsequent commentary on this step of the selection process. It is worth noting that although the SOPs speak to what should be done, there were no formal documents that speak to what was done, and the associated outcomes.

The Background Investigation is an amalgamation of several steps of the selection process; specifically, the collection of information from several sources that speak to the Automatic Disqualifiers¹⁴ and Background Removal Standards.¹⁵ The Background Investigation process is illustrated in Figure 6.

The sources of information that are used in the Background Investigation include the Personal History Questionnaire, Pre-interview and Polygraph, a multitude of databases (see Figure 7), and a conjoint interview with the applicant and their significant other. The Background Investigation process, which is run by the Police Background Unit (see Figure 1), typically runs from December through February. The totality of the information obtained is then summarized using the format illustrated in Figure 8. CSC then undertakes a "Review of File" step (see Figure 1) which results in the established referral list; that is, a list of candidates who successful made it through the Background Investigation step.

¹⁴ <https://www.columbus.gov/police-officer/minimum-qualifications/>

¹⁵ *Background Removal Standards for Police Officers and 911 Emergency Communications Employees*

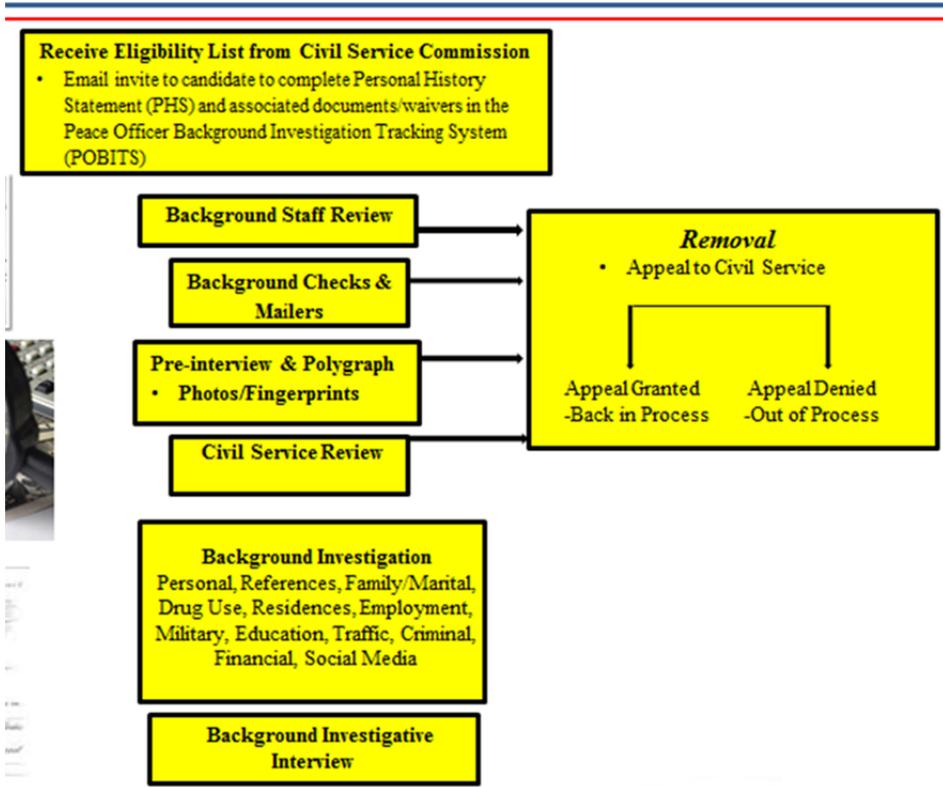


Figure 6. The Background Investigation process.

Applicant Checklist

- NDI
- [NeoGov](#)
- Talon
- BCI
- CCH (L.E.A.D.S)
- [Netviewer/Patrolview](#)
- Mugshot
- [OHLeg/Olleisn](#)
- Accurint
- [Franklin County Municipal Court/Courtview](#)
- [Common Pleas Court/other courts](#)
- [Netrms/P1](#)
- Equifax
- Social Media



THE CITY OF COLUMBUS
ANDREW J. GINTHER, MAYOR
DIVISION OF POLICE

Databases Used

20

Figure 7. Sources of database information used in the Background Investigation.

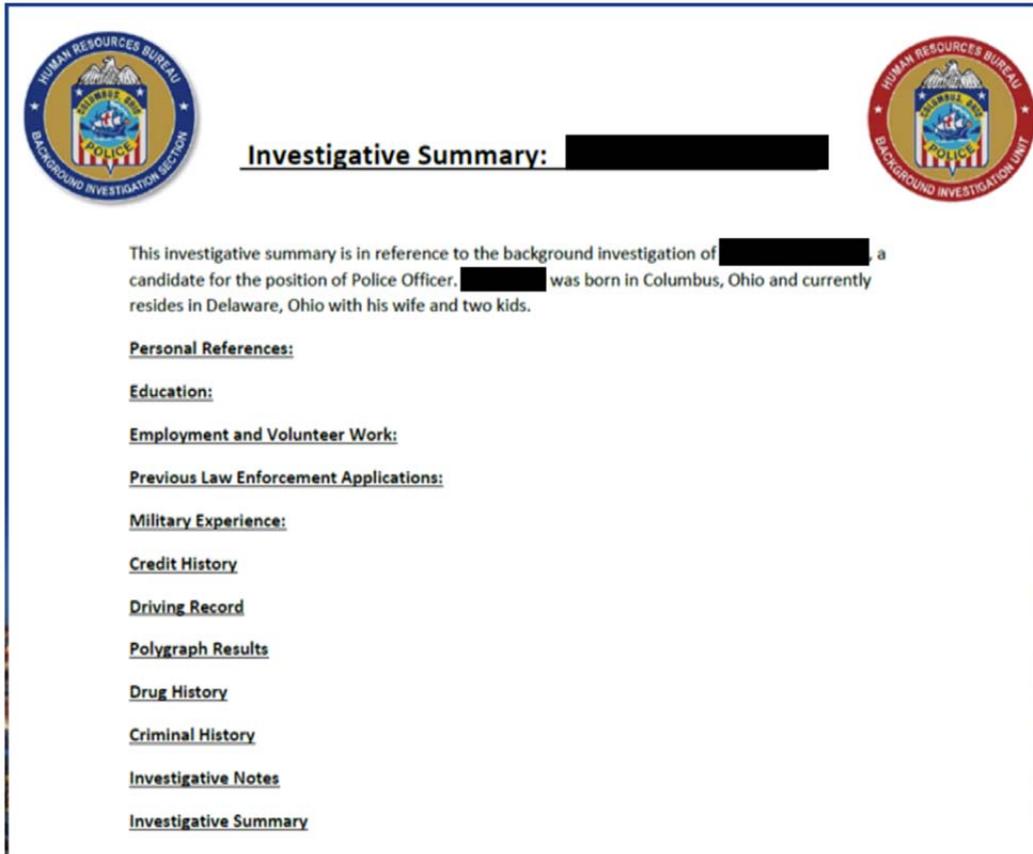


Figure 8. Listing of major sections of the Investigative Summary resulting from the Background Investigation.

Goals and Objectives

(a) Are there any stated goals and objectives? Are they explicitly stated and documented or implicit? What are they?

A formal statement that we located that spoke to the goals and objectives of the Background Investigation was in the 2020 deck of PowerPoint presentation slides used to conduct the training of background investigators and "temps". Specifically, as noted in the mission statement on slide 3:

"The Background Investigation Section promotes agency excellence through exhaustive pre-hire investigation and documentation in a manner that allows the Appointing Authority to select applicants who meet or exceed the Civil Service Commissions' hiring standards and are likely to honor the core values and high expectations of the Division of Police."

Our understanding of this step, based on the totality of the information as previously noted, is that it appears to be a step in the process which has the primary goal or objective of discovering or unearthing information that serves as automatic disqualifiers or violations of removal standards. From that perspective, this step of the process functions as a *select-out* tool and not a select-in function.

(b) What systems, steps, practices, and procedures are in place to facilitate or ensure that the goals and objectives are achieved?

Although the "**Background Investigations Section SOP**" (dated 2018) formally speaks to what *should* be done in implementing the background investigation, in the absence of a formal document describing what was done (i.e., actual implementation), and its outcomes and evaluation, it comes as no surprise that it is difficult to discern the systems, steps, practices, and procedures that are in place to facilitate or ensure that the goals and objectives are achieved. That said, information obtained during the interviews and survey, along with slides used to contact it, indicate that background investigators do receive some training on how to conduct this process. However, the content of the slides would seem to suggest that the focus of training is on how to use the various systems (computer and otherwise), forms and databases, conduct the pre-interview (see Figure 9), conduct the investigative interview, and finally how to write the investigative summary. After training, new investigators may shadow veteran investigators for "2 weeks to 1½ months" depending on "when people feel comfortable they can begin investigating on their own".

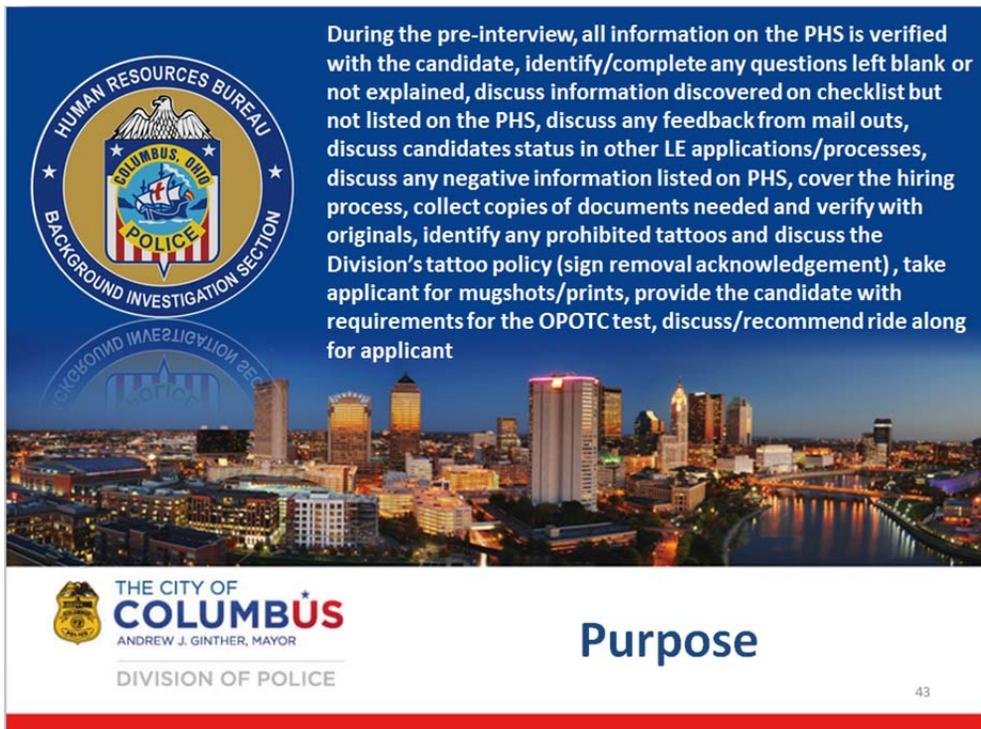


Figure 9. Guidelines for the Background Investigation pre-interview.

Success

What is the current record of success? Are the goals and objectives being met? What are the criteria or outcomes of success? Is there a formal, systematic means of evaluating and documenting success (i.e., the accomplishment of the goals and objectives)?

If one accepts that the goals/objectives of the Background Investigation are as noted in the mission statement to the effect that:

"The Background Investigation Section promotes agency excellence through exhaustive pre-hire investigation and documentation in a manner that allows the Appointing Authority to select applicants who meet or exceed the Civil Service Commissions' hiring standards and are likely to honor the core values and high expectations of the Division of Police"

then we were not provided with nor were we able to locate any evaluation and subsequent documentation of the extent to which these goals and objectives were being met. Thus, to the best of our knowledge, there does not appear to be a formal, systematic means of evaluating and documenting success, that is, the extent to which stated goals and objectives are being met.

That said, an examination of the flow of applicants through the recruitment and selection process highlighted what we considered to be some noteworthy, interesting findings. The 2018 and 2019 applicant flows are illustrated in Figures 10 and 11 respectively. Specifically, whereas in 2018, 9%-21% of the applicants (depending on demography) who submitted a Personal History Questionnaire (PHQ) were eliminated/selected-out by the automatic disqualifiers and background removal standards, in 2019, the percentages ranged from 54%-58% (see Figure 12); that is, more than half of the applicants were eliminated due to the removal standards. An examination of whether this high elimination rate is also present in the 2020 data will be very informative. That said, in the absence of a detailed breakdown of which specific disqualifiers and removal standards are eliminating which candidates and how many, it is impossible to try to explain (1) the large increase in removals, and (2) why applicants are being removed. However, this further highlights the importance of having a sound rationale and justification for (a) why the specific disqualifiers and (b) removal standards are in place, and whether they can be reasonably demonstrated or argued to be standardized, objective, reliable, and valid. (See Section V for our Response to CCSC Recommendation 13, Question 10 which speaks to this issue.)

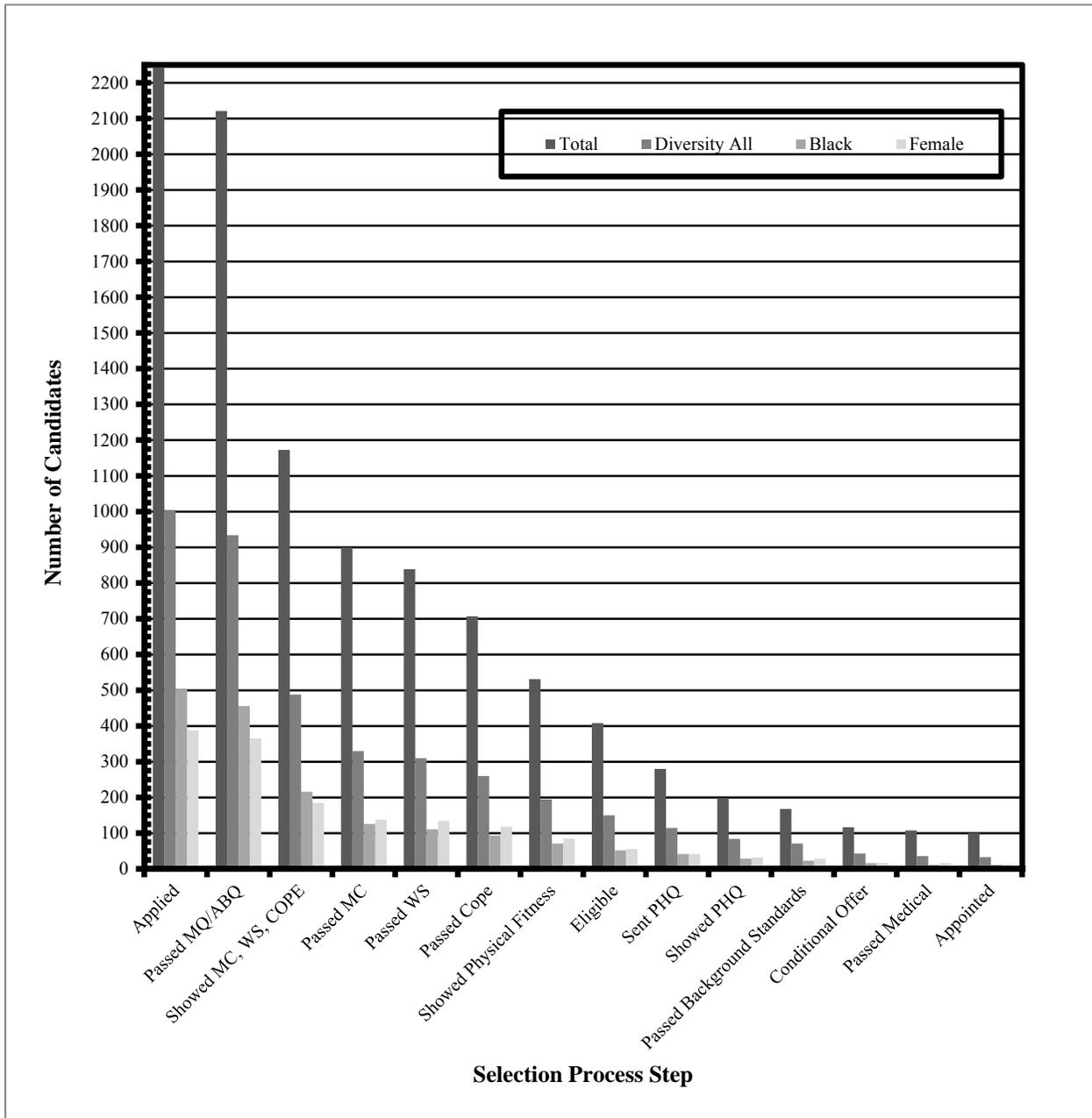


Figure 10. Number candidates flowing through each step of the selection process in 2018.

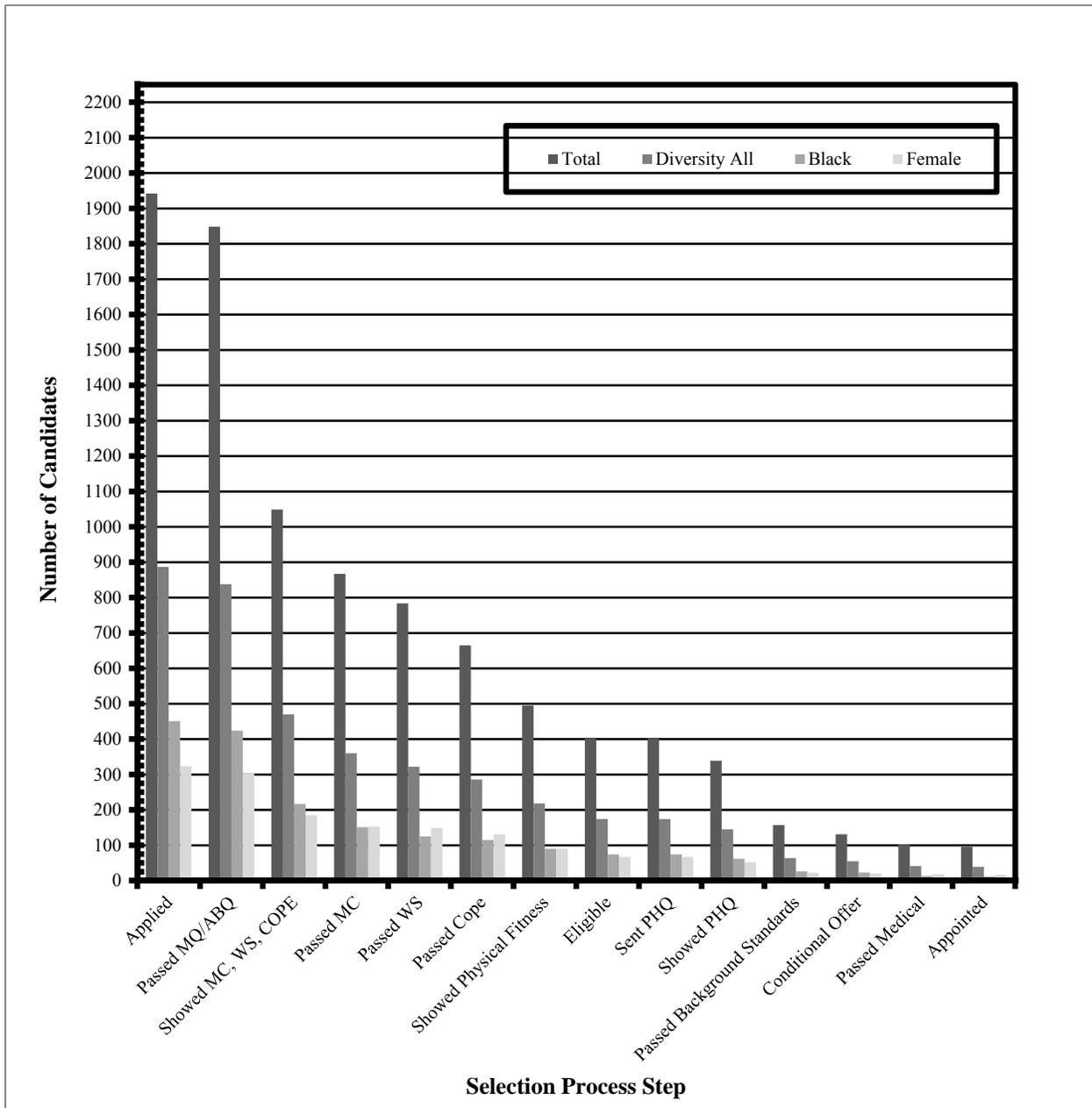


Figure 11. Number candidates flowing through each step of the selection process in 2019.

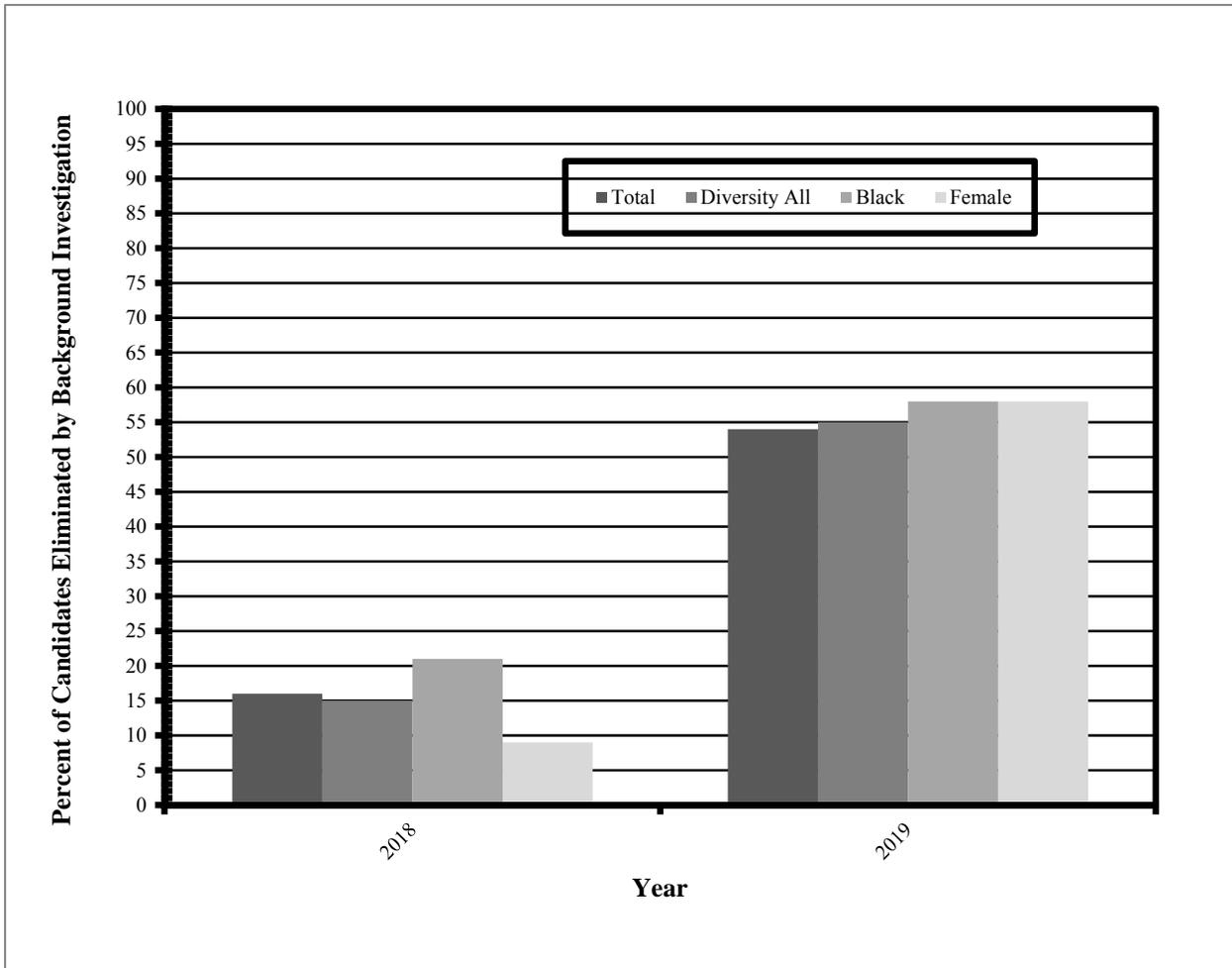


Figure 12. Percentage of candidates eliminated by the Background Investigation step.

Conformance with Scientific, Professional, and Legal Standards:

Given the specified design and implementation of the step, and systems in place to ensure or facilitate the attainment of the goals for the step, to what extent are these consistent with scientific and professional standards, and where warranted, legal standards

The issue of interest here is whether the steps related to the Background Investigation have been designed and are implemented in a manner that is consistent with scientific, professional, and legal standards. In addition, are there checks in place to ensure that these steps are carried out in a manner consistent with the goals of attracting, screening, selecting, and onboarding a diverse and inclusive high-quality workforce of police officers.

The Background Investigation is an amalgamation of several steps of the selection process; specifically, the collection of information from several sources that speak to the Automatic

Disqualifiers and Background Removal Standards. Thus, the primary goal or objective of this step is discovering or unearthing information that serve as automatic disqualifiers or violations of removal standards which is then subsequently used to eliminate (select-out) candidates from the process. From a decision-making perspective, the Automatic Disqualifiers and Background Removal Standards are selection devices or "tests", and as such, they are subject to the guidance offered in federal guidelines on employee selection procedures, specifically, the *Uniform Guidelines* (EEOC et al., 1978), and professional principles and standards related to the use of tests and assessments in making employment decisions¹⁶ (AERA et al., 2014; Society for Industrial and Organizational Psychology [SIOP], 2018). From this perspective, if the disqualifiers and removal standards result in adverse impact, then they must be shown to be valid, job-related, or a business necessity. In addition, even in the absence of adverse impact, it is good scientific and professional practice to validate all tests and steps in a selection process (AERA et al., 2014; SIOP, 2018). Finally, in their totality, these issues are encapsulated in the scientific and professional standards for an assessment tool/test, specifically, (a) that it be standardized, (b) should be objective to the extent possible (i.e., if it is a judgmental assessment involving raters, then all efforts should be made to reduce subjective rating biases and errors), (c) provide scores that are reliable, and (d) permit valid inferences on the basis of the scores obtained.

As previously noted, an expectation for a well-designed, validated, and implemented selection system is a validation report and/or some other formal document that provides a full description of the process, how it was developed, its implementation, and an evaluation of its outcomes or effectiveness. So, the first major issue is we were not provided with such a document—certainly not a validation or evaluation document—nor could we locate one. If such documentation does in fact exist, the fact that it was not provided to us would seem to be problematic in its own right. Formal documentation is essential in supporting the nexus between the criteria for removal and the requirements of the job.

In addition to documenting the Background Investigation process development, implementation, and evaluation, a formal evaluation of the Automatic Disqualifiers, and the Background Removal Standards seems warranted because these are criteria for which any matches with information obtained by the investigation process results in elimination. Thus, the following questions need to answered for each one: (a) for each requirement or disqualifier does written documentation exist to support its validity, job relatedness, business necessity, or basis in state or federal law; (b) is the disqualifier or removal standard objective or subjective, is there room for bias or evaluator unreliability; and (c) do data exist to determine whether the use of the disqualifier or removal standard results in adverse impact. If no documentation exists to support validity, job relatedness, business necessity, or basis in state or federal law for a disqualifier or removal standard, then such documentation should be generated. This should be accompanied by a

¹⁶ Indeed, a strong compelling case can be made that this is a sound business practice as well.

thorough review to confirm the necessity of the requirement or disqualifier. For example, information obtained from the interviews (and reflected in the survey results as well) noted concerns with the weight given to the financial aspects of a candidate's background which may disproportionately disadvantage persons from low socioeconomic status backgrounds. Hence, there is the perception (based on both the interviews and survey results) that there is too much weight placed on removal standards with questionable job relatedness, such as credit history and family issues. These issues are even more important in light of the fact that over half of the candidates who made it to the Background Investigation in 2019 did not pass it (see Figure 12).

The second major issue is most of the background information and investigation steps allow for the introduction of subjectivity into the decision-making process. Subjectivity is a problem in that it introduces the possibility for bias and other types of manipulation of the selection system. Thus, when systems are subjective, it is even more important that they are standardized with clear documentation detailing rules for making decisions coupled with records of the basis for any and all subjective decisions. Under these circumstances, the importance of rater training on judgmental errors and biases is pivotal. In summary, if there is room for subjectivity, and clear rules for making and documenting decisions do not exist, then written standards should be generated for making and documenting decisions. And in the presence of adverse impact, adequate documentation accompanied by a thorough review and justification, becomes all the more essential.

Third, the background investigation seems to take too long; a view that was reflected in the survey results as well. So, if possible, the background investigation should be shortened. In addition, if possible, the background investigation should be started earlier in the selection process, and run concurrently with other steps, so as to reduce the total time required for screening and selecting candidates.

In conclusion, a list of specific recommendations that seek to bring the Background Investigation step more in compliance with scientific and professional principles and standards are presented in the **Recommendations** section below. A total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III ("City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations") also includes the rationale and comments pertaining to each recommendation.

Recommendations

17. Undertake a formal evaluation of the (1) Minimum Qualification Requirements, (2) Minimum Qualifications Automatic Disqualifiers, and the (3) Background Removal Standards for Police Officers and 911 Emergency Communications Employees to answer the following questions: (a) for each requirement or disqualifier does written documentation

exist to support its validity, job relatedness, business necessity, or basis in state or federal law; (b) is the minimum requirement objective or subjective, is there room for bias or evaluator unreliability; and (c) do data exist to determine whether the use of the minimum requirement or disqualifier results in adverse impact.

If no documentation exists to support validity, job relatedness, business necessity, or basis in state or federal law for a minimum requirement or disqualifier, then such documentation should be generated. This should be accompanied by a thorough review to confirm the necessity of the requirement or disqualifier.

If there is room for subjectivity, and clear rules for making and documenting decisions do not exist, then written standards should be generated for making and documenting decisions.

If the minimum requirement or disqualifier does result in adverse impact, then adequate documentation accompanied by a thorough review, becomes all the more essential.

18. *Minimum Qualifications Requirements: 3. Must possess a valid driver's license.*

Consider modifying the implementation of this requirement. Allow candidates without a driver's license to commence the application and selection process while they work on obtaining the license.

19. Begin the background investigation process earlier. Specifically, send out the invitations to complete the Personal History Questionnaire (PHQ) once an applicant has been determined to be an eligible candidate but before they take the exams.

20. To the extent that it is administratively possible, send out the Personal History Questionnaire (PHQ) to all candidates at the same time. Recommendation 19 is recommending that they should be sent out once it has been determined that applicants are eligible candidates.

Process candidates based on the order in which their PHQs are received.

21. Develop a structured process for screening candidate's social media across platforms.

22. Cease sending out Division of Police-wide emails soliciting "any information or comments concerning the candidates."

23. Reconsider the structure and use of the polygraph.

24. Eliminate the background interview.
25. Eliminate the practice of bringing in a "significant other" to the background interview.
26. Standardize the structure of the background interview.
27. Review automatic disqualifiers and removal standards to ensure that (a) there is empirical evidence to justify their retention or (b) in the absence of that, a reasonable rational or logical argument can be advanced to justify and support their use.
38. Move all of the selection steps and processes into, or at least under the control or direction of the CSC.

Oral Review Board, Chain of Command Review, and Conditional Offer

This section of the report consists of the Oral Review Board, Chain of Command Review, and Conditional Offer steps of the recruitment and selection process because they are tightly linked. As illustrated in Figure 1, these steps are run by the Division of Police and/or Department of Public Safety. As previously noted, again, the hallmark of a well-designed, validated, and implemented selection system is a validation report and/or some other formal report that provides a full description of the process, how it was developed, its implementation, and an evaluation of its effectiveness. However, because we were not provided with such a document nor could we locate one, the information that served as the basis for the audit and subsequent commentary on these steps of the selection process consisted of interviews, review of the documents listed in Appendix A, and the results of the survey (see Appendix G).

Summary Description of Step

Oral Review Board

As illustrated in Figure 1 and Figure 13, the Oral Review Board (also referred to as the "Personnel Evaluation Board" in Figure 13) occurs after the completion of the Background Investigation. The Oral Review Board entails a process whereby a 3-person panel (two sworn officers, one of whom is a sergeant or higher, and a Columbus Police Human Resources personnel) interviews the candidate. Panel members are volunteers who have to meet certain criteria to be eligible (e.g., "Three [3] or more years of service as a Columbus Police Officer", "No serious discipline or patterns of discipline in either Personnel file or IAB file"). Sessions last 30 min to 1 hr, typically 45 min. Each board member independently rates the candidate (acceptable, unacceptable, acceptable with reservations). They then meet to generate a final rating which does not have to be unanimous, but they have to reach consensus. In advance of the oral board, panel members receive a packet which consists of the items listed in Figure 14. Panel composition is variable and is constituted based on the availability of volunteers from the pool of trained panel members (25-30 in the department).

Chain of Command Review

As illustrated in Figure 1 and Figure 13, after the Oral Review Board, two sworn command officers rate the candidates as to whether they are acceptable, unacceptable, or acceptable with reservations. These ratings are based on a review of the candidates' materials including the ratings obtained from the Oral Review Board. The ratings are made sequentially and so the ratings of the first rater are visible to the second when he/she conducts their rating. These ratings

are also part of the materials forwarded to the Public Safety Director who considers these scores in his/her decision.

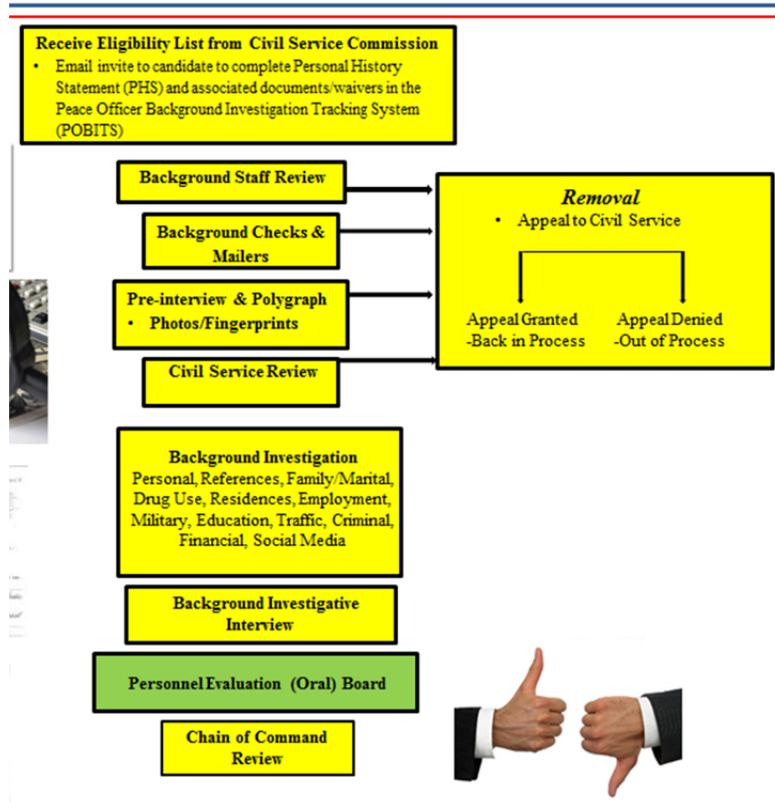


Figure 13. The Background Investigation, Polygraph, Oral Review Board, and Chain of Command Review steps.

 **Oral Board Packet Contents** 

- PHS
- Investigative Summary
- Polygraph Summary
- Credit Report
- Applicant Checklist
- Military Documents (If applicable)
- Any other relevant documents

Figure 14. Contents of the Oral review Board packet.

Conditional Offer

After the Chain of Command Review, a candidate's entire file is summarized into a 1-2 paragraph executive summary. Of the five sample executive summaries that were shared with us as part of this audit, the median number of lines of text was 8 lines (average = 11.6); thus, they are rather short. As shared with us, the narrative summary is supposed to consist of the following elements:

- Name, age, and band
- Recommendation of Oral Review Board
- Recommendation of Chain of Command
- Education (degrees [post high school/GED]; certifications [OPOTC, FF-I, EMT, etc.])
- Military (discharge status [honorable, uncharacterized, rank, etc.]; disciplinary action while in the military; current reserve status)
- Employment history (attendance, performance, disciplinary actions)
- Criminal history (arrests, summons, and convictions [and dispositions])
- Traffic history (recent citations, operator's license suspensions)
- Financial history (accounts in active collection; civil judgments; tax liens and arrearages; failure to file/pay income taxes)
- Review of polygraph

The 1-2 paragraph executive summary is then read to the Public Safety Director who then makes a decision to make a conditional offer or not on the basis of this summary. It was also noted that on the basis of the summary, candidates are removed from the eligibility list ("appeared not appointed") on the basis of the following:

- Criminal history
- Engaging in unreported criminal acts
- Inappropriate answers to some questions
- Poor work performance not reported

Information obtained from the interviews indicates that the Director may on occasion request to review a candidate's full package. In summary, as per the City charter, the Director of Public Safety is the appointing authority and thus has the final say in who receives a conditional offer and who does not. Indeed, the whole recruitment and selection process ultimately boils down to *this* one final decision.

Goals and Objectives

(a) Are there any stated goals and objectives? Are they explicitly stated and documented or implicit? What are they?

The only formal statement that we could locate that spoke to the goals and objectives of the Oral Review Board was in the mission statement of the Background Investigation Section in the Oral Board Training 2018-2019_FINAL deck of PowerPoint presentation slides used to conduct the training of panel members. This statement (on slide 4) is obviously then the same as that used for Background Investigation, specifically:

"The Background Investigation Section promotes agency excellence through exhaustive pre-hire investigation and documentation in a manner that allows the Appointing Authority to select applicants who meet or exceed the Civil Service Commissions' hiring standards and are likely to honor the core values and high expectations of the Division of Police."

With the exception of the above, there was no other information source that explicitly spoke to the goals and objectives of this step of the selection process. The same is true for the Chain of Command Review step.

However, in our interviews, it was clearly stated that in reference to the whole recruitment and selection process, *"the goal is a Division of Police that reflects the community, and whose collective training and background and experiences results in policing the community in a way that Columbus expects."* References to "double diversity in 10 years", have a "fair and consistent process", and "identifying candidates who are suitable to serve in the capacity of being an officer guided by core values" were also made.

(b) What systems, steps, practices, and procedures are in place to facilitate or ensure that the goals and objectives are achieved?

In the absence of a formal document describing this step of the process, its goal and objectives, implementation, outcomes, and evaluation, it comes as no surprise that it is difficult to discern the systems, steps, practices, and procedures that are in place to facilitate or ensure that the goals and objectives are achieved. That said, information obtained during the interviews and survey (see Table G.S12 in Appendix G), along with slides used to conduct it, indicate that Oral Review Board panel members undergo an 8-hr training program. However, like the Background Investigation training, the content of the slides suggest that the focus of training is on how to procedurally conduct the interview with no mention of rating errors and biases; that is how to provide accurate, consistent, and fair ratings.

There was no formal rater training that we could discern for conducting the Chain of Command review; indeed, this was explicitly stated in one of the interviews. This was reflected in the survey results as well (e.g., see Table G.S12 in Appendix G). That said, there is documentation on how to use the specified computer systems to access the materials, review them, and submit the ratings. The above statements pertain to the preparation of the executive summary of the candidate materials for the Conditional Offer review as well.

Success

What is the current record of success? Are the goals and objectives being met? What are the criteria or outcomes of success? Is there a formal, systematic means of evaluating and documenting success (i.e., the accomplishment of the goals and objectives)?

If one accepts that the goals/objectives of the Oral Review Board, like the Background Investigation, is as reflected in the mission statement to the effect that:

"The Background Investigation Section promotes agency excellence through exhaustive pre-hire investigation and documentation in a manner that allows the Appointing Authority to select applicants who meet or exceed the Civil Service Commissions' hiring standards and are likely to honor the core values and high expectations of the Division of Police"

then we were not provided with nor were we able to locate any evaluation and subsequent documentation of the extent to which these goals and objectives were being met. Consequently, to the best of our knowledge, there does not appear to be a formal, systematic means of evaluating and documenting success, that is, the extent to which stated goals and objectives are being met.

That said, there are data readily available from CSC (e.g., see Table 2) that reflect the selection process pass rates and eventual appointment and academy entry broken down by specified underrepresented groups. Some of these are presented in Figures 10, 11, and 15.

Conformance with Scientific, Professional, and Legal Standards:

Given the specified design and implementation of the step, and systems in place to ensure or facilitate the attainment of the goals for the step, to what extent are these consistent with scientific and professional standards, and where warranted, legal standards

The issue of interest here is whether the Oral Review Board, Chain of Command Review, and Conditional Offer steps have been designed and are implemented in a manner that is consistent with scientific, professional, and legal standards. In addition, are there checks in place to ensure that these steps are carried out in a manner consistent with the goals of attracting, screening, selecting, and onboarding a diverse and inclusive high-quality workforce of police officers. The

short answer is "no". These three steps share the characteristic of being extremely subjective, verging on being idiosyncratically implemented, which renders them susceptible to psychometric flaws (unreliability and absence of validity), and potentially, misuse. These limitations and flaws arise in part from unclear and poorly defined criteria, and the absence of standardized operational procedures.

For example, as best as we can discern, the Oral Review Board is at best semi-structured in that we received a list of 9 questions that were being used as of March 17th, 2021.¹⁷ In the absence of a formal report describing the process, the job-relatedness of these questions is unestablished (are they based on a job analysis?). Furthermore, the extent to which these questions are asked of all candidates in the same order (i.e., standardized) is unclear. However, what is clear is that there are follow-ups to the questions in addition to panel members being allowed to also ask candidates questions related to their backgrounds in the following areas "(a) personal information, (b) relatives and references, (c) education, (d) residences, (e) experience and employment, (f) other agency applications, and (g) military experience." There is also no rating scale for scoring responses beyond the "acceptable, unacceptable, acceptable with reservations". Furthermore, no formal guidance is provided to the raters for what exactly constitutes an "acceptable", "unacceptable", or "acceptable with reservations" response to questions and how the responses are to be combined and weighted across the various questions and areas to arrive at the rater's initial final score and indeed the panel's final score as well. These determinations are all left to each individual rater and each panel.

The use of structured oral interviews is not uncommon in police and fire entry-level selection (Aamodt, 2004¹⁸). However, the emphasis here is on "structured". There is consensus in the scientific and applied literatures that structured interviews are vastly superior to unstructured interviews; (a) they are standardized (which is accomplished by high degrees of structure); (b) systems are in place to minimize the effects of subjectivity (i.e., standardized evaluation processes and extensive rater training); (c) provide scores that are reliable because they are applied consistently; (d) they are based on a job analysis; and (f) permit inferences that are valid.¹⁹

As has been noted for other steps of the selection process, from an employment decision-making perspective, these are all selection devices or "tests", and as such, they are subject to the guidance offered in federal guidelines on employee selection procedures, specifically, the *Uniform Guidelines* (EEOC et al., 1978), and professional principles and standards related to the use of tests and assessments in making employment decisions (AERA et al., 2014; SIOP, 2018). From this perspective, if they result in adverse impact, then they must be shown to be valid, job-

¹⁷ We are not presenting the questions in this report for test security reasons.

¹⁸ Aamodt, M. G. (2004). *Research in law enforcement selection*. Boca Raton, FL: BrownWalker Press.

¹⁹ Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, 67, 241-293.

related, or a business necessity. In addition, even in the absence of adverse impact, it is good scientific and professional practice to validate all tests and steps in a selection process²⁰ (AERA et al., 2014; SIOP, 2018). Finally, in their totality, these issues are encapsulated in the scientific and professional standards for an assessment tool/test, specifically, (a) that it be standardized, (b) should be objective to the extent possible (i.e., if it is a judgmental assessment involving raters, then all efforts should be made to reduce subjective rating biases and errors), (c) provide scores that are reliable, and (d) permit valid inferences on the basis of the scores obtained.

So, there first needs to be a formal specification of what the Oral Review Board, which is technically a panel interview, is intended to measure. This will require tying it (including the questions) to the job analysis. Once, the constructs have been identified, one can then answer the question of whether an oral interview, as represented by Oral Review Board, is the best method (operationalized in terms of the above criteria) for assessing the specified constructs. If it is, then formal design, development, and validation procedures, as for example reflected in CSC design, development, and validation procedures for the COPE, need to be implemented.

As previously noted, the expectation for a well-designed, validated, and implemented selection system is a validation report and/or some other formal document that provides a full description of the process, how it was developed, its implementation, and an evaluation of its outcomes or effectiveness. So, the first major issue is we were not provided with such a document nor could we locate one. If such documentation does in fact exist, the fact that it was not provided to us would seem to be problematic in its own right.

The preceding comments and observations are applicable to the Chain of Command Review and Conditional Offer steps as well.

The second major issue is the processes constituting the Oral Review Board, Chain of Command Review, Conditional Offer steps are by definition judgmental and thus subjective. There is nothing inherently flawed with subject decision making systems per se. However, subjective processes are potentially problematic and a challenge because of their susceptibility to rating biases and errors, and other types of manipulation of the system is higher. Consequently, when systems are subjective, it is even more important that they are standardized with clear documentation detailing rules for making decisions coupled with records of the basis for any and all subjective decisions. Under these circumstances, the importance of rater training on judgmental errors and biases is pivotal. In summary, if there is room for subjectivity, and clear rules for making and documenting decisions do not exist, then written standards should be generated for making and documenting decisions.

²⁰ Indeed, a strong compelling case can be made that this is a sound business practice as well.

In conclusion, a list of specific recommendations that seek to bring the Oral Review Board, Chain of Command Review, and Conditional Offer steps into compliance with scientific and professional principles and standards are presented in the **Recommendations** section below. A total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III ("City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations") also includes the rationale and comments pertaining to each recommendation.

Recommendations

28. Cease the use of the Oral Review Board, until at least such time that it has undergone a redesign and validation.
29. Redesign and redevelop the Oral Review Board to ensure that it meets the standards expected of judgmental/subjective assessments of this sort; or once what it is supposed to measure has been formally examined and documented, consider the feasibility of alternative means of assessing them.
30. Eliminate the Chain of Command Review step from the process.
31. Use a rubric with clearly laid out sections to prepare the executive summary.
32. Pre-establish and explicitly lay out the criteria that are used in hiring decision making, and the relative importance of these criteria.
33. Review candidates based on the order in which their PHQs are received.
34. Eliminate the use of the post-offer polygraph.

Psychological Test

We were unable to review or audit the Psychological Test step of the recruitment and selection process because the vendor was unable to meet with us due to a pending/ongoing lawsuit and the City being in the process of terminating its use of the vendor. However, we reviewed the proposal submitted by the vendor in 2020. So, with the preceding as a backdrop, our review and discussion of the Psychological Test step is limited to a description of *typical* professional practice in the administration, interpretation, and scoring of psychological exams with the intention that this will provide some guidance going forward.

At present, the Psychological Test is a clinical exam, which should be carried out or performed by a licensed psychologist. Ohio does not license psychological specialties, however, given the nature of the current exam and the label of "psychological", the assessment should be carried out by a psychologist with a clinical, counseling, or forensic background or training.

Psychological exams can be carried out to achieve any number of objectives including: (1) assess the merit or potential for positive job performance by a candidate; (2) assess the likelihood that a candidate would engage in undesirable patterns of behavior including race or sex bias, unusually risky behaviors, counterproductive work behaviors, or maladaptive work behaviors; and/or (3) assess whether the candidate may already have or may be at risk of developing severe psychological problems compatible with various psychological conditions, disorders, or abnormalities of behavior, mental, or psychological functioning, which would disqualify the person for consideration for carrying a weapon and/or police work. This third usage of psychological exams involves the screening out of individuals as opposed to the type of screening in conducted during the merit phase of the selection process.

Review of Typical Professional Practice²¹

Recent negative police interactions with some segments of the communities they serve have stimulated a great deal of public and government interest in the topic of psychological assessments of police. When many human resource and police professionals encounter the term

²¹ An abbreviated list of references are (a) Dantzker, M. L. (2011). Psychological preemployment screening for police candidates: Seeking consistency if not standardization. *Professional Psychology: Research and Practice*, 42(3), 276-283; (b) Dantzker, M. L. (2012). Continuing the pursuit of a standardized psychological evaluation for preemployment police officer candidates: Response to Dr. Detrick's comments (2012). *Professional Psychology: Research and Practice*, 43(2), 162-163; (c) Detrick, P. (2012). Police officer preemployment evaluations: Seeking consistency if not standardization. *Professional Psychology: Research and Practice*, 43(2), 162; (d) Gallo, F. J., & Halgin, R. P. (2011). A guide for establishing a practice in police preemployment postoffer psychological evaluations. *Professional Psychology: Research and Practice*, 42(3), 269-275.

"psychological assessment", the immediate association is with the Minnesota Multiphasic Personality Inventory (MMPI). The current version of the MMPI is the MMPI-3.²² A report specifically designed for police exists, the MMPI-3 Police Candidate Interpretive Report (PCIR).²³ Many psychologists still employ an earlier version of the MMPI, the MMPI-2-RF, and the accompanying police report, the MMPI-2-RF Police Candidate Interpretive Report. The PCIR is designed to identify behavioral and personality characteristics that are inconsistent with effective police officer performance.²⁴

The narrow view of the MMPI as being the sole tool for use as a standardized psychological test during the police psychological examination is unfortunate, as there are many different options available when it comes to psychological assessments. For instance, there are a number of other very sound assessments designed to test for psychological disorders including a version of the 16PF with additional questions, the 16PF Protective Services Report Plus (16pf PSR+),²⁵ and a version of the Personality Assessment Inventory (PAI)²⁶ for police. However, in terms of prevalence, the MMPI remains the assessment of choice for the narrow purpose of identifying those candidates with a serious psychological condition or disorder. All of the aforementioned instruments are generally administered post-offer (see Figure 1) in order to comply with the Americans with Disabilities Act.

The second component in most systems used for the clinical psychological assessment of police is a clinical interview. This interview usually covers topics including family history, family history of mental illness, use of drugs and alcohol, criminal activity, and various symptoms of mental disorders. There may be substantial overlap between the content of the psychological interview and the polygraph interview, although the argument could be made that the psychologist and polygraphist are using or interpreting the information through the lens of their respective professions.

Questions have been raised concerning the validity of the psychological examination as a predictor of job performance.²⁷ Of course, the purpose is not to predict job performance. Similarly, the validity of the psychological examination in predicting excessive use of force is also relatively low. Again, this is not the primary purpose of the psychological examination.²⁸

²² The City's vendor, Association of Psychotherapy Inc. (API) proposed to use this version as one of two tests in its 2020 proposal. The second test was the Inwald Personality Inventory-2 (IPI-2).

²³ <https://www.pearsonassessments.com/professional-assessments/blog-webinars/webinars/2020/11/mmpi-3-police-candidate-interpretive-report--pcir--overview.html>

²⁴ https://www.pearsonassessments.com/campaign/mmpi-2_rfpcir.html

²⁵ https://www.16pf.com/en_US/product/16pf-protective-services-report-plus/

²⁶ <https://www.parinc.com/Products/Pkey/300>

²⁷ Aamodt, M. G. (2004). *Research in law enforcement selection*. Boca Raton, FL: BrownWalker Press.

²⁸ Aamodt, M. G. (2004). *Research in law enforcement selection*. Boca Raton, FL: BrownWalker Press.

Typically, the output from the psychological exam includes both a narrative report and a pass/fail or acceptable/unacceptable recommendation. Failure rates are relatively low, 5% or less.²⁹

General Problems with the Clinical Psychology-Based Approach to Assessment

In addition to questions of validity, a major issue with the clinical approach to assessment discussed in the review above is that its main purpose is to achieve the third objective that we had listed earlier, which is to *(3) assess whether the candidate may already have or may be at risk of developing severe psychological problems compatible with various psychological conditions, disorders, or abnormalities of behavior, mental, or psychological functioning, which would disqualify the person for consideration for carrying a weapon and/or police work. This third usage of psychological exams involves the screening out of individuals as opposed to the screening in conducted during the merit phase of the selection process.* Although this is an admirable purpose and goal, it is limited and many stakeholders may be more concerned with accomplishing the second objective, which is to *(2) assess the likelihood that a candidate would engage in undesirable patterns of behavior including race or sex bias, unusually risky behaviors, counterproductive work behaviors, or maladaptive work behaviors.* The clinical approach, including the use of the MMPI, was not designed to accomplish this second objective.

There are a number of specialized personality inventories that specifically address personality in what is referred to as the "subclinical" range including the Hilson³⁰ family of tests and dark triad measures, specifically the Hogan measures of the Dark Triad.³¹ Many of the more popular inventories mentioned above also offer score reports or versions of the instrument that specifically address personality in the "subclinical" range. For example, the 16PF offers a score report called the Protective Services Report. These instruments, and the associated score reports, are intended to be predictive of or measure the potential for maladaptive or offensive behaviors including those pertaining to racism and sexism. They can also indicate the probability of other problems such as excessive use of force, abuse of power, and alcohol or drug use.

The underlying theory behind the use of such instruments is that there are many maladaptive behaviors, which while not reflecting diagnosable personality disorders, are still offensive or undesirable and, therefore, we want to screen out potential police officers who are high-risk candidates in terms of a high likelihood of engaging in such behaviors or developing job-related difficulties. It is our own opinion that in many cases such assessments may be more valuable than evaluations and tests designed to identify and screen out individuals experiencing severe

²⁹ Gallo, F. J., & Halgin, R. P. (2011). A guide for establishing a practice in police preemployment postoffer psychological evaluations. *Professional Psychology: Research and Practice*, 42(3), 269-275.

³⁰ Inwald, R. (2008). The Inwald Personality Inventory (IPI) and Hilson Research Inventories: Development and rationale. *Aggression and Violent Behavior*, 13(4), 298-327.

³¹ <https://www.hoganassessments.com/the-dark-side/>

problems that meet the criteria for the diagnosis of psychological disorders. The benefit of these instruments is that they provide information on very specific counterproductive behaviors.

Recommendations

In conclusion, we were unable to review and audit the City's specific psychological evaluation practices and policies for the reasons previously stated. That said, we have two recommendations pertaining to this step of the process; these are listed below. A total list of all the recommendations across all steps is also presented in Section III. The list presented in Section III ("City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations") also includes the rationale and comments pertaining to each recommendation.

35. Pay for candidates to retake the medical exam.
36. Psychological testing must be run by a licensed psychologist.
37. If retesting (for psychological testing) is permissible, then pay for candidates' retest.

Summary and Conclusions

The audit resulted in a number of suggestions and recommendations to address specified issues to bring the recruitment and selection system more in line with expected professional and scientific standards, and even legal standards as well as warranted, and generally improve them. All of these recommendations may not be implemented—that is obviously an executive decision beyond our purview—however, they each serve as a basis for discussion about how to improve the current recruitment and selection steps to ensure that the City has in place systems that are standardized, objective, reliability, and valid, and as a result, are fair to all applicants.

Consonant with the preceding, a notable recommendation is to move all the selection steps and processes into, or at least under the control or direction of the Civil Service Commission (CSC; Recommendation 38). This is because in contrast to the CSC steps, the Division of Police and Department of Public Safety steps, which are judgmental and subjective in nature, lack documentation formally describing their design, development, implementation, and evaluation—raising concerns about the extent to which they meet the standards noted above. However, if the suggested transition is not administratively or practically feasible, then other specific recommendations to improve on these steps (and their constituent systems and processes) are provided as well. We also recommend the suspension of the Oral Review Board (until it has been redesigned and validated; Recommendation 28; Recommendation 29), a shift in the focus of the polygraph (Recommendation 23; Recommendation 34), the elimination of the Chain of Command Review (Recommendation 30), broadening the content domain of the COPE to measure noncognitive constructs (soft skills) or at least ensuring it does so (Recommendation 11, Recommendation 13), shortening the time interval in the updates to the job analysis (Recommendation 10), revisiting the minimum qualifications and removal standards to ensure that their use can be justified (Recommendation 17; Recommendation 27), and using only one physical ability test (Recommendation 15). A comprehensive and formal evaluation of the Division of Police Recruiting Unit's **Recruitment Plan 2020-2024**, is also strongly recommended (Recommendation 1). Such a thorough evaluation will be invaluable in providing specific guidance going forward on the specific action steps that need to be taken to achieve the recruitment goals and objectives.

SECTION III

City of Columbus Police Recruitment and Selection Process Audit: Specific Recommendations

Introduction

This section of the report presents a compiled list of all the recommendations across all recruitment and selection steps. These are the same recommendations presented at the end of the review of each steps in Section II. However, the recommendations in this section are also accompanied by the rationale and comments pertaining to each recommendation.

Recommendations

Stage of Process	Recommendations	Rationale/Comment
<p>1. Recruitment</p>	<p>Use data-driven recruitment practices to attract applicants with the specified desired attributes and skills. Collect and analyze data in order to determine the cost, time, diversity, and number of qualified applicants as a result of different types of recruitment campaigns, steps, media, sourcing campaigns, and such. Based on these analyses of data, develop specific action steps.</p> <p>Along these lines, undertake a formal, comprehensive evaluation of the Division of Police Recruiting Unit's <u>Recruitment Plan 2020-2024</u> to answer the following questions: (a) What was implemented to achieve the stated goals? (b) Did they work? Based on this evaluation, develop specific action steps to rectify any non-attainment of goals. Related to this, expand the evaluation</p>	<p>The selection system and the quality of officers hired is going to be only as good as the quality of the applicant pool. Thus, for instance, to the extent that diversity of the Division along with officers with a service orientation towards the communities they serve are important goals, then the recruitment strategies should be aligned to target individuals with these characteristics and qualities.</p> <p>The Recruiting Unit of the Division of Police currently has what appears to be a comprehensive, well-thought-out, thorough recruitment plan as articulated in the <u>Recruitment Plan 2020-2024</u>. However, during the review phase, we were unable to locate any documentation of whether any of the indicated steps were indeed implemented, an evaluation of their effectiveness, and the extent to which they achieved the specified goals. That said, during the review period for the draft report, we were provided with a 2½-page memo (subject "<u>2020-2024 Recruiting Plan Addendum (Analysis of Year 1)</u>") that provides information on what was done (i.e., implementation) in 2020, and a description of "successes". This document starts of by noting the challenges faced by Recruiting Unit as a result of the COVID-19 pandemic, and the steps taken to address them, such as the move to a larger emphasis on virtual recruitment activities. However, although the information contained therein may be a satisfactory documentation of what was done (and is not</p>

Stage of Process	Recommendations	Rationale/Comment
	<p>criteria to encompass more than just the number of applicants.</p>	<p>inconsistent with information obtained from the interviews suggesting that some of the strategies outlined in the Plan may have been implemented), it is rather deficient in providing a full, formal evaluation of the effectiveness or outcomes of these activities. Indeed, consonant with the information obtained during the interviews, the only objective metric of recruitment effectiveness that is reported and discussed is the number of candidates at Phase 1 testing, broken down by demography.</p> <p>A formal, comprehensive evaluation is essential to permit any commentary on the extent to which the goals articulated in the Plan are being met and also reflect an efficient utilization of recruitment resources that yield the highest return on investment (time and effort) in terms of meeting the Division and the City's recruitment goals and objectives.</p> <p>Again, the importance of evaluation cannot be overstated especially given what appears to be clear divergence in views (based on the interviews and survey) between the Division and community stakeholders in the perceived breadth, scope, expansiveness, and effectiveness of recruitment efforts. Community members consistently note that the Division is "not doing enough" or "anything" in the community to gain trust and subsequently interest and motivate individuals to seek to apply. It was observed that that the Division is not reaching out in the "right places" and in short, was not utilizing the potential community resources available to it. As noted by one community member, whereas there has been talk of diversifying the force since the previous Mayor, as best as he/she could tell there were no specific recruitment-activities on the ground that had changed.</p> <p>In summary, in the absence of a formal comprehensive program evaluation of current recruitment practices, it is impossible to determine what to do next to achieve the specified goals. If the Division lacks the scientific and professional resources to conduct these</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>formal program evaluations, then some consideration should be given to contracting these out to entities that do.</p>
<p>2. Recruitment</p>	<p>Either train the recruitment department in marketing or hire a civilian trained in marketing to develop and implement a social media and recruitment strategy to meet the recruitment goals and objectives.</p>	<p>Police recruiters are trained in policing and not marketing. Therefore, it is important to educate and train police recruiters or hire a civilian with the specialized knowledge and skills who can develop and implement a social media and recruitment strategy that is aligned with the recruitment goals. The latter would seem to be more expedient.</p> <p>Information obtained from the interviews suggests that social media attracts the highest numbers of applicants. A formal evaluation of this, as noted in Recommendation 1, will permit the leveraging of data to determine what strategies are currently working and what platforms and sources are attracting the most applicants, permitting the more effective and efficient use of social media and other recruitment sources to attract applicants.</p>
<p>3. Recruitment</p>	<p>Focus on targeted recruiting that increases diversity while simultaneously increasing the likelihood of success through the selection process and subsequent job performance.</p>	<p>Targeted recruitment, in contrast to generalized recruiting (which involves advertising the available position without targeting specific abilities and skills) focuses recruitment efforts on locating and attracting individuals who have the skills and competencies to successfully complete the selection process and subsequently, job performance. General recruiting strategies might result in more minority (and majority) candidates applying for positions, producing a negligible (or even perhaps deleterious) effect on diversity goals. In contrast, <u>aptitude- and competency-based recruiting</u> that targets members of underrepresented groups has the potential to increase the <u>proportion of qualified</u> minority applicants. Thus, in addition to recruiting from the traditional sources for minority applicants, identify new approaches to identifying qualified minority applicants. For instance, the Recruiting Unit's Recruiting Plan 2020-2024 makes note of "University Involvement" efforts that entail targeting criminal justice students via speaking to criminal justice departments, deans of criminal justice departments, and athletic directors. However, again, it remains unknown the extent</p>

Stage of Process	Recommendations	Rationale/Comment
		to which the implementation of any of these steps resulted in successful hiring outcomes.
4. Recruitment	Ensure that diversity messaging conveys and communicates that racial minority and female applicants <u>are</u> qualified candidates.	This has a two-pronged thrust. First, it communicates to prospective applicants that they are as qualified and worthy as anyone else to be a police officers. Second, it communicates to internal constituents that standards are not being lowered to achieve diversity goals. For instance, information obtained from the interviews suggests there is a perception that diversity recruitment efforts are leading to the recruitment of low-quality candidates; a sentiment/finding that was reflected in the survey data as well. This may lead to the poor treatment of individuals from underrepresented groups, which may in turn, result in higher levels of attrition for these individuals. ³² The implementation of Recommendation 3 will contribute to addressing this issue as well since successful targeted recruiting from institutions such as community colleges and other educational institutions will communicate the qualifications of successful candidates.
5. Recruitment	Align the messaging of recruitment materials and practices with the values and goals of the Division and the City.	In addition to the interviews and survey, a content analysis of the Division of Police's recruitment messaging was undertaken. The results of this analysis are presented in Appendix D. As the results of these analyses indicate, there were some conflicts and sometimes a lack of consistency in alignment of the messaging with the Division's stated values and goals (e.g., does the messaging communicate that a focus on diversity does not mean a lowering of standards/qualifications; a focus on community service vs enforcement, "macho", etc.).
6. Recruitment	Gather data on cadets who do not apply for or make it through the selection process to determine reasons for attrition. Use	During the interviews, it was noted that the City expends \$2 million on police and fire cadet training programs with the goal of participants eventually transitioning into full-time positions.

³² (a) Lim, S., Cortina, L. M., & Magley, V. J. (2008). Personal and workgroup incivility: Impact on work and health outcomes. *Journal of Applied Psychology, 93*(1), 95-107; (b) Madera, J. M., King, E. B., & Hebl, M. R. (2012). Bringing social identity to work: The influence of manifestation and suppression on perceived discrimination, job satisfaction, and turnover intentions. *Cultural Diversity and Ethnic Minority Psychology, 18*(2), 165-170; (c) Rahim, A., & Cosby, D. M. (2016). A model of workplace incivility, job burnout, turnover intentions, and job performance. *Journal of Management Development, 35*(10), 1255-1265.

Stage of Process	Recommendations	Rationale/Comment
	<p>these data to modify and improve the cadet program, the recruitment of cadets, as well as looking at where cadets are dropping out or being screened out of the process.</p>	<p>Data should be gathered on the barriers to cadets' entry and successful completion of the selection process. Upon determining the primary reasons cadets do not enter or make it through the selection process, interventions to reduce attrition could then be considered, designed, and implemented.</p>
<p>7. Recruitment</p>	<p>Modify the selection process to award additional preference points for the possession of job-relevant specialized skills. Communicate this in the recruitment materials and advertising.</p>	<p>Some potential skills or experiences that may be considered, subject to a confirmation via a job and needs analysis, including input from pertinent stakeholders (such as community members) may include:</p> <ul style="list-style-type: none"> - Education, training, or experience delivering mental health services - Education, training, or fluency in another language used by a large population in the community - Education, training, or experience in social work and/or community service - Completing the cadet program
<p>8. Early Applications</p>	<p>Advertise the availability of early applications and testing on the department website and allow applications on a rolling basis.</p>	<p>Currently, early applications and testing are available to those who express interest. However, it is unclear why early testing opportunities require the applicant to reach out to inquire before learning about the option.</p> <p>The current application window is July 1-31. Consider allowing rolling applications and testing; this will likely result in a larger applicant pool by increasing the accessibility to apply for the position.</p>
<p>9. Civil Service Commission Testing</p>	<p>Increase the number of reminders and sign-up emails for the Civil Service Commission (CSC) testing.</p>	<p>There is a fairly large number of no-shows for the Civil Service Commission (CSC) exams. These numbers were 45%, 43%, and 41% in 2018, 2019, and 2020 respectively. Information obtained during the interviews indicated that focus groups conducted in 2017 revealed that a lack of exam reminders was often a reason for this.</p>
<p>10. Civil Service Commission Testing</p>	<p>Keep the job analysis up to date (≈ every 3 years) to ensure that the exam components are up to date and are adequately capturing evolving policing demands.</p>	<p>It seems at present a job analysis is conducted every 8 years. Hence the last job analysis was conducted in 2012. The job analysis needs to be updated approximately <u>every 3 years</u>, even if it is just a confirmatory job analysis until a full-blown job analysis can be undertaken.</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>Future job analyses should also explore the role of noncognitive constructs/factors (soft skills) in effective performance and should these be supported as critical competencies, then they should be incorporated into the assessment and selection process.</p>
<p>11. Civil Service Commission Testing: COPE</p>	<p>Reconsider/reevaluate the use of policing scenarios in the COPE. If the decision after doing so is to retain this approach, then clearly articulate the reason why it is deemed necessary and appropriate.</p>	<p>It is acknowledged that situating the COPE scenarios in police settings or contexts increases the face validity of the COPE. Although it is not a source of psychometric validity evidence, the advantages of face validity are nevertheless well recognized (e.g., Chan & et al., 1997; Chan et al., 1997; Edwards & Arthur, 2007³³). That said, an equally compelling case can be made for the importance of basing the assessments on the <u>constructs</u> being assessed and not on how well candidates respond as if they were police officers; that is, not using police scenarios. The COPE (and the selection process in general) is an entry-level assessment for which the typical candidate would not be expected to have nor would have had any police-specific knowledge as it pertains to the scenarios. In summary, <u>interpersonal relations</u> and <u>problem sensing and resolution</u>, the dimensions assessed by the COPE, can be assessed without making the assessment specific to police contexts for which the preponderance of the candidates likely will not have any prior experience. The academy is where they will receive training on how to be a police officer, so it is pre-mature to assess them on how they would handle scenarios as police officers. It is also at odds with the <i>Uniform Guidelines</i> (EEOC et al., 1978³⁴) to assess candidates on competencies for which they will be later be trained.</p>

³³ (a) Chan, D., & Schmitt, N. (1997). Video-based versus paper-and-pencil method of assessment in situational judgment tests: Subgroup differences in test performance and face validity. *Journal of Applied Psychology*, 82, 143-159; (b) Chan, D., Schmitt, N., DeShon, R. P., Clause, C. S., & Delbridge, K. (1997). Reactions to cognitive ability tests: The relationship between race, test performance, face validity perceptions, and test-taking motivation. *Journal of Applied Psychology*, 82, 300-310; (c) Edwards, B. D., & Arthur, W., Jr. (2007). An examination of factors contributing to a reduction in subgroup differences on a constructed-response paper-and-pencil test of scholastic achievement. *Journal of Applied Psychology*, 92, 794-801.

³⁴ Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice. (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, 43, 38290-38315.

Stage of Process	Recommendations	Rationale/Comment
		<p>In conclusion, the trade-off between using police-based scenarios vs not doing so should be reevaluated. For instance, removing the term "Police" from the title of the test, and explicitly instructing test takers of the non-police goals of the assessment may be steps that permit the retention of police-based scenarios, thus maintaining face validity while clearly communicating to test takers that having previous experience is not a requirement nor is it necessary to be successful on the exam. Either way, the basis for the final decision that is made needs to be clearly articulated in the report(s) documenting the design, development, and validation of the assessment.</p>
<p>12. Civil Service Commission Testing: COPE</p>	<p>Re-evaluate who scores the COPE.</p>	<p>This recommendation is directly related to Recommendation 11. Specifically, if the design of the COPE is updated and revised to remove the emphasis on police settings/contexts and instead focus on the focal constructs per se, then there will be less of a need to have raters who have previous police experience. That is, if the COPE is not police-specific (see Recommendation 11), then it is not necessary or required to have police officers as raters.</p> <p>Currently, the COPE is scored by a 3-person panel consisting of two police officers and a community member. For both types of raters, there appears to be consideration, and rightly so, given to current or past experience in evaluating behavior and/or personnel in a professional capacity. Recognizing that there is value to having some police involvement in this evaluation process for a host of reasons, the specific recommendations are to:</p> <p>(a) Consider a 3-person panel of a personnel analyst, a community member, and a police officer. Such a panel ensures that there is an assessment specialist coupled with input from a member of the Division of Police and the community as well; with the latter having the potential to enhance community buy-in to the process.</p> <p>(b) The emphasis on rater selection should</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>continue to be on past professional experiences as a rater with an even stronger focus on subsequently training them to provide accurate and reliable ratings.</p> <p>(c) Eliminate the Bachelor's degree requirement for community members and again, focus more on rater training.</p>
<p>13. Civil Service Commission Testing: COPE</p>	<p>Undertake a job analysis to explore the role of noncognitive factors (soft skills) and then align the noncognitive factors (soft skills) assessed by the COPE to capture these competencies.</p>	<p>This recommendation builds on Recommendation 10. The COPE, as per the development and validation report assesses <u>problem sensing and resolution</u> and <u>interpersonal relations</u>. However, in other reports and documents, it is variously described as measuring "<i>cognitive abilities, such as decision-making, problem identification, and sensitivity, and adds measurements of speech recognition, a perceptual ability, as well as the measurement of interactive and social skills, such as relationship development and oral fact-finding</i>" and "<i>specifically assesses the dimensions of problem-solving and resolution skills as well as interpersonal relations</i>" (2020 Police Officer Test Plan, pp. 17-18).</p> <p>Thus, it would seem that the COPE is as much a measure of cognitive constructs with a rather limited scope of noncognitive constructs (soft skills). However, the COPE presents a great opportunity to assess and thus increase the role of noncognitive constructs (assuming they are supported by a job analysis) in the selection systems. Consequently, the construct domain space of the COPE needs to be reconsidered and reexamined with an eye to place a stronger emphasis on noncognitive constructs. The universe of potentially relevant noncognitive factors (soft skills) is certainly larger than what is currently represented in the COPE. Conceivably, other noncognitive factors (e.g., openness to experience [cultural competence, cultural openness, cultural sensitivity, tolerance for varying perspectives/viewpoints]; agreeableness [community/customer focus]; emotional stability [stress tolerance]; racist and sexist attitudes) could be identified via a job analysis that identifies and supports them as important and essential determinants of performance as a</p>

Stage of Process	Recommendations	Rationale/Comment
14. Civil Service Commission Testing	<p>Consider conducting a criterion-related validity study.</p> <p>Also articulated a clear conceptual or empirical case—not just administrative—for why a multiple-hurdle approach in reference to the multiple-choice exam, the writing sample exam, and COPE is appropriate; and related to that, why a compensatory approach, such as a multiple-cutoff approach, is not.</p>	<p>police officer.</p> <p>CSC obviously has a vast amount of test data from past recruitment cycles. Has CSC considered conducting a criterion-related validity study that examines the empirical relationship between test scores and performance on specified criteria such as Academy performance or even performance on the job, if these criterion data are available? Such a study will provide some insights into the empirical relationship between test scores and criteria of interest. These data will also supplement and buttress the current content-related validity evidence. Furthermore, such an examination need not be restricted to the CSC tests alone but can be explored for the other steps in the selection process as well. The intercorrelations between performance on the various steps and components would also be informative. We are cognizant of potential small sample size and range restriction concerns with such a study but these can be statistically addressed.</p>
15. Civil Service Commission Testing: Physical Test	<p>Consider dropping the CSC Physical Test (Phase IV) and use only the OPOTA physical fitness test as candidates have to meet the OPOTA standards to be certified and enter the Academy.</p>	<p>There are currently two physical tests, the CSC test administered in October/November after passing the COPE and the OPOTA physical fitness testing in February. Although the OPOTA standards are higher than those for the CSC test, having two tests is unnecessarily duplicative. Dropping the CSC test will eliminate approximately <u>two</u> months from the selection process, allowing the Background Investigation process to start as early as October (instead of December).</p> <p>This will still ensure that candidates meet the State standards 150 days prior to the start of the Academy.</p> <p>The primary trade-off to having only the OPOTA test is one will likely be testing a lot more candidates at this stage than has historically been the case. A potential solution to this is to move the physical fitness test <u>after</u> the CSC background package review.</p>
16. Physical Test	<p>Pre-determine what the physical fitness testing policy for transgender</p>	<p>Determine and clarify the intersection of these issues with the OPOTA physical fitness test and its standards and ensure that this information is</p>

Stage of Process	Recommendations	Rationale/Comment
	<p>candidates will be with the assistance of legal counsel and ensure that this information is publicly accessible.</p>	<p>readily accessible to the public. Moving forward, a clear policy must be established to determine how to manage transgender candidates in the physical ability testing phase of the process.</p>
<p>17. Background Investigation</p>	<p>Undertake a formal evaluation of the (1) <u>Minimum Qualification Requirements</u>, (2) <u>Minimum Qualifications Automatic Disqualifiers</u>, and the (3) <u>Background Removal Standards for Police Officers and 911 Emergency Communications Employees</u> to answer the following questions: (a) for each requirement or disqualifier does written documentation exist to support its validity, job relatedness, business necessity, or basis in state or federal law; (b) is the minimum requirement objective or subjective, is there room for bias or evaluator unreliability; and (c) do data exist to determine whether the use of the minimum requirement or disqualifier results in adverse impact.</p> <p>If no documentation exists to support validity, job relatedness, business necessity, or basis in state or federal law for a minimum requirement or disqualifier, then such documentation should be generated. This should be accompanied by a thorough review to confirm the necessity of the</p>	<p>For the various requirements, disqualifiers, and removal standards, we were not provided with nor were we able to locate any written documentation with regard to their validity, job relatedness, business necessity, or a basis in state or federal law for their use in making employment decisions as "tests". Formal documentation is essential.</p> <p>That said, in our response to <u>Question 10</u> from the <u>Columbus Community Safety Advisory Commission (CCSAC) Report Recommendation 13</u> (see Section V of this report), we provide information that may serve as the basis for developing a formal documentation of the basis and justification for the use of the (1) <u>Minimum Qualification Requirements</u>, (2) <u>Minimum Qualifications Automatic Disqualifiers</u>, and the (3) <u>Background Removal Standards</u>.</p> <p>Because of the fairly large number and percentage of candidates eliminated by the background investigation (see Figure 12), a review of, and documented justification for the automatic disqualifiers and removal standards would be deemed to be essential.</p>

Stage of Process	Recommendations	Rationale/Comment
	<p>requirement or disqualifier.</p> <p>If there is room for subjectivity, and clear rules for making and documenting decisions do not exist, then written standards should be generated for making and documenting decisions.</p> <p>If the minimum requirement or disqualifier does result in adverse impact, then adequate documentation accompanied by a thorough review, becomes all the more essential.</p>	
<p>18. Background Investigation</p>	<p><i>Minimum Qualifications Requirements: 3. Must possess a valid driver's license.</i></p> <p>Consider modifying the implementation of this requirement. Allow candidates without a driver's license to commence the application and selection process while they work on obtaining the license.</p>	<p>There is ample evidence to suggest that a requirement such this one that on the surface appears to be neutral, disproportionately adversely impacts individuals from underrepresented, low income communities, as reflected in the furor that requiring this as a form of ID for voting purposes engenders. And although it is obvious that a very strong argument can be made for this requirement as a necessary requirement for performing primary job responsibilities, it is unclear why this has to be a minimum qualification disqualifier that is instituted at <u>entry</u> into the recruitment and selection process. Specifically, candidates could be allowed to commence the application and selection process while they work on obtaining the license. Given the length of the selection process, this should be very feasible and not impose any temporal delays or effects.</p> <p>In addition, the City should consider developing a sponsorship program or something along those lines for eligible candidates who might need varied assistance to obtain the license. Amongst others, this would be a great recruitment tool. We acknowledge that this may not necessarily practically translate into vast increases in the applicant pool, but it would clearly signal and be</p>

Stage of Process	Recommendations	Rationale/Comment
		reflective of the City's willingness to eliminate disqualifiers that may have adverse effects while maintaining the hiring standards.
19. Background Investigation	Begin the background investigation process earlier. Specifically, send out the invitations to complete the Personal History Questionnaire (PHQ) once an applicant has been determined to be an eligible candidate but before they take the exams.	The background investigation is a major factor in slowing down the overall selection process. This is not due to an inherent flaw in the background investigation process; rather, it is a result of following a rigid, sequential ordering of the tests, which results in a very late start date for the background investigation. Allowing candidates to start submitting the PHQ earlier in the process will expedite the process. As an important caveat, review of completed PHQs should <u>not</u> begin until the candidate has passed the exams; they should be "locked away" and not looked at until the appropriate time in the selection process.
20. Background Investigation	<p>To the extent that it is administratively possible, send out the Personal History Questionnaire (PHQ) to all candidates at the same time.</p> <p>Recommendation 19 is recommending that they should be sent out once it has been determined that applicants are eligible candidates.</p> <p>Process candidates based on the order in which their PHQs are received.</p>	<p>Information obtained during the interviews indicated that because of their affiliations with current police officers, the background investigations of some candidates were processed faster (expedited) than that of others. Whereas we do not have an independent verification of this, this issue is nontrivial because given the current procedures, how quickly one is processed through the system plays a role in determining whether one will receive a conditional appointment or not before the incoming class is full.</p> <p>By using the date of the receipt of the PHQ, candidates will be processed in a fair manner. To further ensure the fairness of the process, candidates should be informed well in advance of the submission date about the information and documentation that will be required to complete the questionnaire so they can start gathering and compiling them if they choose to do so.</p>
21. Background Investigation	Develop a structured process for screening candidate's social media across platforms.	We were not provided with nor were we able to locate any written documentation pertaining to the rationale for and process to be followed in reviewing a candidate's social media posts. Certainly, group affiliations of incoming officers could be a concern and information about this can be discerned via social media. However, the current process does not/fails to effectively capitalize on this. For instance, it is too

Stage of Process	Recommendations	Rationale/Comment
		<p>unstructured and leaves too much room for the introduction of unreliability or biases. In reviewing the social media presence of applicants, there is no standard form that has been provided to give background investigators guidance on what should and should not be flagged and reported as part of the background investigation although it is assumed and implied that it will be weighed against the automatic disqualifiers and background removal standards.</p>
<p>22. Background Investigation</p>	<p>Cease sending out Division of Police-wide emails soliciting "any information or comments concerning the candidates."</p>	<p>Information obtained during the interviews indicated that the Background Investigation Section as a matter of routine practice sends an email to all members of the Division seeking "any information or comments concerning the candidates". Whereas this may be well intentioned, it is a haphazard way of soliciting information about candidates and its unstructured nature only compounds what is already a fairly subjective process, further increasing its susceptibility to the threats associated with unstandardized and nonobjective measurement systems.</p> <p>Because we were not provided with nor were we able to locate any written documentation pertaining to the validity, job relatedness, business necessity, or a basis in state or federal law for sending out Division of Police-wide emails soliciting "any information or comments concerning the candidates", if there is a reason for sending out this email, then perhaps the requested information could be more narrowly tailored based on the reason such information is deemed to be needed, and subsequently documented as well.</p>
<p>23. Background Investigation</p>	<p>Reconsider the structure and use of the polygraph.</p>	<p>The current use of the polygraph places an emphasis on the detection of <u>deception</u> (i.e., whether the candidate is an "honest person"; "has integrity", etc.). Indeed it was noted on multiple occasions during the interviews that those found to be deceitful on the polygraph are never selected. A review and reading of the literature and practice (see Appendix E) indicate that there are primarily two uses to the</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>polygraph; (a) as a measure of deception, and (b) to detect and discover behaviors (via admission) that are violations of automatic disqualifiers and/or removal standards. Pertaining to the former, there continue to be strong concerns expressed in the literature about the reliability and validity of the polygraph as a measure of deception (see Appendix E). Given these concerns, we recommend that the polygraph be used primarily and exclusively for the latter, that is, to detect and discover <u>behaviors</u> (via admission) that are violations of automatic disqualifiers and/or removal standards.</p> <p>A second concern is that the high degree of subjectivity and embeddedness of the polygraph unit in the Division of Police leaves the process yet again to being susceptible to the impression that this is one more opportunity for the Division to exert undue influence on the selection process.</p> <p>Indeed, information obtained during the interviews only further highlighted and raised concerns about the inherent subjectivity within and across polygraphists. For instance, the polygraphists currently appear to be resistant to using computer analysis of the polygraph data as a guide. This leaves the interpretation of the polygraph dependent on the subjective interpretation, skill, and intuition of the polygraphist. The preceding are consonant with statements made during the interviews that one of the main areas of candidate complaints is the polygraph. These sentiments were also reflected in the survey data. Consequently, a specific recommendation is to have the polygraph administered by an independent contractor not associated with the Division of Police and that said entity report information on <u>only</u> admitted <u>behaviors</u> that may serve as the basis for removal as per the automatic disqualifiers and removal standards.</p> <p>Finally, the implementation of these steps will eliminate the need for the second polygraph, further shortening the selection process.</p>

Stage of Process	Recommendations	Rationale/Comment
24. Background Interview	Eliminate the background interview.	Consider eliminating the background interview. As per Recommendation 17, the purpose of the background interview is to obtain information that may be germane to the automatic disqualifiers and removal standards. This objective can be accomplished just as effectively if not more so via the proposed revised polygraph process (see Recommendation 23).
25. Background Interview	Eliminate the practice of bringing in a "significant other" to the background interview.	<p>If the background interview is retained, then eliminate the practice of bringing in a "significant other" to the background interview. Whereas significant others may be a worthwhile source of information about the candidate, the practice of interviewing them <i>conjointly</i> with candidates is unlikely to yield particularly useful information; and instead, is more likely to result in contaminated information that has limited or no job-relatedness.</p> <p>However, although we are recommending its cessation, if the decision is made to continue this practice, then documentation is needed as to how to conduct this interview, what types of questions to ask, and how and what types of decisions are made based on this conjoint interview. In addition, written documentation should be provided supporting this practice. Formal documentation is essential.</p> <p>Indeed, the importance of this issue is highlighted by the fact that during the draft report review phase, we received feedback from one background investigator to the effect that (to summarize) "they don't really do significant other interviews, rather s/he just calls the significant other asks if they have been victimized by the candidate". This information is quite at odds with the information we received during the interviews and the Background Investigation Section's own materials (e.g., see slide 42 in the file <2020 Background Section Investigator and Temp Training.pptx>, the deck used for their training). This discrepancy between at least one background investigator's understanding and implementation of the process and what is reflected in their training materials and information shared with us during the interviews</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>is noteworthy because it is diagnostic and illustrative of the "looseness" of the process.</p>
<p>26. Background Interview</p>	<p>Standardize the structure of the background interview.</p>	<p>If the background interview is retained, then structure the interview. As per Recommendation 17, the purpose of the background interview is to obtain information that may be germane to the automatic disqualifiers and removal standards. Thus, this is an important step of the selection process that, as with most, if not all components administered/run by the Division of Police, needs formal documentation. The current process is unstructured. Although the content of the background interview would understandably vary across candidates, the process should be more structured and documented.</p> <p>Equally structured processes should be put into place to ensure candidates have equal opportunity to review and dispute information uncovered during the investigation.</p>
<p>27. Review of File</p>	<p>Review automatic disqualifiers and removal standards to ensure that (a) there is empirical evidence to justify their retention or (b) in the absence of that, a reasonable rational or logical argument can be advanced to justify and support their use.</p>	<p>See Recommendation 17.</p> <p>On a related note, for instance, information obtained during the interviews indicated a lack of clarity and concerns about the use of credit scores and financial history as removal standards; a finding that was also reflected in the survey results as well. Yet, a reading of the removal standards indicates that it is not poor or "unstable" financial or credit history per se but instead the "<i>admission to gambling that has resulted in an unstable financial or credit history within the last seven (7) years.</i>" (<u>Background Removal Standards, F2</u>). Thus, there needs to be a consistent application of the removal standards as articulated, and if indeed that is the case, then this needs to somehow be conveyed to the requisite stakeholders, including the candidates who otherwise may not be too clear about the application of specified removal standards.</p> <p>We also once again echo the case for the importance of having clearly articulated and documented justification for the various automatic disqualifiers and removal standards and their elements (e.g., see our response to <u>Question 10</u> from the Columbus Community</p>

Stage of Process	Recommendations	Rationale/Comment
		<p><u>Safety Advisory Commission (CCSAC) Report Recommendation 13</u> [Section V of this report]). For instance, in the example above, why 7 years versus any other . . . especially given the potential for such a wide temporal window to eliminate a fairly large number of otherwise qualified candidates.</p>
<p>28. Oral Review Board</p>	<p>Cease the use of the Oral Review Board, until at least such time that it has undergone a redesign and validation.</p>	<p>In its current form, the Oral Review Board seems to be an extremely subjective process that appears to be inherently idiosyncratically implemented rendering it very susceptible to psychometric flaws (unreliability and absence of validity), and potentially, misuse. These limitations and flaws arise in part from unclear and poorly defined criteria. Based on the information obtained during the interviews, it seems members of Oral Review Board panels appear to be using the oral board as a stress test rather than the measurement of the specified job-related constructs—which at the present time are difficult to discern. Specifically, in its current form, based on the information made available to us or lack thereof, it is difficult for us to formally determine exactly what the Oral Review Board is intended to assess since there are no reports or documents describing or detailing its design, development, and validation.</p> <p>Consonant with this, in the absence of formal documentation which could provide clear guidance to the panels, it was also noted that the Oral Review Board is often used to intimidate ("haze") "undesirable" candidates and is also used to screen-out on the basis of non-job-related factors such as attire and mannerisms which may covary with culture and socioeconomic status. This process allows members of Oral Review Board panels to act as gatekeepers in the police officer selection process. Consequently, it comes as no surprise that the Oral Review Board is noted as a major area of candidate complaints (a view that was present in the open-ended responses to the survey as well) due to the "mistreatment" they reported experiencing in the process. Indeed, it was described as by several interviewees as</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>nothing more than a "rite of passage".</p> <p>The current structure of the Oral Review Board gives the panel too many degrees of freedom to ask candidates non-job-relevant questions. This lack of standardization and thus consistency threatens the reliability and validity of the process. Interestingly, the Oral Review Board sessions are not recorded. The basis for this policy is unknown and thus striking especially since they are recorded in the Division of Fire.</p> <p>Oral Review Board panel members are not held constant across candidates. Consequently, because the administration of the oral boards is not highly structured, the scores from one oral board panel to another panel may differ more due the composition of the panel and less so the performance of the candidates. Again, these are sources of inconsistency that arise from the lack of standardization. One wants in place a system where the variance in scores is due to the differences between candidates and not the composition of the panel.</p> <p>The current oral board panel consists of two sworn officers. The reason for this is unspecified. And so given the weight assigned to the Oral Review Board, as currently implemented, panel members have enormous power to determine with whom they would want to work. Consequently, the use of current officers to screen candidates, coupled with the unstructured and subjective nature of the process leaves it open to potential measurement and rating errors and biases such as similar-to-me effects. That said, one can envisage arguments for some advantages to having sworn officers participate in the process as subject matter experts (SMEs).</p> <p>Hence, our summary recommendation is that if it is to be retained, then the Oral Review Board needs to undergo a complete redesign, redevelopment, and validation by a professionally trained test and assessment developer such as the individuals in CSC.</p>
29. Oral Review	Redesign and redevelop	The use of structured oral interviews is not

Stage of Process	Recommendations	Rationale/Comment
Board	<p>the Oral Review Board to ensure that it meets the standards expected of judgmental/subjective assessments of this sort; or once what it is supposed to measure has been formally examined and documented, consider the feasibility of alternative means of assessing them.</p>	<p>uncommon in police and fire entry-level selection. However, the emphasis here is on "<u>structured</u>". There is consensus in the scientific and applied literatures that structured interviews are vastly superior to unstructured interviews; (a) they are standardized (which is accomplished by high degrees of structure); (b) systems are in place to minimize the effects of subjectivity (i.e., standardized evaluation processes and extensive rater training); (c) provide scores that are reliable because the system and decision-making rules are applied consistently; and (d) permit inferences that are valid.</p> <p>So, there first needs to be a formal specification of what the Oral Review Board, which is technically a panel interview, is intended to measure. This will require tying it (including the questions) to the job analysis. Once, the constructs have been identified, one can then answer the question of whether an oral interview, as represented by Oral Review Board, is the best method (operationalized in terms of the above criteria) for assessing the specified constructs. If it is, then formal design, development, and validation procedures, as reflected in CSC design, development, and validation procedures for the COPE, need to be implemented.</p> <p>On the other hand, if it is determined that other methods may be more appropriate, then these should be explored as well.</p> <p>Finally, this redesign, development, and validation effort, also provides yet another opportunity for the increasing the role of noncognitive constructs (soft skills) as discussed in Recommendation 13.</p>
30. Chain of Command Review	<p>Eliminate the Chain of Command Review step from the process.</p>	<p>Currently, after the Oral Review Board, two sworn command officers rate the candidates as to whether they are acceptable, unacceptable, or acceptable with reservations. These ratings are based on a review of the candidates' materials including the ratings obtained from the Oral Review Board. The ratings are made sequentially and so the ratings of the first rater are visible to</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>the second when he/she conducts their rating. These ratings are also part of the materials forwarded to the Public Safety Director who considers these scores in his/her decision.</p> <p>After multiple interviews, no clear reason was provided for the purpose and added value for having this step in the process. This step seems duplicative at two levels. First, its incremental value or contribution to the selection process is unclear to us. Second, we cannot fathom why it is necessary to have two command staff <u>sequentially</u> provide ratings. In addition, like most, if not all the steps administered and managed by the Division of Police, the process is unstructured, and subjective. For instance, there are no documented rubrics or criteria that serve as the basis for the ratings; consequently, there is some uncertainty not only about the extent to which whatever criteria are being used are the same across raters but also the extent to which they are being used consistently by the same rater across candidates, especially when reviews are conducted in blocks of 9-15 candidates over an extended period of time. In short, these are measurement-related questions and issues that will always arise when measurement systems are subjective, unstandardized, and there is no documentation describing them and their use.</p> <p>So, on the basis of the preceding, our recommendation is to drop this step. There is no clear reason why these ratings are required or necessary, and the high degree of subjectivity and lack of standardization makes their validity and value questionable. The elimination of this step also has the added advantage of shortening the selection process as well.</p> <p>However, if the Chain of Command Review is to be retained, then it should be limited to one not two reviews; and lastly, if there are going to be two reviews, then they should be conducted independently and concurrently not sequentially. Furthermore, the reasons for the need for this step should be clearly and explicitly stated and documented. What is it intended to capture?</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>Does it have incremental informational value? Are the ratings standardized, reliable, and valid? Are they free from rating and judgmental biases and errors? What are the rubrics and criteria on which the ratings are being made? Do the raters receive any rater training (information from the interviews and results of the survey indicate they do not) and of what sort?</p>
<p>31. Conditional Offer: Executive Summary</p>	<p>Use a rubric with clearly laid out sections to prepare the executive summary.</p>	<p>Presently, a candidate's entire file is summarized into a 1-2 paragraph executive summary, which is then <u>read</u> to the Public Safety Director who then makes a decision to make a conditional offer or not on the basis of this summary. Information obtained from the interviews indicates that the Director may on occasion request to review a candidate's full package.</p> <p>As shared with us, the narrative summary consists of the following:</p> <ul style="list-style-type: none"> - Name, age, and band - Recommendation of Oral Review Board - Recommendation of Chain of Command - Education (degrees [post high school/GED]; certifications [OPOTC, FF-I, EMT, etc.] - Military (discharge status [honorable, uncharacterized, rank, etc.]; disciplinary action while in the military; current reserve status) - Employment history (attendance, performance, disciplinary actions) - Criminal history (arrests, summons, and convictions [and dispositions]) - Traffic history (recent citations, operator's license suspensions) - Financial history (accounts in active collection; civil judgments; tax liens and arrearages; failure to file/pay income taxes) - Review of polygraph <p>On the basis of the summary, candidates are removed from the eligibility list ("appeared not appointed") on the basis of the following:</p> <ul style="list-style-type: none"> - Criminal history - Engaging in unreported criminal acts - Inappropriate answers to some questions - Poor work performance not reported <p>On the basis of the interviews, it also seems that</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>within a band, individuals may move up on the basis of their City of Columbus residency, and cadet program membership. However, again we emphasize that there is an absence of formal documentation or reports describing these decision making processes.</p> <p>From an information processing and judgment and decision making perspective, the obvious issue here is that the nature of the executive summary, both in the terms of its content (what is summarized and what is not [commission and omission]) and tone (e.g., adjectives and superlatives used, or lack thereof) must play a huge role in the Director's final decision since this is after all the primary informational input for said decision. Consequently, the nature of the executive summary needs to be standardized such that it is not left to the discretion of the preparer in terms of what to include or not include and the qualitative adjectives used. So, we strongly recommend the creation of a rubric with clearly laid out sections that will facilitate the summary of candidates' materials/packages in a standardized manner that is free from differential levels of omissions and commissions. The development and use of such a standardized rubric will (also) result in a more objective summary of candidates and preempt the differential use of adjectives and other qualifiers across candidates and not leave these decisions to the discretion of the report preparer.</p>
<p>32. Conditional Offer: Public Safety Director Review</p>	<p>Pre-establish and explicitly lay out the criteria that are used in hiring decision making, and the relative importance of these criteria.</p>	<p>We are cognizant of the fact as per the City charter, the Director of Public Safety is the appointing authority and thus has the final say in who receives a conditional offer and who does not. That said, although this is an executive decision, we think there is enormous value to having in place a decision making system that is objective, standardized, clear, and transparent. Based on the information available to us, although we were furnished with a list of criteria (see Recommendation 31) it is unclear whether all of these are used and/or the weights given or assigned to them to arrive at the conditional appointment decision. For example, during the interviews, it was noted that the Department has</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>never given a conditional offer to anyone who failed the polygraph. "Dishonesty is weighed very highly" and so although "failing" the polygraph is technically <u>not</u> a requirement for removal, "we have never hired someone who failed" the polygraph. The issue is, whereas there may be a sound reason for this policy or decision rule, ("insubordination" is another), it is not formally documented and justified in any reports or documents of which we are aware. Indeed, information that was obtained from other interviews indicated that the polygraph is not supposed to be a sole basis for elimination. In summary, given the authority that the director holds in deciding who is hired, it is important to be clear and transparent about what and how much certain criteria are considered in order to standardize the process across applicants and increase perceptions of fairness.</p>
<p>33. Conditional Offer: Public Safety Director Review</p>	<p>Review candidates based on the order in which their PHQs are received.</p>	<p>The typical competitive selection system with a selection ratio of less than 1, where selection decisions are norm-referenced (candidates are compared to each other) instead of criterion-referenced (where candidates are compared to an absolute standard) takes the form of one in which all candidates are processed simultaneously and not sequentially. In a norm-referenced situation, a major problem and limitation with a sequential process is that because the positions are filled as candidates are processed, it is conceivable that more qualified or stronger candidates may not receive offers because the positions are all filled by the time their materials are processed. Second, if the decision rules for <u>when</u> one's materials are processed are not objective and standardized, then the process becomes capricious and potentially leaves itself susceptible to misuse.</p> <p>In the current system, candidates are processed by bands, but within a band, it is unclear what decision rules are being used to determine when one's materials get processed (e.g., when does one's background investigation get started and why). Obviously, the "flow is influenced by when the background investigation and polygraph are completed" but again <u>what</u> determines whose</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>gets started and when is unclear. And as previously noted, although we do not have independent verification of it, information obtained during the interviews indicated that because of their affiliations with current police officers, the background investigations of some candidates were processed faster (expedited) than that of others. Indeed the survey data further indicated that the background investigation was reported to be a particularly slow step in the process.</p> <p>This issue is nontrivial because given the current procedures—that is 9-15 candidates in a band are evaluated at a time based on when they are processed—how quickly one is processed through the system plays a nontrivial role in determining whether one will receive a conditional offer or not before the incoming class is full.</p> <p>We acknowledge that because of the large number of candidates in a band, and the individualized nature of Public Safety Director Review process (although the actions suggested in Recommendations 31 and 32 will expedite this process), waiting until all candidates have completed the Oral Review Board and then running all of them simultaneously through this step will further substantially lengthen the selection process. Thus, there is some administrative expediency to the current system. However, to ensure that the system is fair, if candidates' background investigations are processed in terms of when their PHQs are received (see Recommendation 22), then this de facto also becomes the order in which they are processed through the Public Safety Director Review.</p>
<p>34. Post-offer background (Polygraph)</p>	<p>Eliminate the use of the post-offer polygraph.</p>	<p>As noted in Recommendation 23 and our response to CCSAC Recommendation 13, Question 8 (see Section IV of this report), we are recommending the elimination of the second polygraph. Specifically, the implementation of the steps recommended in Recommendation 23 eliminates the need for this second polygraph.</p>

Stage of Process	Recommendations	Rationale/Comment
35. Medical Exam	Pay for candidates to retake the medical exam.	Those who fail the medical exam may currently retake the exam, but only if they pay for it themselves. This disadvantages those who cannot afford it, and is potentially a problem since this likely covaries with socioeconomic status. Consequently, in the interest of both fairness and consistency, we recommend that the City pay for any retests; it eliminates the undue burden that may be placed on candidates with lower income levels or from lower socio-economic status categories who may be unable to afford to pay for a retest.
36. Psychological Testing	Must be run by a licensed psychologist.	We were unable to review or audit this step because the vendor was unable to meet with us due to a pending/ongoing litigation. However, we did review the proposal submitted by the vendor in 2020 and offer some observations on the typical professional practice in the administration, interpretation, and scoring of psychological exams in the body of the report.
37. Psychological Testing	If retesting is permissible, then pay for candidates' retest.	See Recommendation 35.
38. General	Move all of the selection steps and processes into, or at least under the control or direction of the CSC.	<p>Depending on how one counts them, there appear to be 13 steps in the recruitment and selection process (see Figure 1). Of these, four are administered and managed by CSC and rest by Division of Police and/or the Department of Public Safety. Indeed, the scoring of the COPE has a large Division of Police presence as well in that of the 3-person panel, two are uniformed CPD personnel (usually a sergeant and police officer); the third is a community evaluator. Thus, the Division of Police plays a rather large and what we consider to be an oversized role in the recruitment and selection process.</p> <p>This is not inherently a problem per se, however based on our review of the information made available to us or lack thereof, the systems and processes that reside in the Division of Police and Department of Public Safety are quite unstructured, unstandardized, and have no documentation in the form of design, development, and validation or other reports that describe the processes, their implementation, and their subsequent</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>evaluation. In summary, they appear to be inherently very subjectively implemented, rendering them extremely susceptible to psychometric flaws (inconsistent, unreliable, and not valid) and potentially, misuse . . . or at least the perception of such, as reflected in the open-ended responses to the survey.</p> <p>The contrast between the compliance of the CSC and Division of Police/Department of Public Safety systems with scientific and professional standards is quite striking; and even more disconcerting given the inherent subjective nature of the latter's systems and processes. This contrast is consonant with the fact that CSC houses trained personnel selection and assessment professionals who through the documentation of the processes for which they are currently responsible, have demonstrated that they have the knowledge, skills, and competencies to design, develop, and validate selection systems and processes.</p> <p>Consequently, to rectify the weakness and flaws that are reflected in preceding recommendations, our recommendation here is to move all of the selection steps, systems, and processes into, or at least under the control, direction, or supervision of the CSC. This will also directly address the current critical problem of the different parts of the recruitment and selection system not "talking to each other" and sharing information at a sufficient level of efficiency and effectiveness.</p> <p>This also has the potential added advantage of streamlining and simplifying applicant interactions with the recruitment and selection system and personnel, a concern raised in the open-ended responses to the survey. Specifically, it seems many different individuals communicate with any given applicant sometimes resulting in mis- or crossed-communications at the expense of the candidate. So, to ensure all requisite information is provided, one team should serve as applicants' point of contact. An online applicant tracking system—one in which an applicant can observe, in real-time, where they</p>

Stage of Process	Recommendations	Rationale/Comment
		<p>are in the process and what information (e.g., paperwork) is needed from them—will increase not only the timely submission of information, but also the favorability of their reactions to the process.</p> <p>Of course, we are cognizant of the practical question of whether CSC has the bandwidth (i.e., administrative resources and personnel) for this; however, in our opinion, they have the technical expertise to do this, if not directly themselves, then to hire, manage, and supervise consultants who do.</p>

SECTION IV

Responses to Columbus Community Safety Advisory Commission (CCSAC) Report, Recommendation 13 Questions

Introduction

In addition to undertaking an audit of the steps that comprised the recruitment and selection system, the scope of work also tasked us to answer the questions posed in Recommendation 13 of the Columbus Community Safety Advisory Commission (CCSAC) Report (pages 45 and 46). As with the audit, the responses to the questions were arrived at on the basis of information obtained from multiple sources including but not limited to (a) reports and documents, (b) interviews, (c), surveys, (d) literature reviews and analyses, and (e) the empirical analyses of data, coupled with our expert knowledge and opinion. The responses to the questions are presented below.

Responses to Recommendation 13 Questions

Questions	Summary responses and comments
<p>1. Has the department conducted cultural assessment and evaluation?</p>	<p>A sensitivity analysis was undertaken in late 2020 for the Civil Service Commission (CSC) components of the recruitment and selection process (Doverspike [2020], <i>Sensitivity Report 1: Overview and planned steps, a report for the City of Columbus, Civil Service Commission.</i>). This analysis reviewed the following (1) recruitment and informational content, (2) multiple-choice test, (3) writing sample test, (4) COPE, (5) COPE training materials, and (6) physical ability test.</p> <p>We have not received or identified any information that indicates that a sensitivity analysis has been conducted for any other components. This was echoed in the results of the survey as well (e.g., see Tables G.S10 and G.S11 in Appendix G). Thus, similar analyses would need to be conducted for all the components not implemented/managed by CSC.</p>
<p>2. What does quantitative research identify as pivot points for increasing or decreasing diversity in the recruitment and hiring process?</p>	<p>The <u>diversity specific suggestions</u> section of Appendix C, which presents some best suggested practices for police recruitment and selection based on a review of the academic and applied literature, speaks to specific suggestions for increasing the representation of traditionally underrepresented groups. As far as we could determine, there is no empirical research that provides guidance on the identification of any specific tipping or pivot point that serves as a critical marker of changing trends in the recruitment or hiring of minority or underrepresented groups. However, on a related note, although somewhat arbitrary, the comparable worth literature often uses 70% or 80% of one sex group as</p>

Questions	Summary responses and comments
	<p>indicating a sex-typed job. Thus, once a job reaches 80% concentration of one sex, it may serve as a signal to applicants that the job is "sex-typed".</p>
<p>3. What impact does an annual civil service test have on the ability to recruit and retain applicants? Would more frequent or rolling testing improve outcomes?</p>	<p>Any assessment or evaluation tool or process, to the extent that it is well validated, is going to eliminate some applicants because their performance on the assessment tool is predictive or indicative of poor performance on the job—again, if the tool is well validated. This is the inherent nature of any assessment or evaluation process that seeks to assess individual differences and use those data to inform selection decisions. Furthermore, any assessment (process) is going to take some time to implement and consequently, cause some applicants to drop out or withdraw from the process. As such, these issues characterize civil service testing.</p> <p>More frequent or rolling testing can improve the specified outcomes if the bottlenecks in the downstream components of the selection process are alleviated as well.</p> <p>However, as noted elsewhere in this report (e.g., see Recommendation 17), an equally, if not more important issue is the need to reexamine and reconsider the automatic disqualifiers and background removal standards, which are technically and functionally tests, that in this particular instance, also happen to eliminate fairly large numbers and percentages of candidates (e.g., see Figure 12).</p>
<p>4. Should the hiring process be expedited to lessen the time between application and entrance into the Academy?</p>	<p>Definitely "yes". However, the pivotal resultant issue is how best to do so.</p> <p>One clear recommendation is to have only one physical ability test (that is based on the OPOTA standards; see Recommendation 15).</p> <p>However, if the two physical ability tests are going to be retained, then a possibility to expedite the process is to allow candidates to take the CSC physical ability test prior to receiving their CSC test scores. This will allow the background investigations to start as soon as it is confirmed that they passed the multiple-choice, writing sample, COPE exams, and the physical ability test. This would move up the beginning of the background investigation processing.</p> <p>The CSC physical ability test could also be moved before the scoring of the COPE is completed (i.e., start the physical</p>

Questions	Summary responses and comments
	<p>ability testing while the COPE is being scored). However, this may not be cost effective, as one would be testing candidates who may fail the COPE.</p> <p>Given concerns about its reliability and validity, dropping the polygraph also has the potential to save time and expedite the process. (See response to Question 5.) Any potential information loss from dropping the polygraph can be made up for by ensuring that one has a very well implemented background investigation that is able to uncover criminal and other job-relevant background concerns. The polygraph could also potentially be replaced by alternatives that may be less time consuming.</p>
<p>5. Are technologies appropriate for their intended purpose? For example, multiple academic sources question the use of polygraphs, especially since more effective alternatives exist.</p>	<p>Based on the interviews, with the exception of the (two) polygraphists, everyone thinks extremely poorly of the polygraph, with a rather strong dislike for it; a view that is reflected in the survey open-ended responses as well. This sentiment is not at odds with concerns about the reliability and validity of this tool that continues to be expressed in the literature (see Appendix E). Consequently, we recommend that the structure and use of the polygraph be changed (see Recommendation 23). Specifically, because there continue to be strong concerns expressed in the literature about the reliability and validity of the polygraph as a measure of <u>deception</u>, a more reliable, valid, and effective use of the polygraph is as a tool to detect and discover <u>behaviors</u> (via admission) that are violations of automatic disqualifiers and/or removal standards. This results in a relatively less subjective use of the polygraph and eliminates the subjective interpretation of physiological responses to infer "deception", "honesty", or "integrity".</p> <p>Pertaining to alternatives to the polygraph, we undertook a review of the literature, the results of which are presented in Appendix F. In summary, the viability of any alternative seems to be primarily a function of what one exactly seeks to measure. Thus, for instance, if the focus is the measurement of honesty or integrity as an individual difference trait, then there are superior alternatives to the polygraph. Likewise, if the focus is on detecting behaviors that would disqualify a candidate, then this can be accomplished with a more extensive and intensive background investigation.</p>
<p>6. Are subjective hiring practices leading to biased outcomes?</p>	<p>The issue is, depending on how one counts them, there appear to be 13 steps in the recruitment and selection</p>

Questions	Summary responses and comments
<p>If so, how should those practices be changed or eliminated?</p>	<p>process (see Figure 1). And of these, only Phases I, II, and IV, which are run by CSC, are <u>not</u> subjective. All the other steps by their nature and design are subjective and judgmental. And of these subjective steps, with the exception of Phase III (the COPE), they are all run by either the Division of Police or the Department of Public Safety. It should be noted that even the scoring of the COPE has a large Division of Police presence in that of the 3-person panel, two are uniformed CPD personnel (usually a sergeant and police officer); the third is a community evaluator. That said, a CSC analyst sits in to serve as a monitor to ensure the adherence to evaluation guidelines.</p> <p>The systems and processes that reside outside CSC, that is, in the Division of Police and Department of Public Safety, are quite unstructured, nonsystematic, and have no documented processes. There are no formal validation or other reports that describe the processes, their implementation, and their subsequent evaluation. So in the absence of evaluation and validation reports, it is impossible to provide a data-driven answer to this question. That said, in summary, they do appear to be inherently idiosyncratically implemented, rendering them extremely susceptible to psychometric flaws (unreliable and not valid) and potentially, abuse . . . or at least the perception of such.</p> <p>To rectify this concern, our recommendation is to move all of these systems and processes into, or at least under the control or direction, of the CSC (see Recommendation 38). However, if they are going to be retained in the Division of Police and Department of Public Safety, then they should be subcontracted to a professional assessment firm or they need to hire scientifically trained assessment professionals to run and manage these systems; which would basically be a duplication of skills and knowledge already present in CSC.</p> <p>As noted in Section III of this report, the oral review board needs to be completely redesigned and redeveloped or dropped (see Recommendation 29). It should not be continued to be used in its present form.</p> <p>Also see additional recommendations pertaining to polygraph (Recommendation 23), chain of command review (Recommendation 30), and conditional offer (Recommendations 31, 32, and 33) in Section II and Section</p>

Questions	Summary responses and comments
	III.
<p>7. Are staff at every level of the hiring process properly trained and certified?</p>	<p>For CSC, yes.</p> <p>Pertaining to the CSC physical ability test, police officers from the recruiting and training units, who are OPOTA certified, assist the CSC staff; but the latter are ultimately responsible for the test.</p> <p>The OPOTA physical ability test is also administered by OPOTA certified police officers.</p> <p>Polygraphists are formally trained since they are professionally certified.</p> <p>There also appear to be training systems in place for officers who serve as background investigators and on the oral review board. That said, even the oral review board leaves a lot to be desired and seems in need of a major redesign/redevelopment to ensure that the process is standardized, reasonably objective, reliable, and valid. For instance, the content of training material that we received for the oral review board <Oral Board Training 201802019 FINAL.pptx> was very limited/deficient, and in fact focused only on providing information on how information that the board uses is gathered and nothing on how to actually conduct the review board in terms of judgmental and rating errors and bias (such as similar-to-me effects, contrast effects, leniency, severity, and halo). Indeed, it appeared to lack the type of content that one would typically expect in a rater/interviewer training program. (This was the case for the background investigator training as well.) In summary, the oral review board should be developed and implemented by either CSC or a professional testing/assessment firm, not the Division of Police.</p> <p>Table G.S12 (in Appendix G) presents the results of the stakeholders' responses to the survey question pertaining to training and certification.</p>
<p>8. Are hiring practices and processes duplicative and, if so, what practice best tests an applicant's fitness for service in the manner least likely to introduce bias into the</p>	<p>There appear to be two separate issues here; (1) duplication, and (2) practices that best test an applicant's fitness for service in a manner least likely to introduce bias into the system.</p> <p>1. Duplication. One obviously duplicative step/assessment</p>

Questions	Summary responses and comments
<p>system?</p>	<p>appears to be the physical ability test where there are two of them; one that is administered by CSC (Testing Phase IV) relatively early in the process and a second later in the process to meet the state (OPOTA) standards (see Recommendation 15). There may be some question as to whether it is administratively possible, but a strong recommendation is to have only one physical ability test that uses the OPOTA standards. This potentially, also has the added advantage of reducing the length of the process depending on how it is implemented.</p> <p>Another duplicative step is the chain of command review which seems to be duplicative, at two levels. First, its incremental value or contribution to the selection process is unclear to us. Second, we cannot fathom why it is necessary to have two command staff <u>sequentially</u> provide ratings. So our recommendation is to drop this step (see Recommendation 30). However, if it is to be retained, then it should be limited to one not two reviews; and lastly, if there are going to be two reviews, then they should be conducted independently and concurrently not sequentially.</p> <p>Third, there is currently a second polygraph administered for some candidates. The implementation of the steps suggested in Recommendation 23 will eliminate the need for the second polygraph, further shortening the selection process (Recommendation 34).</p> <p><u>2. Practices that best test an applicant's fitness for service in a manner least likely to introduce bias into the system.</u> In the personnel assessment and selection literature and practice, there is a distinction between "fitness for service/duty" and "merit". So, since what the CSC assesses is really "merit" and not "fitness for service/duty", we will operate under the premise that is the focus of this question. (Note, "fitness for service/duty" is what psychologists and physicians assess.)</p> <p>The scientific and professional standards for an assessment tool are (a) that it be standardized, (b) should be objective to the extent possible (i.e., if it is a judgmental assessment involving raters, then all efforts should be made to reduce subjective rating biases and errors), (c) provide scores that are reliable, and (d) permit valid inferences on the basis of the scores obtained. These are the core standards, in</p>

Questions	Summary responses and comments
	<p>addition to others, that we used to review and comment on the extent to which the 13 steps meet scientific and professional standards (in terms of "best practices").</p> <p>For the CSC components, there are documents (e.g., validation reports, sensitivity analysis reports, etc.) that provide the information to independently evaluate the assessments on the above metrics; and they are generally quite favorable. The same cannot be said of the Division of Police and Department of Public Safety components where there do not appear to be any formal documents describing the processes, their development and implementation, and an evaluation of their outcomes or effectiveness.</p>
<p>9. Is the hiring process recruiting and producing future officers that reflect the vision and values of the communities served by CDP?</p>	<p>To effectively speak to this, one would first need to know what the "vision and values of the community" are. So, in the absence of any articulation or documentation of what the vision and values are:</p> <ol style="list-style-type: none"> 1. No, we do not have any information that permits or leads us to believe that the current system recruits and produces officers who reflect the vision and values of the communities served by CDP. That said, we also do not have any information that allows us to conclude that it does not. 2. However, this question could be definitely answered by first assessing and documenting the vision and values of the community, and then determining whether the characteristics currently assessed (that subsequently determine who is selected as an officer), are aligned with said vision and values. 3. If they are not, then one could examine the possibility and feasibility of incorporating them into the assessment and selection system. 4. Finally, a determination would (then) have to be made as to whether these characteristics would be/are predictive of performance as a police officer. <p>But certainly, the current system could be argued to have an underrepresentation of noncognitive factors (soft skills; such as those competencies that pertain to dealing with people from various and diverse backgrounds and cultures). A redesign of assessments like the COPE (see Recommendation 13) and recruiting for and awarding extra points for a wider</p>

Questions	Summary responses and comments
	<p>range of skill sets (e.g., see Recommendation 7) would be a great opportunity to address this issue.</p> <p>Furthermore, the results of the survey provide some insights into both stakeholders' and applicants <i>perceptions</i> on this issue. These results are presented in Tables G.S8, G.S9, G.A6, and G.A7 in Appendix G.</p> <p>In conclusion, a pivotal observation in answering this question is that this issue might be best addressed through training and changes to the organizational culture. Individuals can to be trained, oriented, and socialized in the specified vision and values. Hence, from one perspective, it does not matter who one recruits and hires if the focus of training is on "warrior training" instead of training as a "public servant".</p>
<p>10. Is there a rational relationship between disqualifiers and future performance?</p>	<p>See Section V of this report; it presents a comprehensive answer to this question.</p>
<p>11. To what extent would a current police officer be disciplined or terminated if she exhibited the same conduct or behavior as those used to disqualify an applicant?</p>	<p>Recognizing that this is outside the scope of work, this question could nevertheless be very readily answered by a fairly straightforward study. Specifically, this will entail generating a list of all the disqualifiers (see Section V) and then have decision makers at CSC, Division of Police, and Department of Public Safety complete a survey in which they respond as to whether a current police officer would be disciplined or terminated if she/he exhibited the conduct or behavior.</p> <p>Such a study could be designed and implemented internally or by an external consultant and should be fairly easy to quickly conduct.</p>
<p>12. Do applicants clearly understand why they were disqualified?</p>	<p>A number of questions were added to the survey to collect information to answer this question. The results for these questions are presented in Tables G.A12 - G.A16 in Appendix G. In summary, of the applicant respondents who were disqualified, (a) 76.58% indicated that they were notified of their disqualification, (b) 64.38% indicated they were informed as to why they were disqualified, and (c) 64.56% indicated they were aware of the reason why they were disqualified.</p> <p>For stakeholders, limiting it to only those who provided a</p>

Questions	Summary responses and comments
	<p>yes/no response, (a) 92.98% indicated that applicants are notified when they are disqualified from the selection process at any stage, and (b) 86.84% indicated that applicants are informed about why they were disqualified from the selection process at any stage. These results are presented in Tables G.S13 - G.S18 in Appendix G.</p>
<p>13. Is the hiring process conducted in the correct order?</p>	<p>Generally, yes. However, some of our recommendations speak to changes in the ordering and streamlining of the process. Specifically, Recommendation 15 suggests the use of only one instead of two physical tests. Recommendation 19 speaks to starting the background investigation earlier by inviting the submission of the PHQ once an applicant has been determined to be an eligible candidate. And finally, as reflected in Recommendation 23, proposed changes to the structure and use of the polygraph eliminates the need for the second polygraph (Recommendation 34).</p>

SECTION V

**Response to Columbus Community Safety
Advisory Commission (CCSAC) Report,
Recommendation 13, Question 10:**

"Is there a rational relationship between
disqualifiers and future job performance?"

Introduction

"Is there a rational relationship between disqualifiers and future job performance?"

To answer this question, first, we interpreted "disqualifiers" to mean the Minimum Qualifications³⁵ and the Background Removal Standards for Police Officers.³⁶ Next, they were both reviewed in the context of federal guidelines (EEOC et al., 1978) and professional principles and standards (AERA et al., 2014; Society for Industrial and Organizational Psychology [SIOP], 2018) to inform the answer to the question. Specifically, from a decision-making perspective, both the Minimum Qualifications and the Background Removal Standards are selection devices or "tests", and as such, they are subject to the guidance offered in the *Uniform Guidelines* (EEOC et al., 1978). Therefore, if the Minimum Qualifications or the Background Removal Standards result in adverse impact, then those "disqualifiers" must be shown to be valid, job-related, or a business necessity. In addition, regardless of adverse impact, it is good scientific and professional practice to validate all tests and steps in the selection process (SIOP, 2018).

Validity is defined in both the *Standards* (AERA et al., 2014, p.11) and the *Principles* (SIOP, 2018, p. 4) as "the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests". So, since the Minimum Qualifications and the Background Removal Standards are in place supposedly because of their purported relationship to performance as a police officer, we interpreted the phrase "rational relationship between disqualifiers and future job performance" to mean a query about the *validity* of these for making inferences about future job performance.

Finally, *job* or *work performance* in the scientific and professional literature and practice can be conceptualized in terms of a number of dimensions, namely, task performance,³⁷ organizational citizenship behavior,³⁸ counterproductive work behavior,³⁹ and withdrawal (turnover). It would seem that by their nature, disqualifiers are more likely to be related to turnover (withdrawal)⁴⁰ or the occurrence of maladaptive (counterproductive) work behaviors, than to task performance per se. As an example, unless they are used on-the-job (i.e., while on duty), where as a function of

³⁵ <https://www.columbus.gov/police-officer/minimum-qualifications/>

³⁶ *Background Removal Standards for Police Officers and 911 Emergency Communications Employees*

³⁷ The most common task performance measure is subjective ratings of job performance by a supervisor.

³⁸ Organizational citizenship behaviors, or OCBs, refer to contributions to the organization beyond what is called for in terms of the job tasks. Examples would include mentoring younger officers or volunteering to host events for the community, such as *Coffee with a Cop* or *Shop with a Cop*.

³⁹ Counterproductive work behaviors can range from the relatively minor, (e.g., taking extra-long breaks or falling asleep at one's desk) to the serious and severe (e.g., engaging in serious crimes or accepting bribes).

⁴⁰ Withdrawal may take other forms, such as frequent absences or lateness.

the drug, they may result in physical or cognitive impairments, it is unclear whether the use of many illegal drugs off-the-job would have a negative impact on task performance; certainly, in the sports world, illegal drugs are often seen as having a positive relationship with performance. However, it would seem the likely objection to illegal drug use is not that they will inhibit or promote task performance, but rather that pre-hire drug use will predict post-employment drug use (i.e., the past-behavior-predicting-future-behavior argument), and if it is an illegal drug, then the officer in question would be committing a crime, a prototypical counterproductive work behavior.

Therefore, on the basis of the preceding, we posed and answered three questions in reference to each disqualifier. In their totality, these questions encapsulate the scientific and professional standards for an assessment tool/test, specifically, (a) that it be standardized, (b) should be objective to the extent possible (i.e., if it is a judgmental assessment involving raters, then all efforts should be made to reduce subjective rating biases and errors), (c) provide scores that are reliable, and (d) permit valid inferences on the basis of the scores obtained. The three questions are:

- A. Is there a validation report or any other documentation that supports the use of the disqualifier?
- B. In the absence of a validation report, can a reasonable, conceptual, rational and/or logical argument be advanced for its relatedness to one or more dimensions of job performance and/or its use as a disqualifier (in that this is the question posed in Question 10)?
- C. Is the select-out/disqualification decision (i.e., "pass"/"fail") subjective and thus, possibly prone to unreliability and bias, and is it likely to result in adverse impact? We also rated each standard on a 3-point scale (1 = objective, 2 = somewhat objective/somewhat subjective, 3 = subjective).

Minimum Qualifications Requirements

1. Must have a high school diploma or G.E.D.

- A. As far as we have been able to determine, and based on available documents, there is no validation report that supports the use of a minimum educational requirement.
- B. An argument could be made for a linkage or nexus between a high school diploma (or G.E.D.) and task/job performance. There is literature that supports a finding of better job performance with more education (Aamodt, 2004). Furthermore, the job of police officer entails a fair amount of reading and writing demands. So, it is highly likely this minimum qualification requirement is related to future job performance.
- C. Rating = 1. Highly objective criterion. In addition, requiring a high school diploma is no longer regarded as having a high likelihood of leading to adverse impact. However, the EEOC has previously opined that a high school diploma may have adverse impact based on learning disabilities and, therefore, should still be validated.⁴¹

2. Must be at least 20 years old to apply.

- A. We do not know of a validation report or other documentation that supports the use a minimum age as a requirement. However, this appears to be related to a State requirement for purchasing and carrying handguns.
- B. An argument could be made that it is a necessary requirement for performance of the job based on the State requirements for carrying a gun or handgun. Even if evidence does not currently exist, the answer would appear to be that there is an indirect relationship to job necessity because the cutoff age could be seen as necessary to perform the job.
- C. Rating = 1. Highly objective criterion. Furthermore, adverse impact does not apply to those under 21. It would seem unlikely this would lead to adverse impact for other protected classes.

3. Must possess a valid driver's license.

- A. We do not know of a validation report or other documentation that supports the use of the driver's license as a minimum requirement. However, this appears to be related to a State requirement that in order to drive police vehicles one must have a valid driver's license, making this a job necessity.
- B. A strong argument can be made that it is a necessary requirement for performance of the job. So even in the absence of any validation studies or other documentation, the answer would appear to be that having a driver's license is a necessity for the job.
- C. Rating = 1. Highly objective criterion. However, this requirement is likely to have adverse impact as racial minorities are less likely to have a driver's license (based on U.S. data).⁴² See Recommendation 18 in Section III of this report for a suggested modification to how this minimum qualification is implemented.

⁴¹ EEOC. What You Should Know: Questions and Answers about the EEOC and High School Diploma Requirements, <https://www.eeoc.gov/laws/guidance/what-you-should-know-questions-and-answers-about-eeoc-and-high-school-diploma>

⁴² Pawasarat, John and Quinn, Lois M., "ETI Research on Disparate Racial Impacts of Using Driver's Licenses for Voter IDs" (2017). ETI Publications. 185.

4. Must be a U.S. citizen (permanent residency is not accepted).

- A. We do not know of a validation report or other documentation that supports the use of citizenship as a minimum requirement. However, this appears to be related to a State requirement.
- B. An argument could be made that it is a job necessity since it is in compliance with State requirements. Although it is unclear why permanent residency would not be acceptable, the issue could be regarded as moot as almost all Ohioans are citizens.⁴³
- C. Rating = 1. Highly objective criterion. In addition, because almost all Ohioans are citizens, this requirement is unlikely to have adverse impact against any protected class.

⁴³ Approximately 98%. https://ballotpedia.org/State_demographics_by_citizenship_status

Minimum Qualifications Automatic Disqualifiers

1. Tried or purchased marijuana in the past 12 months.

- A. We do not know of a validation report or other documentation that supports the use of marijuana use or purchase as an automatic disqualifier.
- B. In the absence of a validation report or other documentation of the relationship between this disqualifier and job performance, one possible argument that could be made to support its use is the past-behavior-predicting-future-behavior argument (i.e., if marijuana was used before becoming a police officer, then it would be used when one becomes a police officer, and this would constitute a crime). A propensity-to-not-comply-with-laws argument could also be made. However, given the current societal attitudes toward marijuana use, this would be a fairly weak argument.
- C. Rating = 2. A relatively objective criterion but with ambiguous or subjective elements. These are:
 - a. How is "tried" defined? Is there a quantity or number of uses that qualifies as "tried"?
 - b. What about "medical" marijuana?
 - c. Although 12 months is a clear cutoff, how was the 12 months value arrived at? Why not 6 months? Or 2 years?
 - d. National statistics indicate usage rates are about equal by race, but there are significant race differences in arrests.⁴⁴

2. Tried or purchased any other illegal drug(s) in the last 3 years (*EXCEPT Marijuana*).

- A. We do not know of a validation report or other documentation that supports the use of other illegal drug(s) use or purchase as an automatic disqualifier. However, this automatic disqualifier appears to be most likely based on Ohio Revised Code (ORC) 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance.
- B. In the absence of a validation report or other documentation of the relationship between this disqualifier and job performance, one possible argument that could be made to support its use is the past-behavior-predicting-future-behavior argument (i.e., past illegal drug use before becoming a police officer would predict use after becoming a police officer, and this would constitute a crime). A propensity-to-not-comply-with-laws argument could also be made.
- C. Rating = 2. A relatively objective criterion but with ambiguous or subjective elements. These are:
 - a. How is "tried" defined? Is there a quantity or number of uses that qualifies as "tried"?
 - b. Although 3 years is a clear cutoff, how was the 3 years value arrived at? Why not 2 years? Or 4 years?
 - c. Are all illegal drugs treated equally?
 - d. Usage rates may be roughly equal by race, although more likely among males

⁴⁴ <https://www.brookings.edu/blog/brookings-now/2017/08/11/charts-of-the-week-marijuana-use-by-race/>

than females. Again, there are significant race differences in arrests.⁴⁵

3. Been convicted while operating a motor vehicle (OVI, DUI, or OMVI) while under the influence of alcohol or drugs within the last five (5) years.

- A. We do not know of a validation report or other documentation that supports the use of being convicted of operating a motor vehicle while under the influence as an automatic disqualifier.
- B. In the absence of a validation report or other documentation of the relationship between this disqualifier and job performance per se,⁴⁶ one possible argument that could be made to support its use is the past-behavior-predicting-future-behavior argument (i.e., past driving while under the influence would predict future driving while under the influence, or possibly risk or insurance concerns⁴⁷). Based on this reasoning then, operating a vehicle under the influence while a police officer would be a clear safety risk to the public. May also be related to the cost or availability of departmental vehicle insurance. A propensity-to-not-comply-with-laws argument could also be made.
- C. Rating = 1. An objective criterion, although unclear how the 5 years was established. Reported rates of OVI and DUI tend to be higher for males and white males.⁴⁸

4a. As an adult 18 or older, been convicted of a felony offense(s) (Does not apply to misdemeanors (M1 - M4)).

- A. We do not know of a validation report or other documentation that supports the use of the conviction on felony offenses as an automatic disqualifier.
- B. Most likely based on ORC 2923.13, which stipulates transgressions that preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. Consequently, a sound job necessity argument can be made in that this requirement would appear to be derived from Ohio gun licensing laws such that possible conviction on a felony would preclude one from being able to carry a gun as a police officer.⁴⁹ A second argument would be the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. A relatively objective criterion, although what happens with sealed or expunged crimes is not specified. There are significant race differences in felony convictions.⁵⁰

⁴⁵ McCabe, S. E., Morales, M., Cranford, J. A., Delva, J., McPherson, M. D., & Boyd, C. J. (2007). Race/ethnicity and gender differences in drug use and abuse among college students. *Journal of Ethnicity in Substance Abuse, 6*(2), 75–95; <https://www.drugabuse.gov/publications/research-reports/substance-use-in-women/sex-gender-differences-in-substance-use>; Caetano, R., & McGrath, C. (2005). Driving under the influence (DUI) among US ethnic groups. *Accident Analysis & Prevention, 37*(2), 217-224; https://doi.org/10.1300/J233v06n02_06https://www.hamiltonproject.org/charts/rates_of_drug_use_and_sales_by_race_rates_of_drug_related_criminal_justice

⁴⁶ Although there was no documentation, there may be restrictions due to insurance coverage.

⁴⁷ Ibid.

⁴⁸ Schwartz, J. (2008). Gender differences in drunk driving prevalence rates and trends: A 20-year assessment using multiple sources of evidence. *Addictive Behaviors, 33*(9), 1217-1222.

⁴⁹ We are not attorneys and for that reason we have been cautious in offering what could be seen as bordering on a legal opinion.

⁵⁰ <https://bjs.ojp.gov/content/pub/pdf/revcoa18.pdf>; https://www.ojdp.gov/ojstatbb/crime/ucr.asp?table_in=2;

4b. As an adult 18 and older, verified, admitted or convicted of domestic violence within the last ten (10) years.

- A. We do not know of a validation report or other documentation that supports the use of the conviction on domestic violence offenses as an automatic disqualifier.
- B. A sound job necessity argument can be made in that this requirement would appear to be derived from Ohio gun licensing laws such that conviction on a domestic violence charge may preclude one from being able to carry a gun as a police officer. A second argument would be the past-behavior-predicting-future-behavior argument. A propensity-to-not-comply-with-laws argument could also be made.
- C. Rating = 1. A relatively objective criterion, although what happens with sealed or expunged crimes is not specified.

4c. As an adult 18 or older, intentional violation of any protection order or temporary restraining order within seven (7) years.

- A. We do not know of a validation report or other documentation that supports the use of the violation of protection or restraining orders as an automatic disqualifier.
- B. A sound job necessity argument can be made in that this requirement would appear to be derived from Ohio gun licensing laws such that conviction on an intentional violation of a protection or temporary restraining order would preclude one from being able to carry a gun as a police officer. A second argument would be the past-behavior-predicting-future-behavior argument. A propensity-to-not-comply-with-laws argument could also be made.
- C. Rating = 1. A relatively objective criterion, although what happens with sealed or expunged violations is not specified, and neither is the rationale for the seven-year limit.

4d. As an adult 18 or older, non-compliance with court ordered child support, alimony or other financial responsibility within the preceding five (5) years.

- A. We do not know of a validation report or other documentation that supports the use of non-compliance in this area as an automatic disqualifier.
- B. Although a propensity-to-not-comply-with-laws argument could be made to justify the use of this automatic disqualifier, besides that, we are not sure what sound or strong argument could or would be made for a relationship between non-compliance with financial responsibilities and job performance.
- C. Rating = 1. A relatively objective criterion, other than not specifying what happens with sealed or expunged violations, or situations in which restitution was made. The rationale for the five-year limit is also unspecified.

4e. As an adult 18 or older, received four (4) or more moving violations in the past three (3) years (Excluding parking tickets or seat belt violations).

- A. We do not know of a validation report or other documentation that supports the use of moving violations as an automatic disqualifier.
- B. In the absence of a validation report or other documentation of the relationship between this disqualifier and job performance, one possible argument that could be

advanced to support its use is the past-behavior-predicting-future-behavior argument in that operating a vehicle in an unsafe manner while a police officer would be a clear safety risk to the public. It may also be related to the cost or availability of departmental vehicle insurance. A propensity-to-not-comply-with-laws argument could also be made.

C. Rating = 1. A relatively objective criterion.

Background Removal Standards for Police Officers and 911 Emergency Communications Employees

A1. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: At any stage of the background investigation process, the applicant fails to disclose or acknowledge the use or purchase of any illegal drug(s), and at a subsequent stage in the process, the applicant admits to the use of an illegal drug, as an adult.

- A. We do not know of a validation report or other documentation that supports the use of honesty with regard to illegal drug use as a removal standard.
- B. On the surface, the primary purpose of this removal standard appears to be to convince applicants and candidates to be honest when responding during the screening and hiring process. So to the extent that it is being used as a measure of honesty or integrity, there is a fair body of literature that demonstrates a relationship between integrity and job performance in general (Berry et al., 2007; Ones et al., 2012; Ones & Viswesvaran, 2001; Van Iddekinge et al., 2012a, 2012b). The past-behavior-predicting-future-behavior argument could also be advanced. These arguments are all predicated on the reasoning that that honesty or integrity is an underlying, stable trait, and therefore, dishonest applicants should be removed from the process.
- C. Rating = 2. Somewhat subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, a critical question is what constitutes a failure to disclose? Are simple memory errors failures to disclose? What if an applicant says, "The last time I was asked have I ever used an illegal drug, I forgot about one party I was at 15 years ago when there may have been something in the brownies."? Would that constitute a failure to disclose? How is "*failure to disclose*" defined? Does it cover errors of omission as well as commission? What if it was a simple matter of a memory coming back to the applicant or candidate? What if it was a matter of slight differences in the way the question was asked? If the interest is in honesty and integrity as the underlying constructs, has there been a consideration of more reliable and valid means of assessing these constructs? If the concern is with forcing or mandating that applicants answer all questions in an honest manner, then that is a different issue or question.

A2. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: At any stage of the background investigation process, the applicant provides substantially inconsistent responses regarding illegal drug(s) or alcohol used or purchased by the applicant, as an adult.

- A. We do not know of a validation report or other documentation that supports the use of honesty with regard to purchasing illegal drugs or alcohol as a removal standard.
- B. On the surface, the primary purpose of this removal standard appears to be to convince applicants and candidates to be honest when responding during the screening and hiring process. So to the extent that it is being used as a measure of

honesty or integrity, there is a fair body of literature that demonstrates a relationship between integrity and job performance in general (Berry et al., 2007; Ones et al., 2012; Ones & Viswesvaran, 2001; Van Iddekinge et al., 2012a, 2012b). The past-behavior-predicting-future-behavior argument could also be advanced. These arguments are all predicated on the reasoning that that honesty or integrity is an underlying, stable trait, and therefore, dishonest applicants should be removed from the process.

- C. Rating = 3. Subjective. For instance, a critical question is what constitutes "substantially inconsistent responses"? Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, are simple memory errors that are later corrected substantial inconsistencies? What if it was a matter of slight differences in the way the question was asked?

A3. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: At any stage of the background investigation process, the applicant fails to disclose or acknowledge any disqualifying behavior or activity on the part of the applicant, as an adult, relative to, and governed by, any of the Background Removal Standards or provides false information on documentation or to background personnel.

- A. We do not know of a validation report or other documentation that supports the use of general honesty as a removal standard.
- B. On the surface, the primary purpose of this removal standard appears to be to convince applicants and candidates to be honest when responding during the screening and hiring process. So to the extent that it is being used as a measure of honesty or integrity, there is a fair body of literature that demonstrates a relationship between integrity and job performance in general (Berry et al., 2007; Ones et al., 2012; Ones & Viswesvaran, 2001; Van Iddekinge et al., 2012a, 2012b). The past-behavior-predicting-future-behavior argument could also be advanced. These arguments are all predicated on the reasoning that that "honesty" or integrity is an underlying, stable trait, and therefore, dishonest applicants should be removed from the process.
- C. Rating = 2. Somewhat subjective. A critical question is what constitutes a failure to disclose. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, a critical question is what constitutes a failure to disclose? Are simple memory errors failures to disclose? How is "*failure to disclose*" defined? Does it cover errors of omission as well as commission? What if it was a simple matter of a memory coming back to the applicant or candidate? What if it was a matter of slight differences in the way the question was asked? If the concern is with forcing or mandating that applicants answer all questions in an honest manner, then that is a different issue or question.

A4. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: Failure or refusal to answer or respond to oral or written questions during any phase of the selection process.

- A. We do not know of a validation report or other documentation that supports the use of a general failure to answer or respond as a removal standard.
- B. On the surface, the primary purpose of this removal standard appears to be to convince applicants and candidates to respond to all questions. Such a situation/requirement increases the likelihood that the City will obtain all the pertinent background information that it needs to make an informed hiring decision concerning the candidate. Consequently, it would seem that this removal standard is less germane to the prediction of job performance per se but instead is more motivated by the need to obtain compliance with requests for information that is needed for the selection decision-making process.
- C. Rating = 2. Somewhat subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. It is unclear how a "failure to answer or respond" is evaluated or determined. Does the applicant or candidate have to say, "I refuse to answer that question."? What if they say, "I just cannot remember."? If the concern is with forcing or mandating that applicants answer all questions in an honest manner, then that is a different issue or question.

A5. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: Any attempt to distort the polygraph examination results.

- A. We do not know of a validation report or other documentation that supports the use of an attempt to distort the polygraph as a removal standard.
- B. On the surface, the primary purpose of this removal standard appears to be to convince applicants and candidates to not try to fake the polygraph. Such a situation/requirement increases the likelihood that the City will obtain all the pertinent background information that it needs to make an informed decision. Consequently, it would seem that this removal standard is less germane to the prediction of job performance per se but instead is more motivated by the need to obtain compliance with requests for information that is needed for the selection decision-making process.
- C. Rating = 3. Subjective. Although this information has an objective component to it, because it is based on the polygraph, the actual decision could be highly subjective. Are there written standards for determining distortion?

A6. Honesty/Falsification – Applicants will be removed from the eligibility list for any of the following reasons: Use or attempted use of political influence to secure employment.

- A. We do not know of a validation report or other documentation that supports the use of the use or attempted use of political influence as a removal standard.
- B. This removal standard appears to be predicated on the reasoning that the use or attempted use of political influence is indicative of dishonesty. Whether that is

indeed really the appropriate inference can be reasonably rebutted; that is, is "honesty" the most appropriate construct label for this behavior? That said, one could also argue that it is a form of cheating that gives the candidate an unfair advantage. On the basis of this, a reasonable argument could be advanced for its use as a removal standard.

- C. Rating = 3. Subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. What constitutes "political influence"? How is this defined or determined? The lack of definition or clear operationalization is a significant issue.

B1. Family History – Applicants will be removed from the eligibility list for any of the following reasons: A conviction of a misdemeanor crime of domestic violence involving use of force or threatened use of a deadly weapon is a permanent disqualifier under Federal laws.

- A. We do not know of a validation report or other documentation that supports the use of this as a removal standard. However, it appears to be most likely based on the Ohio Administrative Code (OAC) Chapter 4501:2-10, which deals with qualifications for LEADS. The *specific* federal laws referred to here are unspecified. It would be helpful if they were.
- For B and C, see Automatic Disqualifiers 4b.

B2. Family History – Applicants will be removed from the eligibility list for any of the following reasons: Non-compliance with a court order or legal contract to provide child support, alimony or other financial responsibility as determined by the appropriate support enforcement bureau or a court of law within the preceding five (5) years.

- See Automatic Disqualifiers 4d.

B3. Family History – Applicants will be removed from the eligibility list for any of the following reasons: Intentional violation of any protective or temporary restraining order as determined by a court of law within seven (7) years.

- See Automatic Disqualifiers 4c.

B4. Family History – Applicants will be removed from the eligibility list for any of the following reasons: Verified or admitted sexual abuse as adult of one's spouse, ex-spouse, child, stepchild, parent or other relative or person with whom one lived or has an intimate relationship.

- A. We do not know of a validation report or other documentation that supports the use of verified or admitted sexual abuse as a removal standard. However, it appears to be most likely based on OAC 4501:2-10, which deals with LEADS.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument. A

second argument that could also be reasonably made is that it is reflective of an underlying undesirable personality trait or propensity. Finally, it could be argued this behavior is so unacceptable to the public that an officer who had committed such abuse would not be accepted by the community.

- C. Rating = 2. Relatively objective, although it does not state there has to be a conviction. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, how is "verified" or "admitted" defined and determined?

B5. Family History – Applicants will be removed from the eligibility list for any of the following reasons: Verified or admitted physical abuse as an adult within the last ten (10) years of one's spouse, ex-spouse, child, stepchild, parent or other relative or person with whom one lived or has an intimate relationship.

- A. We do not know of a validation report or other documentation that supports the use of verified or admitted physical abuse as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument. A second argument that could also be reasonably made is that it is reflective of an underlying undesirable personality trait or propensity. Finally, it could be argued this behavior is so unacceptable to the public that an officer who had committed such abuse would not be accepted by the community.
- C. Rating = 2. Relatively objective, although it does not state there has to be a conviction. Furthermore, how is "verified" or "admitted" defined and determined?

C2. Employment – Applicants* will be removed from the eligibility list for any of the following reasons: Three (3) or more involuntary terminations and/or discharges from employment within the last five (5) years. This shall not include terminations resulting from a business ceasing operations or resulting from being laid off from a position of employment.

- A. We do not know of a validation report or other documentation that supports the use of involuntary turnover as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument. Specifically, there is a reasonable supposition that an individual who has been terminated so frequently is likely to be a "problem" employee in some way or form. That such an employee is likely to continue to display these negative proclivities in the future as well.
- C. Rating = 3. As written, highly subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, determining whether an unemployment event is involuntary or voluntary turnover may not be as straight forward as it may seem on the surface.

C3. Employment – Applicants* will be removed from the eligibility list for any of the following reasons: Post-probationary termination or resignation in lieu of discipline from any criminal justice occupation.

- A. We do not know of a validation report or other documentation that supports the use of termination from criminal justice occupations as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, it seems likely the logic or rationale for its inclusion is that this increases the likelihood of maladaptive behavior on the job. The public-unacceptability argument could also be made here.
- C. Rating = 2. As written, somewhat subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, how is a criminal justice occupation defined? If one is terminated as a security guard at the mall, does that fall under this rule? Does the type and severity of the discipline matter?

D1. Military History – Applicants will be removed from the eligibility list for any of the following reasons: Dishonorable discharge from military service.

- A. We do not know of a validation report or other documentation that supports the use of dishonorable discharge from military service as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, it seems likely the logic or rationale for its inclusion is that this increases the likelihood of maladaptive behavior on the job. The public-unacceptability argument could also be made here.
- C. Rating = 1. Highly objective.

D2. Military History – Applicants will be removed from the eligibility list for any of the following reasons: Conviction of any article of the Uniform Code of Military Justice that would be equivalent to a felony under the Ohio Revised Code (ORC).

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. See Automatic Disqualifiers 4a.

E1. Traffic – Applicants* will be removed from the eligibility list for any of the following reasons: Any conviction of vehicular homicide shall permanently eliminate an applicant from consideration.

- See Automatic Disqualifiers 3 and 4e. Also, although not an automatic felony, if it was a felony it could fall under other disqualifiers. Finally, the public-unacceptability argument may be germane here as well.

E2. Traffic – Applicants* will be removed from the eligibility list for any of the following reasons: Driving under the influence of alcohol or drugs: a) Conviction within the past five (5) years, or b) More than one (1) OVI conviction as an adult, or c) More than two (2) OVI

convictions, if one of the convictions was as a juvenile.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. See Automatic Disqualifiers 3.

E3. Traffic – Applicants* will be removed from the eligibility list for any of the following reasons: Four (4) moving violations in the past three (3) years as an adult.

- See Automatic Disqualifiers 4e.

E4. Traffic – Applicants* will be removed from the eligibility list for any of the following reasons: At the time of the interview or polygraph, the applicant does not possess a valid driver's license and auto insurance as required by the residence state and if the applicant owns a car.

- See Minimum Qualifications 3.

F1. Gambling – The term "gambling offense" shall include any activity defined as gambling by a federal, state, local statute or ordinance in the jurisdiction where the activity occurred. Applicants will be removed from the eligibility list for any of the following reasons: Conviction of a gambling offense, within the last five (5) years.

- A. We do not know of a validation report or other documentation that supports the use of conviction of a gambling offense as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. An objective criterion, but the rationale for five years (versus any other number) is unspecified.

F2. Gambling – The term "gambling offense" shall include any activity defined as gambling by a federal, state, local statute or ordinance in the jurisdiction where the activity occurred. Applicants will be removed from the eligibility list for any of the following reasons: Admission to gambling that has resulted in an unstable financial or credit history within the last seven (7) years.

- A. We do not know of a validation report or other documentation that supports the use of gambling and the resultant unstable financial or credit history as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument and the additional concern that an unstable credit history could lead to maladaptive behavior.
- C. Rating = 3. A subjective criterion. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. For example, a critical question is what constitutes an "unstable" financial or credit history? What if gambling is only one factor? Furthermore, the rationale for seven years (versus

any other number) is unspecified.

F3. Gambling – The term "gambling offense" shall include any activity defined as gambling by a federal, state, local statute or ordinance in the jurisdiction where the activity occurred. Applicants will be removed from the eligibility list for any of the following reasons: Conviction of or admission to engaging in the promotion of illegal gambling activity wherein the applicant gains a financial benefit.

- A. We do not know of a validation report or other documentation that supports the use of the promotion of illegal gambling as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 2. Partly objective and partly subjective. Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective. Although a conviction would be objective, admission is more subjective and raises the question of what constitutes an admission? And, why no cutoff in terms of years for this gambling behavior?

G1. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any pattern of theft offenses, within the last five (5) years, which cumulatively exceeds \$1,000.00.

- A. We do not know of a validation report or other documentation that supports the use of a pattern of theft offenses as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. An objective criterion, but the rationale for five years (versus any other number) is unspecified.

G2. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any theft offense within the last five (5) years, which singularly is equal to a felony; a) This standard includes theft of cable TV service(s), if the theft occurred in the last two (2) years.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. See Automatic Disqualifiers 4a and Background Removal Standards G1.

G3. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any fraudulent insurance claims or fraudulent applications for welfare, workers compensation, unemployment compensation or other public assistance programs in excess of \$1,000.00.

- A. We do not know of a validation report or other documentation that supports the use of fraudulent insurance claims as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be made to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 3. Since it does not specify there has to be a conviction, this could have a subjective element.

G4. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any admission or conviction of an offense, as an adult, defined as a felony by the federal, state or local law of the jurisdiction where the offense occurred. An admission of a felony offense would be disqualifying unless otherwise addressed by these standards.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. The wording of this disqualifier is not particularly clear and thus is somewhat problematic. Specifically, does this correspond to some legal definition of "admission"? What is "admission of a felony"?
- Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective as to what constitutes an admission.
- For the conviction for a felony see Automatic Disqualifiers 4a.

G5. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any admission or conviction of an offense, as a juvenile of one (1) violent felony as defined by the federal, state or local law of the jurisdiction where the offense occurred.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. Again, the wording of this disqualifier is not particularly clear and thus is somewhat problematic. Specifically, does this correspond to some legal definition of "admission"? What is "admission of a felony"?
- Although this information has an objective component to it, because it is based on the background forms, interviews, and background investigation process, the actual decision could be highly subjective with regard to what constitutes an admission.
- For the conviction for a felony see Automatic Disqualifiers 4a.

G6. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any conviction of a M1 or M2 misdemeanor as defined by the federal, state or local law in the jurisdiction where the offense occurred, as an adult in the last five (5) years. (Includes traffic convictions within the last five (5) years.) More than one criminal M1 or M2 conviction as an adult is permanently disqualifying.

- A. We do not know of a validation report or other documentation that supports the use of misdemeanor convictions as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be made to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. Mostly objective, other than how the decision was made to have a 5-year cutoff, and a cutoff between 1 and more than one misdemeanor. What if there are multiple misdemeanor convictions for the same crime?

G7. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any conviction of more than one (1) M1 or M2 misdemeanor as a juvenile, as defined by the federal, state or local law in the jurisdiction where the offense occurred. (Does not include traffic or minor misdemeanors.)

- See G6 above. Also with juveniles, the issue of sealed and expunged convictions is germane here as well. How are sealed or expunged convictions treated?

G8. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any admission of an offense for carrying a concealed weapon within the last five (5) years if it is defined as a felony by the federal, state or local law where the offense occurred.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. See Automatic Disqualifiers 4a.

G9. Criminal Activity – Applicants will be removed from the eligibility list for any of the following reasons: Any pattern of theft offenses from an employer or during the course of employment as an adult.

- A. We do not know of a validation report or other documentation that supports the use of theft offenses as a removal standard.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. An objective criterion.

H1. Illegal Substances – Applicants will be removed from the eligibility list for any of the following reasons: Any use or purchase of drugs of abuse (except marijuana) within three (3) years before application. Drugs of abuse include chemical agents/solvent-based substances and prescription drugs taken for reasons other than intended use, in more than one incident and without a prescription, especially Schedule I, II and III drugs.

- Most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance. See Automatic Disqualifiers 2.

H2. Illegal Substances – Applicants will be removed from the eligibility list for any of the following reasons: Any use or purchase of drugs of abuse (except marijuana) within three (3) years before application. Any use, purchase, or cultivation of marijuana within one (1) year before application or any time during the selection process.

- See Automatic Disqualifiers 1.

H4. Illegal Substances – Applicants will be removed from the eligibility list for any of the following reasons: Any illegal manufacture or sale of drugs of abuse, marijuana or prescriptive drugs. If the substance was sold without profit to the applicant, the amount sold was de minimus, and the sales occurred when the applicant was a juvenile or more than five (5) years ago, then the above Rule shall be negated.

- A. We do not know of a validation report or other documentation that supports the use of marijuana or illegal drug sales as a removal standard. However, it appears to be most likely based on ORC 2923.13, which stipulates transgressions which preclude a person from acquiring, having, carrying, or using a firearm or dangerous ordinance.
- B. In the absence of a validation report or other documentation of the relationship between this removal standard and job performance, one possible argument that could be advanced to support its use is the past-behavior-predicting-future-behavior argument.
- C. Rating = 1. Relatively objective. However, unclear how the 5-year cutoff was determined and/or the basis for it. See also Automatic Disqualifiers 1 and 2.

I. Applicant non-Responsiveness.

This category does not appear to belong with the rest of the Background Removal Standards. Although it is understandable why it is included here, the applicant is removing themselves or selecting out of the process instead of being removed from the process. Validation would not be an issue here because it is not so much a selection decision, but the individual removing themselves or selecting out as an applicant by their non-responsiveness or failure to engage or continue with the process.

⁵¹J. Hate Group Affiliation – Applicants * will be removed from the eligibility list for the following reason: 1. Affiliation, as defined in Columbus City Code Chapter 1943.01, with any group that advocates for violence or the commission of crimes against a group of persons based on their race, ethnicity, nation, religion, disability, gender, gender identity, or sexual orientation.

- A. Although there is no validation report, the documentation for this standard is found in Columbus City Code Chapter 1943.01. This standard is a legal requirement based on the actions of the City. There also appear to be stipulations that the Civil Service Commission and Division of Police further define and adopt rules and background standards to prohibit candidates with hate group affiliations from employment with the Division of Police. The question is, has this definition and adoption of rules taken place yet? And if so, what are they?

⁵¹This standard was added during the review period for the draft report.

- B. There is a reasonable, rational, and logical argument to be made for the use of this standard as a disqualifier; it is a legal one as stipulated in Columbus City Code Chapter 1943.01.
- C. Rating = 3. In its present form, as stated, in the absence of further rules and definitions, this select-out/disqualification decision is very subjective. The Code calls for the development of rules and definitions by the Civil Service Commission and Division of Police. Has this taken place? In the absence of this, as currently stated, the standard is highly subjective and also likely to be administered in a highly subjective manner, making it prone to unreliability and bias. Further definition and adoption of rules is needed. As just one example, as currently written, it is unclear whether affiliation means past or current affiliation. If past affiliation, how far into the past does it go, what range of years? There also needs to be a means of designating and/or determining what is and is not a hate group, who makes this determination, and do these designations have political overtones?

Summary and Conclusions

For the various requirements, disqualifiers, and removal standards as represented in Minimum Qualification Requirements, Minimum Qualifications Automatic Disqualifiers, and the Background Removal Standards, we were not provided with nor were we able to locate any written documentation with regard to their validity, job relatedness, business necessity, or a basis in state or federal law for their use in making employment decisions as "tests". In the absence of that, we engaged in the exercise of exploring whether a reasonable conceptual and/or logical argument could be advanced for their relatedness to one or more dimensions of job performance and/or use as a disqualifier (as per the question posed in Question 10). For some, a clear and strong reason could be articulated; and for most, the reasons were weaker and required more inferences, which were not as compelling, to support their use. It is anticipated that the City will use the information presented here as initial preliminary information to guide a formal evaluation of each disqualifier and removal standard to reexamine its appropriateness as a select-out criterion.

In summary, formal documentation for why each of these disqualifiers and standards and their various stipulations (e.g., 7 years) are being used and their justification in the terms of their postulated relatedness to job performance, business necessity, or complying with a specified state or federal law is required. Formal documentation is essential especially given the situation where a rather large number and percentage of candidates are eliminated by these disqualifiers and removal standards (see Figure 12).

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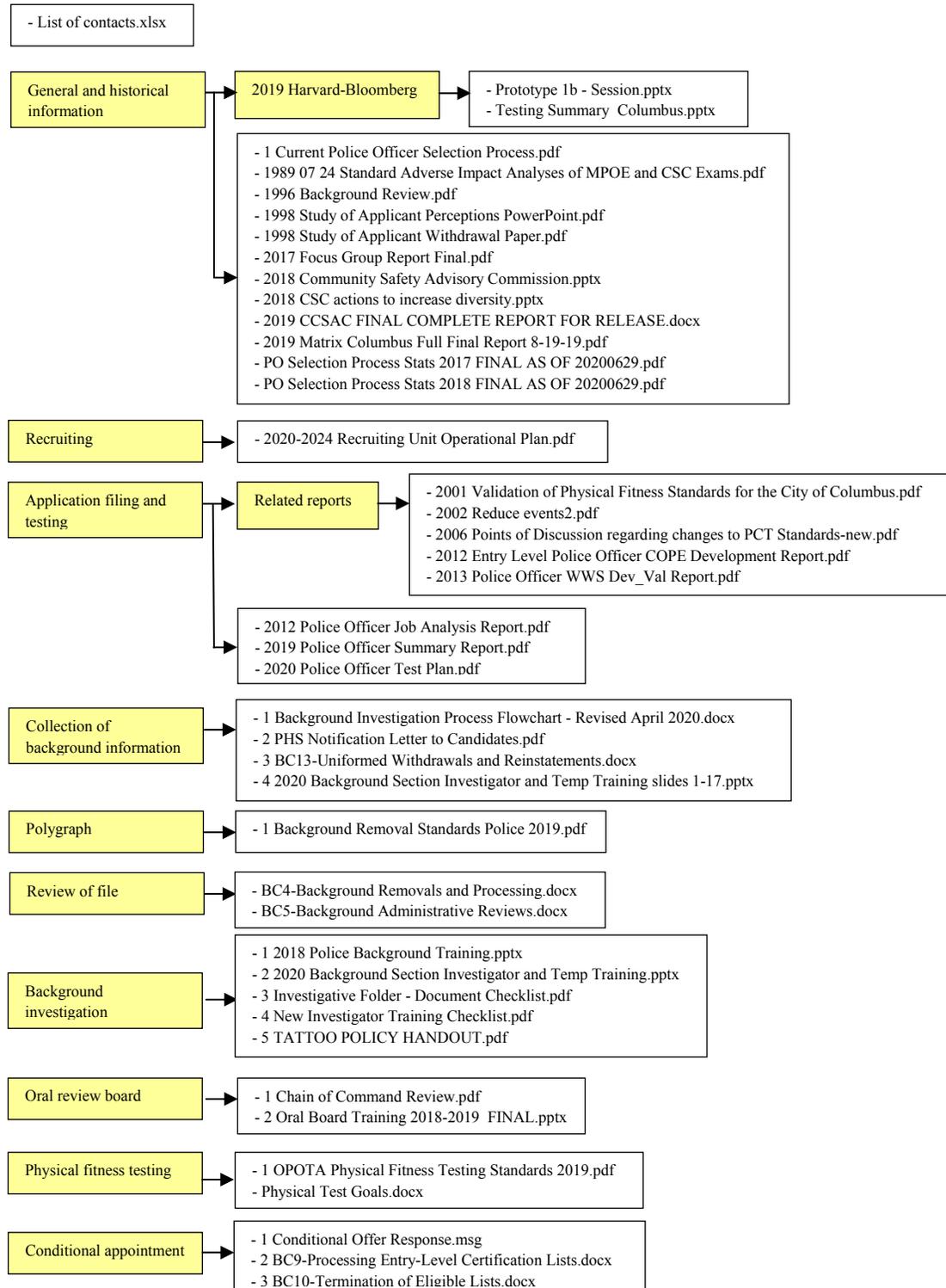
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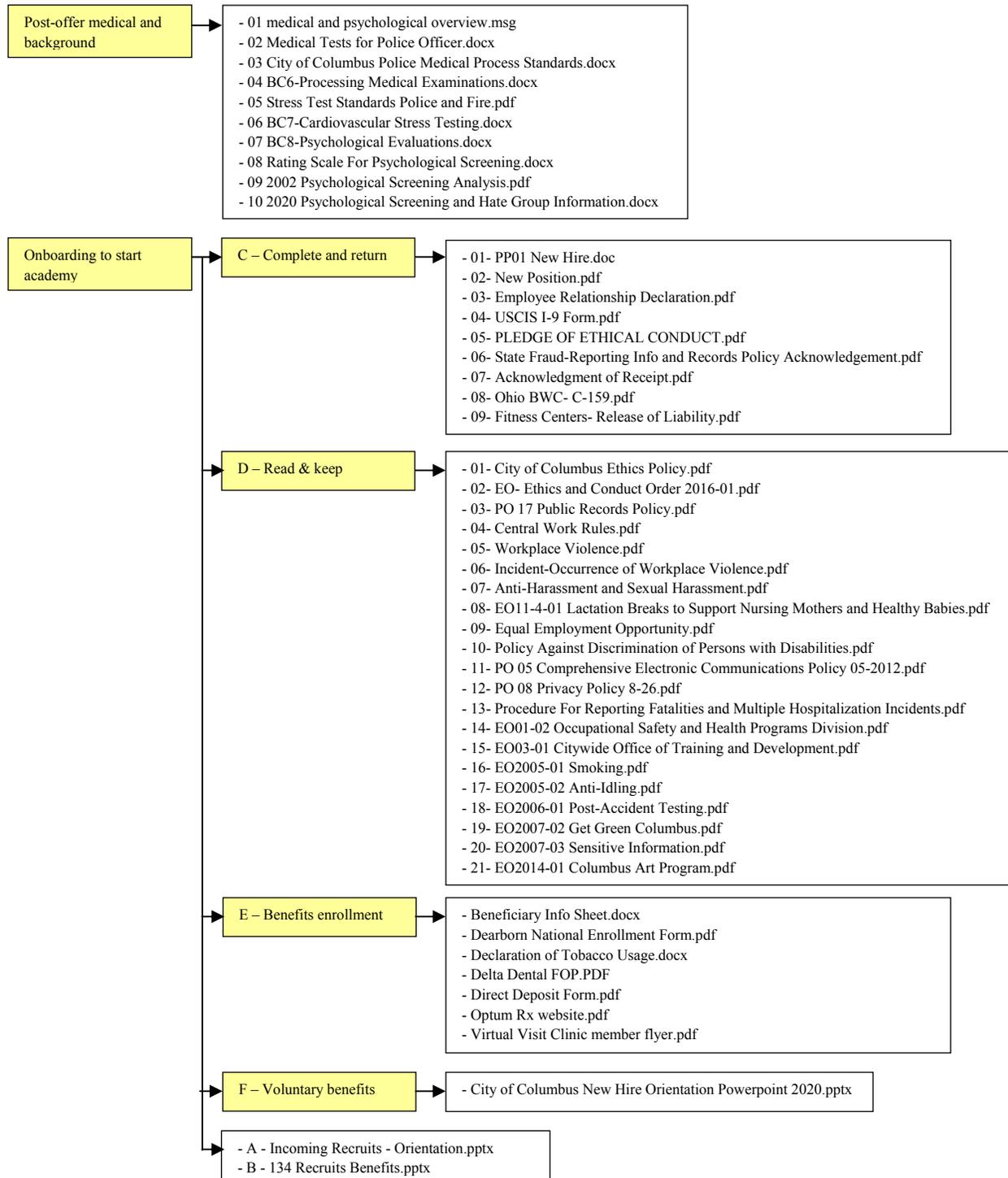
APPENDIX A

Documents Received in the Audit Plan
Phase and Reviewed for the Audit

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Documents Received in the Audit Plan Phase and Reviewed for the Audit





APPENDIX B

Review of the Academic and Applied Literature on Recruitment Practices in General

Employee Recruitment

What is employee recruitment and what is its purpose?

1. "[A]n employer's actions that are intended to (1) bring a job opening to the attention of potential job candidates who do not currently work for the organization, (2) influence whether these individuals apply for the opening, (3) affect whether they maintain interest in the position until a job offer is extended, and (4) influence whether a job offer is accepted" (Breugh, 2008, pp. 103-104).
2. Hypotheses of how recruitment practices affect applicant decision making (Breugh, 2013):
 - a. Persons recruited through the utilization of certain recruitment practices are more likely to possess a more complete picture of what a job in an organization entails, which allows them to make a more accurate assessment about whether or not a job is a good fit for them (realism hypothesis)
 - b. Different recruitment methods attract the attention of different types of people that possess individual differences that are systematically linked to key outcomes of recruitment (individual-difference hypothesis)

What is its importance as a human resources function?

1. Recruitment can influence (Breugh, 2013):
 - a. the type of employees hired
 - b. KSAOs of employees in an organization
 - c. employee performance
 - d. retention rate
 - e. diversity of organizational members
 - f. culture

What are some metrics of the effectiveness of recruitment?

1. Pre-hire outcomes – "information concerning the consequences of recruitment actions on job applicants (e.g., number of applicants)" (Breugh, 2013, p. 398)
 - a. intention to apply for a position
 - b. number of applicants
 - c. job offer acceptance rate
 - d. attracting the attention of the type of individuals targeted for recruitment
 - e. job applicant perceptions/reactions to specific recruitment actions
2. Post-hire outcomes – "information concerning the consequences of recruitment actions on the behaviors and attitudes of new employees (e.g., new-hire retention rate)" (Breugh, 2013, p. 398)
 - a. job performance
 - b. employee turnover

What are some key issues in the recruitment of police officers?

1. Severe police office shortages
 - a. Taylor et al. (2006) found that police departments had more than 10% of their allocated slots left vacant
2. Difficulty hiring and attracting female and racial minority candidates (Taylor et al., 2006)
3. Determining staffing needs

What are the recommended best practices for recruitment?

1. First, decide on whom to recruit
 - This is most important question for an organization to address (Breugh, 2013)
 - The decision of who is targeted for recruitment will influence:
 - i. Recruitment methods
 - ii. Recruitment message
 - iii. Timing of recruitment
 - An ideal candidate will be closely aligned with organizational goals and values (Orrick, 2008)
 - i. This requires the specification of organizational goals and values
2. Use targeted recruitment strategies to attract groups to meet organizational goals
 - Targeted recruitment – "recruitment practices that are designed to generate a particular type of job applicant (e.g., seniors, veterans, former employees)" (Breugh, 2013; p. 396)
 - What types of applicants to target?
 - i. Rehires
 1. Rehires are less likely to quit their jobs (methodological concerns with this study; Taylor & Schmidt, 1983)
 - ii. Community members
 1. Applicants who are required to relocate are less likely to accept job offers (Becker et al. 2010)
 - iii. College students
 1. Sponsorship (employer funded scholarship programs) and advertising (students reporting seeing job ads on campus) positively impact student opinions of an employer, intent to apply for a job with the organization, and submission of an application (Collins & Han, 2004).
 - a. These practices are shown to be positively related to GPA of applicants and the percent of positions filled
 - b. Sponsorship is related to the rated quality of the applicants
 - iv. Protected classes
 1. Recruitment strategies that emphasize relationships, interaction, and working with the community may increase the hiring of women and minorities in policing (Taylor et al., 2006).
 2. Women

- a. Masculinely worded job ads result in lower interest and reduced perceptions of belonging for a particular job (Gaucher et al., 2011)
 - b. Improved parental leave benefits can attract women to organizations (Ward et al., 2020)
 - a. Oversight committees and public reporting of outcomes and benchmarking puts pressure on managers to achieve targets
 - b. Mentoring and leadership programs (Ward et al., 2020) "signal" to women that they are not just tolerated but are sought after
 - c. Setting 50:50 male-female targets in police recruitment can increase the representation of women in the applicant pool (Ward et al., 2020)
 - d. Pre-application orientation classes for women (Ward et al., 2020)
3. Racial minorities
 - a. Organizations can signal to African Americans through their diversity-oriented messaging that they would be less likely to face discrimination if their policies signals that the organization perceives diversity as a moral obligation (Williamson et al., 2008)
 - b. Whites/Asians view business outcome focused messaging as less threatening to their careers (Williamson et al., 2008)
 - c. Web sites that feature pictures of diverse employees and information of diversity and inclusion initiatives and goals result in higher information recall for all candidates, and especially African American candidates (Walker et al., 2011)
3. Craft a detailed, specific, realistic, and visible recruitment message
 - Allen et al. (2007) showed that applicants who possessed a greater amount of job-related information perceived the position as more attractive
 - Recruitment messages with a greater amount of information were perceived by applicants as more credible (Allen et al., 2004)
 - A detailed recruitment message can increase perceptions of person-organization fit (Roberson et al., 2005)
 - i. Recruitment messages that include personality attributes sought from applicants can increase interest from applicants who perceive an alignment between their personality and the position (Stevens & Szmerekovsky, 2010)
 - Providing specific information about the personal attributes (e.g., work experience) can reduce the number of unqualified individuals who apply for a

position (Mason & Belt, 1986), and can create a higher level of interest in the position (Barber & Roehling, 1993)

- Realistic job previews, or "communication by an employer during the recruitment process of accurate information concerning a job opening" (Wanous et al., 1992, p. 403), have been shown to result in lower employee turnover, higher job satisfaction, greater role clarity, and an enhanced ability to cope with job demands (Wanous et al., 1992)
 - i. Police connection: Police have been shown to spend more time in human service roles (e.g., helping citizens/mediating disputes) than law enforcement roles (Goldstein, 1977). Therefore, the recruitment message should ideally reflect this.
 - Recruitment goals should be visible to applicants (McKay & Avery, 2005; Orrick, 2008)
4. Conduct a needs analysis to determine staffing needs
 - The most effective approach to determine the staffing needs of a police agency takes into consideration both workload and performance objectives (refer to Wilson & Weiss, 2014 for a six-step guide)
 - i. Should take budget and source of revenue into consideration
 5. Consider resource constraints
 - The success of strategies may often depend on budget, departmental commitment to a given recruitment strategy, personnel time and effort, and departmental effectiveness at targeted recruitment efforts
 6. Offer an applicant site visit
 - Site visits may result in applicants self-selecting out of the applicant pool (Rynes et al., 1991)
 - i. Three factors were shown to be important to the decision of applicants to select out:
 1. flexibility of site visit scheduling
 2. professionalism of potential employer
 3. opportunities to meet high status individuals
 - Site host likability can influence the likelihood of an applicant accepting a job offer (Turban et al., 1995)
 - Site visits can have a positive influence on an applicant's decision if they meet with employees in the position they applied for, meet employees from similar backgrounds, and have the opportunity to meet high-level managers in the organization (Boswell et al., 2003)
 - Providing an organized schedule and appealing accommodations can have favorable effects on applicants (Boswell et al., 2003)
 7. Leverage the power of employee referrals and professional networks
 - Employee referrals – "a recruitment method that involves an employee of an organization bringing a job opening to the attention of a prospective job candidate" (Breaugh, 2013, p. 398)

- Shown to be better with respect to pre-hire outcomes in comparison to individuals recruited by means of newspaper ads, college placement offices, or employment agencies (Kirnan et al., 1989)
 - More likely than nonreferrals to complete a training program and to have higher initial job performance (Castilla, 2005)
 - Providing compensation and other incentives for referrals can boost referrals (Haggerty, 2009; Lachnit, 2001; Switzer, 2006).
8. Build a positive organizational reputation/brand in the community and through social media
- Organizational reputation is shown to be related to the number of applicants and the quality of the applicant pool (Turban & Cable, 2003)
 - Featured awards on an organization's website have a positive impact on applicant perceptions of an organization (Braddy et al., 2006)
 - The profession of policing has a negative image that can damage the applicant pool (Cavanagh, 2003; Flynn, 2000; Koper et al., 2001).
 - i. Including the community in the hiring process can help build an organizational reputation of being inclusive to community input and needs, which may attract community members to apply for positions through positive word of mouth (Haggerty, 2009; Whetstone et al., 2006)
 - 1. Positive word of mouth is shown to be related to positive organizational opinions, increased intention to apply for a job, and increased application submission.
 - Community liaisons can directly and indirectly recruit members of the community through outreach efforts
 - i. Community liaisons are an important part of outreach efforts to reach diverse populations and can increase perceptions of departmental diversity to potential applicants (e.g., women, Arab Americans, and isolated urban populations; Donnelly, 2005; Harrington, 2000; Switzer, 2006).
 - Branding can sell police work to potential candidates through aligning the positive aspects of police work with applicants who are drawn to human-service careers (Cunningham & Wagstaff, 2006; Ellis et al., 2005; Scrivner, 2006; Slater & Reiser, 1988).
 - Social media can be leveraged to reach a wide applicant pool
 - i. Social media is a key component of many potential applicant's social world (Russell, 2007)
 - ii. Social media can:
 - 1. influence applicant pre-hire outcomes (Cable & Yu, 2006)
 - 2. allow organizations to have a voice against negative press and images (Ellis et al., 2005; Orrick, 2008; Syrett & Lammiman, 2004)
 - 3. cultivate a positive organizational image (Ellis et al., 2005; Verhoeven et al., 2009)

4. highlight the technological abilities of the organization (Charrier, 2000)
 5. advertise and promote recruitment efforts through platforms that are commonly utilized by younger applicants (Gubbins & Garavan, 2008).
9. Design an applicant-friendly, aesthetically pleasing, and information rich website
- Websites are a leading tool for attracting qualified applicants (Switzer, 2006).
 - Ease of design, aesthetic features, and positivity of information presented are shown to be important to potential applicants (Cober et al., 2004)
 - Easier to navigate websites generate more applicants (Selden & Orenstein, 2011)
 - Websites with more information about job openings are viewed more positively by potential applicants and can increase the likelihood of an applicant applying (Allen et al., 2007)
10. Communicate signals of organizational culture to increase person-organization fit
- Employee testimonial videos are positively related to the amount of time a potential applicant spends on a website, employer attractiveness, and information credibility (Walker et al., 2009)
 - Employee testimonials, awards received, pictures of employees, and stated organizational policies influence perceptions of organizational culture (Braddy et al., 2009)
 - Providing information about an applicant's fit with an organization (e.g., score that reflects similarity between what a potential applicant seeks from an organization and what the organization is like) can be shown to lead to increased organizational attraction, longer time spent on a webpage, and increased recall about what is on a webpage for applicants who received a score indicating that they are a good fit (Dineen et al., 2002, 2007)
 - Sites with higher quality content may result in fewer applications. However, this may be due to applicants screening themselves out if they do not perceive themselves to be a good fit (Selden & Orenstein, 2011)
 - Providing cues of person-organization fit can result in a smaller, but higher quality pool of applicants (Dineen & Noe, 2009)
11. Utilize industry-specific job boards
- Applicants from industry/profession specific job boards generate applicant pools with better educational qualifications, more skills, but less work experience (Jattuso & Sinar, 2003)
12. Use recruiters who are personable and competent
- Job openings are perceived as more attractive and express a greater likelihood of accepting a job when a recruiter is seen as personable, competent, informative, and trustworthy (Chapman et al., 2005)
13. Prioritize face-to-face recruitment strategies

- Face-to-face communication as a recruitment media may be superior to video, audio, and text media forms to communicate a recruitment message (Allen et al. 2004; Otondo et al. 2008)
 - Face-to-face interactions can increase feeling of meaning for the department and applicants (Whetstone et al., 2006).
 - Opportunities for face-to-face recruitment:
 - i. local college and university placement offices
 - ii. military and civilian settings (Orrick, 2008)
 - iii. attending job and career fairs (Switzer, 2006; Whetstone et al., 2006; Yearwood, 2003).
14. Create a dedicated recruitment team
- A dedicated recruitment unit can coordinate and implement recruitment-related efforts such as:
 - i. advertising
 - ii. community outreach programs
 - iii. media relations
 - iv. coordinating recruitment events (New York City Commission to Combat Police Corruption, 2008).
 - A dedicated recruitment unit can ensure that recruitment practices are working to meet the staffing needs and are aligned with organizational goals and philosophies, which can increase perceptions of credibility and transparency (Breagh & Starke, 2000).
 - Incentives can increase recruitment unit participation and increase the likelihood of recruitment success (Switzer, 2006; Whetstone et al., 2006).
15. Assess and act on employee feedback to cultivate an inventory of benefits that can be used to promote the organization to potential applicants
- Organizations should conduct an inventory of benefits as an initial step to which benefits attract candidates, which can inform marketing and outreach efforts (Orrick, 2008).

What are some of the worst recruitment practices?

1. Restricting the applicant pool with unnecessary/non-job-related criteria
 - a. Langworthy et al. (1995) found that maximum age requirements and pre-employment standards were becoming more infrequently used over time in police recruitment
2. Misalignment between recruitment messaging and organizational beliefs
 - a. Targeted recruitment efforts for women and racial minorities can be perceived as disingenuous and can lead to increased turnover, if organizational beliefs are perceived to be in misalignment with these efforts (Taylor et al., 2006).

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APPENDIX C

Some Best Suggested Practices for Police
Recruitment and Selection Based on a
Review of the Academic and Applied
Literature

Introduction

These are general recommendations found in the applied, practitioner, and police literatures, and were not generated specifically on the basis of information particular to the City of Columbus. The best and suggested practices presented here are intended to be treated as additional data from a number of information sources. As such, we are not necessarily endorsing any particular suggested practice as appropriate to the City of Columbus Division of Police, unless so noted in our report and the associated recommendations. In summary, some of the best and suggested practices listed here may apply to the City of Columbus, others may not apply, and there are some that Columbus already has in place.

As part of the overall project, and as a potential method of organizing our review and results, the literature on best practices in recruitment and selection of entry level police officers was reviewed. The original intent was to use this review to build a checklist of best practices. However, that goal proved more difficult and elusive than originally thought.

The problem encountered was that many of the best practice articles and papers did not offer a clear list based on empirically demonstrated, valid evidence. Instead, many articles offered very general or difficult to implement recommendations. For those articles that did offer specific guidelines, the basis of the list was often common-sense reasoning, personal experience, case studies, qualitative research, or surveys of applicants. Although such research has its value, it does not rise to the level of empirical evidence.

In part, this may simply reflect heterogeneity in the goals, needs, and missions of different types of police departments. For example, a department in a large, cosmopolitan city would have a different set of options available to it, as well as a large budget, when compared to a small, rural community. Thus, a single set of best practices may not exist that could cover all situations (Wilson et al., 2010). As with any intervention, the best solution is one that would involve:

- Conducting a needs analysis based on available data to identify goals, gaps, and needs, as well as strengths, weaknesses, opportunities, and threats.
- Studying and examining the efficacy and utility of different potential interventions.
- Selecting and implementing an intervention.
- Collecting data to evaluate the impact and effectiveness of the intervention.

Nevertheless, the literature was examined, and based on the review, various propositions were generated. In order to perform the review and analysis of best practices, the following search terms were entered into Google and Google Scholar:¹

¹ Terms were also entered without adding the “best practice.” The search was conducted on March 3rd, 2021.

- Best practices in recruiting police
- Best practices in recruitment police
- Best practices in hiring police
- Best practices in selection of police
- Best practices in the assessment of police
- Best practices in testing of police

Based on this search and other articles we had in our personal collections of literature on police selection, a set of professional publications was identified for consideration; specifically, a total of 42 articles and papers were identified. Each article was then reviewed for potentially useful suggestions. The references for these papers are presented in the *References* section of this document.

The suggestions were organized as follows:²

- Traditional Suggestions for Recruitment and Selection
- Suggestions for Modernizing Recruitment and Selection
- Diversity Specific Suggestions

Traditional Suggestions for Recruitment and Selection³

This set of suggestions reflects more traditional approaches to both recruitment and selection as often found with public sector merit systems. This would include posting the job on a specific date, holding testing on specific dates, the use of standardized assessments, the creation of a rank ordered list of candidates, and final selection for a common training academy. The suggestions include:

1. Design the selection process to be consistent with relevant Federal, State, and Local laws.
2. Design the selection process to be consistent with merit principles.
3. Design the selection process to be consistent with relevant professional principles and guidelines.⁴
4. Identify the authorities (legal authorities) and decision makers.

² The divisions between these categories were admittedly somewhat arbitrary.

³ Chungyalpa and Karishma (2016); Cochrane (2003); Durbin (2020); Durbin and Cox (2020); Office of Community Oriented Policing Services (2009); Wilson et al. (2010).

⁴ Including but not limited to *Standards for Educational and Psychological Testing* [American Educational Research Association, American Psychological Association (APA), and National Council on Measurement in Education, 1999, 2014], hereinafter *APA Standards*, *Equal Employment Opportunity Commission (EEOC), Civil Service Commission, Department of Labor, & Department of Justice, Uniform Guidelines on Employee Selection Procedures* (1978; 1979; 1980; including relevant questions and answers), hereinafter *Uniform Guidelines*; *Society for Industrial and Organizational Psychology (SIOP) Principles for the Validation and Use of Personnel Selection Procedures* (2003, 2018), hereinafter *SIOP Principles*.

5. Have an open and transparent process.
6. Protect the privacy of information.
7. Document thoroughly and in detail the whole process as well as all decisions made.
8. Assess needs; analyze demographic trends; base decisions on data.
9. Clearly define goals and values; have a clear brand.
10. Survey current police officers and the community.
11. Involve the community.
12. Conduct a thorough job analysis.
13. Use valid assessments.
14. Identify and eliminate any discriminatory criteria.
15. Screen based on valid minimum requirements.
16. Make sure that all interviews are well-documented, standardized, reliable, and valid.
17. The medical examination should be based on the job analysis.
18. All decisions from the medical examination should be carefully documented.
19. The psychological examination should be based on the job analysis.
20. All decisions from the psychological examination should be carefully documented.
21. All employees taking part in the recruitment and selection processes should be trained in their roles.
22. Use realistic job previews (RJPs) in the recruitment process.
23. Pay an above average salary and offer comprehensive benefits.
24. Have a recruiting team, a staffing team, and a selection team.
25. Recruit through websites.
26. Participate in job fairs.
27. Establish and recruit from sources such as Cadet programs, explorers (e.g., youth groups, Boys Scouts, etc.), and high school programs.
28. Offer ride-alongs and tours.
29. Allow for a personal touch; provide information and feedback; personalize the process.
30. Reduce the length of time for the selection process and streamline it.
31. Include the following assessment components:
 - a. Background investigations.
 - b. Medical exam.
 - c. Oral examinations or interviews.
 - d. Drug test.
 - e. Physical fitness test.
 - f. Some means of assessing/determining integrity.⁵
 - g. Psychological exams.

⁵ The polygraph has historically been used for this purpose. However persistent questions remain about its reliability and validity and so alternatives such as ocular-motor lie detectors, functional brain imaging, and voice stress analyzers are constantly being explored and deplored.

Suggestions for Modernizing Recruitment and Selection⁶

This set of suggestions has as its common element the use and application of newer, emerging technologies, as well as alternatives to the traditional, public sector selection system described in the subsection above.

1. Eliminate unnecessary steps and streamline the process.
2. Application process should be online and mobile friendly.
3. Testing or assessment process should be online and mobile friendly.
4. Administer exams more frequently.
5. Eliminate paper.
6. Allow flexible times and options for scheduling of tests and interviews.
7. Ensure secure data storage and privacy.
8. Recruit through social networks, blogs, and games; develop a strong internet presence.
9. Have Mobile Selection, Recruiting, and Training Units (MSRTUs).
10. Provide feedback to all candidates.
11. Build a talent brand; tell the police story; build the City brand.
12. Use applicant tracking software.
13. Develop methods of attracting “passive” candidates.
14. Create a self-assessment.
15. Develop an employee referral program; offer recruiting bonuses.
16. Eliminate or modify age limits to encourage second career applicants.
17. Offer pre-test test training or orientation programs.
18. Holistic approach or viewpoint, especially to backgrounds and drug use.
19. One-day, one-stop hiring.

Diversity Specific Suggestions⁷

Diversity specific suggestions deal with methods for increasing the representation of traditionally underrepresented groups. This includes various racial and ethnic minorities, as well as female officers. Some of the suggestions for increasing diversity through recruitment and selection include:

1. Identify and remove barriers to woman and minorities in recruitment and hiring.

⁶ Chungyalpa and Karishma (2016); Wilson et al. (2010); Zoch (2021)

⁷ Bradford (2001); Chungyalpa and Karishma (2016); EEOC (2016); Gustafson (2013); Jurkanin (2001); Newman and Lyon (2009); Office of Community Oriented Policing Services (2009); Office of the Inspector General (2018); Starheim (2019); Yu (2018).

2. Conduct surveys of your diversity climate.
3. Collect, track, and analyze data on applications and hiring for various demographic groups.
4. Publicize and improve the EEO complaint process; improve and enforce harassment policies.
5. Conduct recruitment targeted at strong and competitive minorities and women.
6. Use and increase visibility of minority and female recruiters.
7. Create and emphasize family-friendly employment policies and practices.
8. Create mentorship and sponsorship programs.
9. Examine physical fitness standards for fairness.
10. Rebrand or reframe the job away from a perception as military, masculine, and violent to one emphasizing community policing, service, and trust. “Police service” instead of “police force.”
11. Emphasize successes.
12. Evaluate diversity initiatives and programs.
13. Have minorities visible in political positions.
14. Have minorities visible in police leadership positions.
15. Involve minority community members and organizations.
16. Recruit through churches.
17. Communicate openly regarding the intent to increase diversity and eliminate discrimination.
18. Recruit from traditionally and historically African American, minority, and female colleges.
19. Highlight stories of individual police officers.

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APPENDIX D

Content Analysis of the Division of Police's Recruitment Messages

Method

The Columbus Police Department's (CPD) recruitment messages were analyzed thematically by coding social media messaging (i.e., 132 Facebook posts [October 23rd, 2019-June 10th, 2021], 132 Instagram posts [April 16th, 2019-June 11th, 2021], 244 YouTube videos [all content in YouTube on September 17th, 2021]), and other recruitment materials (i.e., campaign videos, departmental website, radio advertisement). Top-down thematic coding was used such that "Diversity" and "Human Service vs. Law Enforcement Role" themes were determined a priori. Bottom-up thematic coding was used such that relevant themes were generated from each message. The themes generated were added to a list of themes. Subsequent messages were coded according to the list of themes; new themes were generated as necessary. The main themes—diversity messaging, human service vs. law enforcement role, and pipeline projects—are described below.

Diversity Messaging

Many of the recruitment messaging contains pictures of diverse CPD employees. Specifically, 60 (46%) and 34 (26%) of the reviewed Facebook and Instagram posts, respectively, signaled that CPD is made up of diverse employees, including women and ethnic minorities. In addition, the three recruitment campaign videos and the Columbus Police Recruiting Unit YouTube channel showcased diverse officers and leadership.

A number of messages signaled CPD's commitment to increasing diversity in its ranks. Specifically, 9 (7%) and 13 (10%) of the reviewed Facebook and Instagram posts, respectively, conveyed CPD's commitment to diversity. These messages depicted CPD officers at community events like the Hispanic Heritage Month Celebration event and the Columbus Naturalization ceremony. Other messages advertised public meetings between CPD and diversity organizations like the Diversity Recruiting Council.

Of all the recruitment messaging reviewed, only three Facebook posts were identified as explicitly stating that diverse applicants are qualified and desired applicants. In relation to the other diversity messages, these three Facebook posts linked diversity to desirable officer attributes. For example, one Facebook post advertising a Women's Police Recruiting Webinar states that women "make excellent officers thanks to #communicationskills #empathy #desiretohelp." Another post states that "Our 134th class is diverse in make-up and come from various backgrounds in which our department embraces these qualities because it makes us better at serving all citizens of Columbus." Whereas these posts successfully signal that diverse applicants possess desirable attributes and therefore are qualified applicants, they are few in number and fail to link many minority backgrounds to desirable attributes.

Indeed, some recruitment messages offer conflicting information regarding the qualification of women applicants. In a series of testimonials advertising an upcoming Women's Police Recruitment Webinar, one female officer remarked, "most females that want to be a police officer are tough." Another female officer stated, "physical fitness is extremely important." Yet another testimonial downplays the physical nature of the job, stating, "Don't believe for one second that if you're not six-foot-four and weigh 210 pounds you can't do this job—you can do

this job." These messages offer conflicting information regarding the importance of physical fitness for women in policing. Moreover, the messages fail to signal that female applicants tend to excel in certain areas (e.g., communication, de-escalation) and therefore may make very good officers. Instead, the messages imply that female applicants possess the ability to simply meet the same standards as male applicants.

YouTube

The Columbus Division of Police YouTube channel is the main CPD channel whereas the Columbus Police Recruiting Unit is CPD's recruitment-specific YouTube page. The recruitment-specific channel contains five videos and has 73 subscribers. Specifically, three videos are informational (e.g., information about the Academy, the physical ability tests), one is a recruitment campaign video, and the other is a welcome message from the police chief.

The main channel contains 239 videos and has over 56,000 subscribers. The 239 videos fall into 15 categories, as reported in Table D1. The most prominent category is on-the-scene footage. Footage in this category is sourced from body, dashboard, and CCTV cameras. The videos either show police officers in action or criminal activity. Videos showing criminal activity either seek the public's help in an investigation or depict suspects in funny or compromising situations. The second most prominent category is public service announcements (PSA). The PSA videos contain information that community members may use to keep themselves safe (e.g., internet scams, when to call 911). The third, fourth, and fifth most frequent categories are the recruitment to retirement video series, community-themed videos, videos with recruitment messages, recordings of press conferences, and training demonstrations/exercises. The remaining 29 videos not listed in Table D1 fell under miscellaneous themes such as awards being given to officers, cute videos, and holiday-themed messages.

Table D1
Columbus Division of Police YouTube Channel Descriptive Statistics

Theme	Number of Videos	Mean Number of Views (<i>SD</i>)
OTS Footage	71	47,783 (208,041)
PSA	37	822,615 (4,974,769)
Recruitment to Retirement	25	1,218 (977)
Community	23	2,141 (3,935)
Recruitment	21	4,284 (7,843)
Press Conference	19	1,012 (1,247)
Training	11	1,060 (1,549)

Note. "Mean Number of Views" refers to the average number of all-time views per video in that category (i.e., total number of views in the category divided by the number of videos)

Human Service vs. Law Enforcement Role

The content analysis revealed messages that depicted CPD officers in either a human service role or in a law enforcement role. Human service messages depicted police officers or cadets interacting with and assisting community members. For example, officers were depicted assisting in food drives, participating in community sporting events, and resolving nonviolent issues (e.g., returning stolen/lost items). Law enforcement messages depicted officers or cadets as physically fit, tactically trained, and enforcing laws. For example, recruits were pictured practicing arrest and booking procedures. Cadets were pictured with tactical gear, and practicing room-clearing procedures. Whereas the campaign videos and departmental website emphasize a human service role, the social media posts emphasize both roles.

Of the Facebook posts reviewed, 33 (25%) emphasized a human service role whereas 17 (13%) emphasized a law enforcement role. Regarding the Instagram messages, 52 (39%) emphasized a human service role whereas 38 (29%) emphasized a law enforcement role.

Pipeline Projects

Two of CPD's pipeline projects are the Cadets and Explorers programs in which youth are exposed to a career in policing. Thirteen (10%) Facebook posts and 28 (21%) Instagram posts mentioned either one of the two programs or showed pictures of Cadets and Explorers.

Other pipeline projects include advertising a police career at various middle school, high school, and university/college career fairs. Table D2 shows the breakdown of career fairs attended by school type. The middle schools attended are Woodward Park and Yorktown Middle Schools and Summit Academy. High schools attended are Hamilton Township, Centennial, Briggs, Whetstone, Whitehall, and Northland High Schools; Columbus Downtown, East, South, West, and Africentric Early College High Schools. Universities/Colleges attended are Bowling Green State, Franklin, Ohio Dominican, Ohio State, Cedarville, Michigan State, Temple, West Virginia State, Kentucky State, and Central State Universities; University of Toledo, University of Cincinnati, Eastland-Fairfield Career & Technical School, and the National HireVeterans Multi-University Career Fair.

Table D2
Number of Career Fairs Attended by School Type

School Type	Number of Attendances
Middle School	3
High School	16
University/College	18

Organizational Values

CPD's organizational values, namely the ICARE (integrity, compassion, accountability, respect, and excellence) values, are promoted on the departmental website and campaign videos. The social media messages, however, tend not to emphasize the ICARE values. Only 6 (2%) of the social media posts reviewed made explicit reference to organizational values. Most of the social media messages regarding CPD values came from the "Recruitment to Retirement" and "I am CPD" video series. These messages include testimonials from CPD officers regarding how they perceive the values and mission of CPD. The "I am CPD" video series, however, seems to have been cut short after three videos.

APPENDIX E

Review of the Pre-employment Polygraph Academic and Applied Literature

Pre-employment Polygraphs

A. What are pre-employment polygraphs and what are their purpose?

1. A pre-employment polygraph test is an assessment used to determine the truthfulness of an applicant's responses to items perceived to be job-relevant
2. Applicant truthfulness is determined through the polygraph examiner's interpretation of physiological cues, such as:
 - a. cardiovascular activity
 - b. respiratory activity
 - c. electrodermal activity (GSR)

B. What is the technology behind pre-employment polygraphs?

1. Modern polygraphs produce a digital output that transmit information gathered from a measuring instrument to a computer with polygraph software (Hirota, Matsuda, Kobayashi, & Takasawa, 2005)

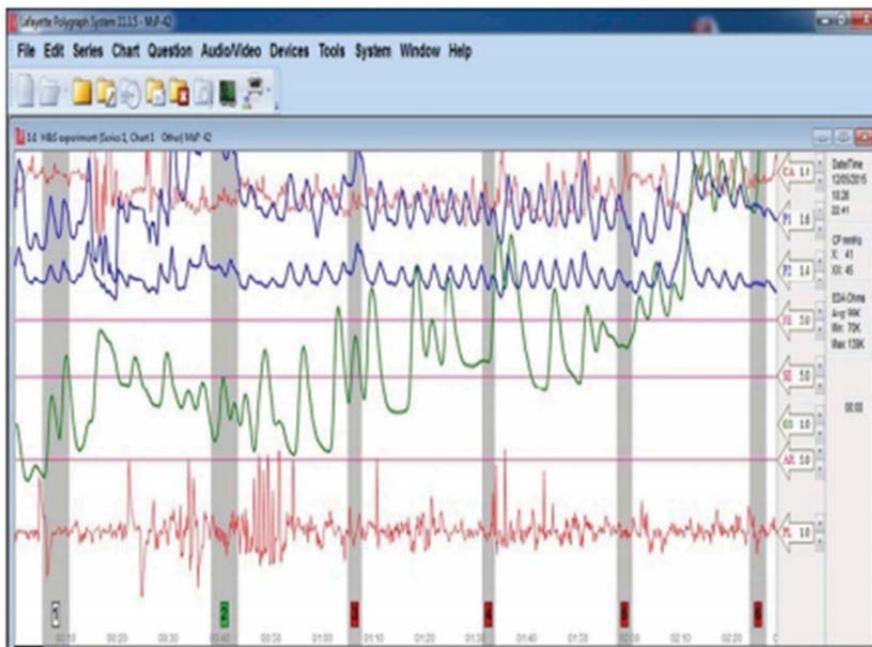


Figure 1. Digital polygraph output.

Note: All pictures are of the Lafayette LX5000 and relating software. Credit to Anita Fumagalli for all pictures.

2. There are many different varieties from different companies:
 - a. Most use multiple tools to measure the three types of physiological cues or channels (Geddes, 2002)
 - b. Some also measure:
 - i. voice pitch (Geddes, 2002)

- ii. activity
- 3. Measurement of cardiovascular activity:
 - a. Standard tool: Sphygmomanometer arm cuff (Turner & van Schalkwyk, 2008).
 - i. Also, comes in wrist and finger cuff forms.
 - ii. Function by measuring changes in pressure.
 - b. Alternative tool: Photoelectric Plethysmographs
 - i. Work by sending infrared light into the tissue to monitor changes in the amount of blood through which it passes before reaching a sensor
 - ii. Clipped to finger or ear
 - c. Unclear which method is superior
- 4. Measurement of respiratory activity:
 - a. Measurements of thoracic and abdominal breathing are (typically) combined to create a composite measure of respiration line length (Kircher & Raskin, 2002)
 - b. Standard tool: Pneumatic rubber bellows
 - i. Fastened around the thorax and abdomen with a connecting chain
 - ii. Changes in thoracic and abdominal circumference expand the bellows which causes changes in internal pressure that is monitored by a pressure transducer (Isshiki & Snidecor, 1965).
 - iii. Low frequency response
 - 1. Not generally believed to be a threat to polygraph tests (Baken & Orlikoff, 2000).
 - c. Alternative tool: Piezoelectric respiration transducers
 - i. Use belts with stretch-sensors, which utilize materials (e.g., crystals) that accumulate an electrical charge when subjected to mechanical stress (Bhaskar, Subramani, & Ojha, 2013).
- 5. Measurement of electrodermal activity:
 - a. Standard Tool: Electrodes to measure skin conductance
 - i. Two electrodes attached to applicant's palm or fingers which emit a small current that measures changes to conductance level, changes in the skin conductance level, spontaneous response frequency, event-related amplitude, latency, rise time and half recovery time (Dollins, Krapohl, & Dutton, 2000)
 - b. Alternative tool: Electrodes to measure skin resistance (or combination of skin conductance/resistance)
 - i. Skin resistance is thought to be less reliable and efficient than skin conductance (Dawson, Schell, & Filion, 2017)
- 6. Measurement of activity:
 - a. Activity sensors to measure movement
 - i. Examples: headsets, seat pads, arm-rest pads, foot-rest pads, and special chairs
 - b. Movement can affect the three main channels

C. What are the legal issues related to pre-employment polygraphs?

1. Employee Polygraph Protection Act (EPPA)
 - a. Prevents most private employers from using lie detector tests in the employee selection process
 - b. This does not extend to public police agencies

D. What is the prevalence of pre-employment polygraphs in police agencies?

1. 62-65.8% of police departments in the United States use a polygraph as part of their selection process for police officers (Cochrane et al., 2003; Meesig & Horvarth, 1994)
 - a. 31% did not ever have polygraph screening; 7% discontinued due to legislation
2. 25% of candidates tested are removed from the applicant pool for police employment based on the information developed during the polygraph test due to involvement in undetected criminality:
 - a. 9% - unsolved homicides
 - b. 34% - forcible rape
 - c. 38% - participation in armed robberies
3. 2% of police agencies use polygraph testing as a substitute for a background check

E. How are polygraphs used in the selection process?

1. Police screening polygraphs:
 - a. Share many similarities in question formation, protocol, and instrumentation with criminal investigation polygraphs (Handler, Honts, Krapohl, Nelson, & Griffin, 2009)
 - b. Focus on the examinee's involvement in an event or allegation, while screening polygraphs examine involvement in patterns/categories of certain behaviors (Handler et al., 2009)
 - c. Are sometimes limited to certain time periods (e.g., "last five years")
2. Two primary methods:
 - a. Comparative Question Test (CQT)
 - i. Most widely used polygraph testing procedure
 - ii. "aims to detect deception by measuring the physiological arousal patterns that result from the emotional states that the production of deception is argued to evoke, i.e., fear/stress" (Synnott, Dietzel, & Ioannou, 2015; p. 65)
 1. Supported by the emotional deception detection approach (Ekman, 2009)
 - a. Deception evokes a different emotion than truthfulness
 - b. The strength of the emotional response correlates with the cues of deception:
 - i. gaze aversion
 - ii. increased movement (e.g., fidgeting)
 - iii. speech errors

- iv. increased heart rate and perspiration
- iii. Administered in three stages:
 - 1. Pre-test interview: conducted prior to the examinee being wired up to the polygraph machine
 - a. Wide variability in the administration of this test, but includes an explanation of procedures (American Polygraph Association, 1997)
 - b. Most polygraph training schools emphasize that this interview should be used to convince the examinee that the polygraph will be able to detect any deception.
 - 2. CQT polygraph test:
 - a. Uses three question types (Raskin, Kircher, Horowitz, & Honts, 1989):
 - i. Relevant – questions that pertain to variables of interest
 - ii. Irrelevant – questions not related to variables of interest
 - 1. Shows baseline physiological responses
 - 2. Guilty examinees show consistently stronger physiological reactions to comparison questions
 - iii. Comparison – questions that concern the examinees moral character (e.g., "Have you ever in your life broken even a single law?")
 - 1. Directed lie test – examiner instructs examinee to answer "no" to all comparison questions
 - 2. Probable lie questions – formulated in a way to prompt the examinee to answer "no"
 - 3. Innocent examinees show consistently stronger responses to comparison questions
 - b. Order and number of questions varies
 - c. Generally, examiners will not give feedback to the examinee
 - 3. Post-test phase:
 - a. Physiological data evaluated
- b. Concealed Information Test (CIT; formerly known as the Guilty Knowledge Test)
 - i. Does not rely on the physiological signs of emotion, but the physiological signs of an "Orienting Response"
 - 1. Orienting response: "What is it?" reflex; "individual's spontaneous reaction to novel or significant changes in its environment" (Synnott et al., 2015)

F. What are some metrics of the effectiveness of employment-related polygraphs in police officer selection?

1. The polygraph can uncover information about a candidate's criminal history that would not show up on a background check
 - a. Police department reports of candidate results indicating involvement in the following crimes:
 - i. Unsolved homicides (9%)
 - ii. Rape (34%)
 - iii. Armed robberies (38%)
2. Minimization of false positives and negatives:
 - a. False positive: signals involvement in a behavior when the examinee did not engage in the behavior
 - b. False negative: signals a lack of involvement in a behavior when the examinee engages in the behavior

G. What are the recommended best practices for using employment-related polygraphs in the selection of police officers?

1. Overall goal is to provide interpretable and useful information to the police department
2. Target questions meet the following criteria:
 - a. the question should describe the examinee's possible involvement in a single behavior or single pattern of behavior
 - b. can be easily answered "yes" or "no"
 - c. does not include vague or necessary legal or clinical jargon
 - d. is free of references to motivation or intent
 - e. and does not presuppose guilt or involvement on the part of the examinee.
3. Inclusion of operational definitions that are understood by examiner, examinee, and the police department
4. Balance sensitivity and specificity, but prioritize sensitivity
 - a. Provide high enough specificity to issues of concern to avoid false-positives
 - b. Design screening tests to be highly sensitivity to issues of concern to avoid false-negatives
 - i. Must be risk averse to minimize the risk of employing an unsuitable candidate to a police position
5. Standardization of the testing administration across the profession
 - a. Use data-driven practices that avoid values-based or idiosyncratic practices (Harris et al. 2000; Kircher, Kristjansson, Gardner, & Webb 2005; Krapohl, 2006; Raskin & Honts, 2002)
6. Use the American Society of Testing and Materials (ASTM, 2008) standards for a variety of polygraph tests and settings

H. What are key issues and criticisms regarding the use of employment-related polygraphs in police officer selection?

1. National Research Council (2003) finding:
 - a. "Notwithstanding the limitations of the quality of the empirical research and the limited ability to generalize to real world settings, we conclude that in populations of examinees such as those represented in the polygraph research literature, untrained in countermeasures, specific incident polygraph tests can discriminate lying from truth telling at rates well above chance, though well below perfection. Because the studies of acceptable quality all focus on specific incidents, generalization from them to uses for screening is not justified." (p. 4)
2. Ability to be faked (Homma & Umezawa, 2001)
 - a. Breath control techniques
3. Lack of validity/reliability evidence (Iacono, 2008; Iacono & Lykken; 1997; Lewis & Cuppari, 2009; Palmatier & Rovner, 2015; Saxe & Ben-Shakhar, 1999; USNRC, 2003).
4. Lack of scientific rigor (USNRC, 2003)
5. Biased nature of most of the polygraph research (USNRC, 2003)
6. Lack of theoretical base (USNRC, 2003)
 - a. The emotional deception detection approach relies on evoking a fear/stress response in individuals who are being deceptive
 - b. Some individuals may not experience fear/stress reactions when they are being deceptive (Ekman, 1981)
 - i. Duping delight: pleasure that some individuals experience when they can meet the challenge of being deceptive (Ekman, 1981)
7. High degree of subjectivity
 - a. The pre-test interview can result in the examiner forming impressions about the examinee's character (e.g., truthfulness), which can be a source of bias (Ben-Shakhar & Furedy, 1990).
8. Failure of technology to advance (USNRC, 2003)
9. Lack of support in the scientific community
 - a. In a survey of academics amongst the Society for Psychological Research (SPR) and the American Psychological Association (APA) General Psychology Division (Division 1), only 36% of SPR and 30% considered the CQT to be based on scientifically sound psychological principles (Iacono & Lykken, 1997)

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APPENDIX F

The Pre-employment Polygraph and Its Alternatives

The Pre-Employment Polygraph and Its Alternatives

List of Alternatives

1. Polygraph Test
2. No Polygraph or Alternative Test
3. Integrity Test
4. Integrity Climate Assessment
5. Personality Inventories
6. Psychological Evaluations
7. Clinical Interview
8. High-Fidelity Simulations
9. Situational Judgment Tests
10. Background Investigation
11. Credit History Checks
12. Letters of Recommendation (LORs)
13. Drug Testing
14. Speech Analysis
15. Automatic Text-Based Deception Detection
16. Brain Imaging

Analysis of the Polygraph Test and Its Alternatives

1. Polygraph Test

- The polygraph is an assessment used to determine the truthfulness of an applicant's responses to items perceived to be job-relevant.
- A polygraph examiner infers applicant truthfulness from physiological cues (e.g., cardiovascular activity, respiratory activity, electrodermal activity).

Prevalence of Use in Police Departments (PDs)

- 62 to 65.8% of PDs use polygraphs as selection tool (Cochrane et al., 2003; Meesig & Horvarth, 1994).
- 2% of PDs use polygraphs instead of background checks (Meesig & Horvarth, 1994).

Costs (Financial/Time)

- Must hire a trained polygraph examiner.
- Requires invasive equipment to collect physiological measures and software to interpret results.

Construct(s) Measured

- Applicant truthfulness (as inferred from physiological activity).

Reliability/Validity

- Lack of validity/reliability evidence (Iacono, 2008; Iacono & Lykken, 1997; Lewis & Cuppari, 2009; Palmatier & Rovner, 2015; Saxe & Ben-Shakhar, 1999; USNRC, 2003).
- Polygraph test and agility test: $r = .36$ ($p < .05$; Ho, 1999).

2. No Polygraph or Alternative Test

- No polygraph or alternative test is used to assess applicant truthfulness or predict undesirable/delinquent behaviors.

Prevalence of Use in Police Departments (PDs)

- 31% of PDs never use polygraph tests (Meesig & Horvarth, 1994).
- 7% of PDs stopped using polygraph tests following legislation (Meesig & Horvarth, 1994).

Costs (Financial/Time)

- No test administration costs.
- But nonuse (i.e., not measuring truthfulness or attempting to predict undesirable behaviors) can result in legal (e.g., negligent hiring, other liability), financial (e.g., turnover), and physical (e.g., injury, death) costs (Weiss & Weiss, 2011; Wright, 1991).

Construct(s) Measured

- NA

Reliability/Validity

- NA

3. Integrity Test

- Self-report measures of the extent to which one is honest or possesses integrity.
- Overt tests inquire about one's attitudes toward and admissions of undesirable behavior. Personality-oriented tests are framed as personality assessments and avoid use of items explicitly related to honesty/integrity (e.g., Hogan Personality Inventory; Wanek, 1999).
- M-PULSE Inventory is an integrity test specifically designed for police selection contexts with good psychometric properties (Blackbourn & Dean, 2010).

Prevalence of Use in Police Departments (PDs)

- M-PULSE: No prevalence of use data but the manual (Blackbourn & Dean, 2010) claims a normative sample of over 5,000 police officers and recruits.

Costs (Financial/Time)

- Average integrity tests: \$5 to \$30 for administration of a single test. 20 to 45 minutes (Wanek, 1999).
- M-PULSE: \$45 per 10 item booklets; \$30 per 50 data entry sheets; \$25 per online profile report; \$60 per technical manual. 60-80 minutes.

Construct(s) Measured

- Conscientiousness (e.g., irresponsibility, carelessness, violation of rules; Ones et al., 1993)

- M-PULSE: Future job performance liabilities (e.g., excessive force, sexually offensive conduct) of police officers. Specifically, there are 3 scales related to misconduct/liability behaviors, impression management/faking, and personality traits related to liability (Blackbourn & Dean, 2010).

Reliability/Validity

- Meta-analysis (nonpolice) of 665 validity coefficients and 124 reliability coefficients (Ones et al., 1993, 1996):
 - Internal consistency and test-retest estimates for overt (.83) and personality-oriented (.72). Overall mean reliability is .81.
 - Integrity tests (especially overt tests) can be faked upon instruction.
 - Unrelated to cognitive ability. Strong relationship with conscientiousness (nonnegligible relationships with agreeableness and emotional stability).
 - Relationship among overt tests ($\rho = .45$) and personality-oriented ($\rho = .70$).
 - Mean validity coefficients predicting job performance: Overt ($\rho = .33$), personality-oriented ($\rho = .35$), all integrity tests ($\rho = .34$).
 - Mean validity coefficients predicting counterproductive behavior: Overt ($\rho = .55$), personality-oriented ($\rho = .32$), all integrity tests ($\rho = .47$).
 - Validity coefficient (corrected for low base rate) for overt and personality-oriented tests predicting theft: $\rho = .33$ (mean correlation [uncorrected]: $r = .09$).
 - Subgroup differences: negligible race differences; women score .11 to .27 standard score units higher than men.
- M-PULSE:
 - More valid predictor of police officer misconduct than the MMPI-2 (Williams et al., 2011).
 - Reliability estimates for all subscales range from .65 to .98 (Ellingwood et al., 2020).
 - Ellingwood et al. (2020) found no evidence of adverse impact (i.e., no subgroup differences in "no risk" recommendation). Only validity evidence offered by test developers is factor analysis (Blackbourn & Dean, 2010).

4. Integrity Climate Assessment

- This approach is more preventative in that it does not necessarily focus on applicant assessment. It instead focuses on surveying employees to measure the current organizational integrity/ethical climate and improving it to deter undesirable and facilitate desirable behavior.
- The Ethical Climate Questionnaire (ECQ; Victor & Cullen, 1988) is a (non-police) survey of one's general work climate.
- The Klockars et al. (2000) assessment presents scenarios of police officer abuse of power. Police applicants rate the scenarios according to how they, their organization, and their fellow officers would respond.

Prevalence of Use in Police Departments (PDs)

- NA

Costs (Financial/Time)

- Klockars et al.'s (2000) measure: Available in Hickman et al. (2016). Estimated completion time of less than 20 minutes.
- ECQ: Available in Victor and Cullen (1988). Estimated time, less than 20 minutes.

Construct(s) Measured

- Klockars et al.'s (2000) measure: Integrity climate (i.e., perceived seriousness of unethical behaviors, organizational tolerance for unethical behaviors, estimated likelihood of coworkers reporting unethical behaviors); One's willingness to report unethical behaviors.
- ECQ: organizational climate is classified as 1 of 5 types (i.e., caring, rules, law and code, independence, instrumental); other researchers identified other dimensions via factor analysis.

Reliability/Validity

- Klockars et al.'s (2000) measure: Good construct-related validity with other variables reflecting police integrity (Maskaly et al., 2019).
- Many of the organizational-level ECQ dimensions predicted business college graduates' admissions regarding not reporting others ($r_s = -.32$ to $.52$), falsifying reports ($r_s = -.44$ to $.37$), and lying ($r_s = -.23$ to $.17$; Peterson, 2002). Internal consistency reliability estimates of the climate dimensions range from $.60$ to $.80$ (Victor & Cullen, 1988).

5. Personality Inventories

- Self-report measures of one's personality traits and general dispositions.
- Some personality traits and dispositions are related to undesirable behaviors (Berry et al., 2007).
 - Agreeableness is related to CWB-O ($p = -.32$) and CWB-I ($p = -.46$).
 - Conscientiousness is related to CWB-O ($p = -.42$) and CWB-I ($p = -.23$).
- Common tests include the Five Factor Model of Personality, Minnesota Multiphasic Personality Inventory-2 (MMPI-2), California Psychological Inventory (CPI), Inwald Personality Inventory (IPI), and the HEXACO Personality Inventory (short measure—HEXACO-60; Ashton & Lee, 2009).

Prevalence of Use in Police Departments (PDs)

- 71.6% of PDs in the US use the MMPI-2; 24.5% use the CPI; 11.6% use the IPI (Cochrane et al., 2003).

Costs (Financial/Time)

- MMPI-2: \$44.35 per 10 reusable softcover test booklets; \$67.85 per reusable hardcover test booklet; \$58.10 per 50 hand-scorable answer sheets and profile forms; \$57.55 per 50 profile forms; \$94 per answer keys; \$63.85 per manual. 90 minutes (Atlas & Zachar, 2021).
- CPI: \$28.95 per profile administration; \$57.95 per narrative report administration; \$67.95 per configural analysis report administration; \$39.50 per scannable answer sheets; \$99

per manual; \$93 per interpretation manual; \$159.50 per applications guide. 45-60 minutes (Atkinson & Hattrup, 2003).

- IPI: No current price data. 30-45 minutes (Bolton & Lanyon, 1995).

Construct(s) Measured

- Personality traits (e.g., conscientiousness), defensiveness, how one presents oneself (e.g., impression management), propensity to lie (Borum & Stock, 1993).
- MMPI-2: Patterns of personality and emotional disorders (Atlas & Zachar, 2021).
- CPI: Personality characteristics and future behaviors in specific contexts (Atkinson & Hattrup, 2003).
- IPI: Behavioral patterns linked to (un)successful police officer job performance (e.g., guardedness, externalizing behaviors like job difficulties, internalized conflict like anxiety, interpersonal conflict; Bolton & Lanyon, 1995).

Reliability/Validity

- Borum and Stock (1993) compared police applicants who lied on their application/background check to those who did not lie. Applicant scores on the Ego Strength and Defensiveness subscales of MMPI and Guardedness subscale of IPI were significantly different between groups.
- MMPI-2: High scores on the Lie scale predict police officer problem behaviors, termination, and insubordination (Aamodt, 2004; Weiss & Weiss, 2011). Scale 9 is also related to poor police officer job performance and academy grades (Aamodt, 2004). Overall, correlations are small. MMPI-2 is unrelated to police officer psychological injury at work (Marshall et al., 2020).
 - Aggression scale and Symptom Checklist-90-R (SCL-90-R) Hostility: $r = .19$ (Atlas & Zachar, 2021)
 - Psychoticism scale and SCL-90-R Depression, Anxiety, Hostility, Psychoticism ($r_s = .41$ to $.65$; Atlas & Zachar, 2021).
- CPI: Tolerance and Intellectual Efficiency scales are related to police officer job performance ratings and disciplinary problems, with some r_s above $.20$ (Aamodt, 2004; Weiss & Weiss, 2011). Internal consistency estimates are from $.43$ to $.85$. 1-, 5-, and 25-year test-retest reliability estimates range from $.40$ to $.80$ (Atkinson & Hattrup, 2003).
- IPI: Predictive of police officer job performance ($r = .37$; Inwald, 2008; Weiss & Weiss, 2011). 6- to 8-week test-retest reliability estimates with corrections officers are $.70$ to $.72$. Internal consistency estimates are from $.60$ to $.80$ (Bolton & Lanyon, 1995).
- CPI and polygraph test: $r = .24$ ($p < .05$; Ho, 1999).
- IPI and polygraph test: $r = .22$ ($p < .05$; Ho, 1999).

6. Psychological Evaluation (i.e., Personality/Psychopathology Inventories and Clinical Interviews)

- Self-report measures of one's personality traits, general dispositions, and psychopathology; often used in conjunction with clinical interviews.

- Clinical Interview: A psychologist administers a semi-structured interview to the applicant to supplement information from the psychological assessments. The psychologist also observes applicant nonverbal and interpersonal behavior. The psychologist then evaluates the applicant according to their psychological suitability for the position.

Prevalence of Use in Police Departments (PDs)

- 57.4% of PDs in the US use the clinical interview (Cochrane et al., 2003).
- 91.9% of police officers in the US are employed by a PD that uses psychological evaluations (Reaves, 2012).

Costs (Financial/Time)

- \$250-\$650 per applicant (Gilbert, 2017; Inisght Psychology and Behavioral Health Services [IPBHS], 2021). 3 to 4 hours completion time (IPBHS, 2021). Four to six weeks to schedule appointment.

Construct(s) Measured

- Differs according to psychologist, but some common constructs include anti-social behavior, anxiety, impulse control, integrity, risk taking behavior, psychopathology, motivation, and stress tolerance (Simmons, 2010).

Reliability/Validity

- Relationship between psychological evaluation (i.e., psychological tests and clinical interview) and job performance, corrected for range restriction = .18 (Davidson, 1975).
- Psychological evaluation and polygraph test: $r = .26$ ($p < .05$; Ho, 1999).

8. High-Fidelity Simulations

- Applicants' responses to and behavior in a job-relevant situation is assessed.
- Differ from situational judgment tests (SJTs) in that response options are not provided (i.e., high fidelity; Weekley et al., 2015).
- The Behavioral Assessment Device for Police (B-PAD) is a high-fidelity simulation in that applicants watch videos of stressful job-relevant situations and are instructed to respond as they would in the situation. Applicant responses are video- and audio-recorded and evaluated by three trained raters (Doerner & Nowell, 1999).
- The assessment center is a high-fidelity simulation in which experts (and one's peers) assess candidates' performance on multiple standardized simulations and paper-and-pencil tests.

Prevalence of Use in Police Departments (PDs)

- 58.1% of PDs in the US use high-fidelity simulations (Ash et al., 1990).
- 22.6% of PDs in the US use assessment centers (Ash et al., 1990).
- As of 1999, over 200 PDs used the B-PAD to assess more than 30,000 applicants (Doerner & Nowell, 1999).

Costs (Financial/Time)

- Assessment centers: Very expensive (Wright, 1991). Multiple applicants may be tested during a 1-day session.

- B-PAD: Price unknown. 30 minutes (Doerner & Nowell, 1999).

Construct(s) Measured

- Police assessment centers: job knowledge, interpersonal skills, teamwork, simulated job performance, self-control (Dayan et al., 2002)
- B-PAD: Problem-solving ability, interpersonal skills (Doerner & Nowell, 1999).

Reliability/Validity

- Assessment Centers:
 - Overall and peer evaluation scores predict police officer job performance. Assessment center peer evaluations of enthusiasm ($r = .14$), self-control ($r = -.11$), and future success ($r = .11$) significantly predicted peer ratings of aggressiveness during training (Dayan et al., 2002).
 - Interrater reliability of police assessment center evaluators is .91 (Dayan et al., 2002).
- B-PAD:
 - Applicant scores are independent of sex and race of applicant and rater (Doerner & Nowell, 1999).
 - Little validity evidence (Doerner & Nowell, 1999). But a study of 30 police officers yielded significant relationship between B-PAD scores and supervisory performance ratings ($r = .72, p < .05$; Rand, 1987). Additionally, Stein (1995) compared two groups of police applicants: a suitable group who were hired and performed satisfactorily and an unsuitable group who were either not hired, hired then suspended, or hired then performed unsatisfactorily. Unsuitable applicants displayed more special-score behaviors (e.g., offensive and inappropriate behavior, derogating the test) on the B-PAD than suitable applicants.

9. Situational Judgment Tests

- Applicants are presented with hypothetical scenarios and asked to judge the effectiveness of given response options.
- The scoring key is usually based on subject matter expert (i.e., experienced police officer) judgments of effectiveness.
- Examples are Becker's (2005) SJT of employee integrity and the Integrity-SJT (de Meijer et al., 2010).

Prevalence of Use in Police Departments (PDs)

- NA

Costs (Financial/Time)

- Becker's (2005) SJT: Test and scoring key available in Becker (2005). 20-30 minutes.
- Integrity-SJT: Price unknown. Estimated time, less than 30 minutes.

Construct(s) Measured

- Integrity (Becker, 2005; de Meijer et al., 2010)

Reliability/Validity

- SJTs with a method instead of construct focus: Low internal consistency, inconclusive factor structure, acceptable test-retest reliability estimates. Good criterion-related validity but poor construct-related validity (Campion et al., 2014; Catano et al., 2012; Weekley et al., 2015).
- Becker's (2005) SJT: In a sample of engineers, fast-food, and production employees, SJT scores predicted career potential ($r = .36$), leadership ($r = .25$), and job performance ($r = .33$).
- Integrity-SJT (de Meijer et al., 2010): Positive relationship with an in-depth interview designed to assess HEXACO's Honest/Humility dimension ($r = .23, p < .05$).

10. Background Investigation

- Gathering and verifying an applicant's personal and professional information.
- According to Wright (1991) the process is thus: preliminary interview, then the applicant completes information booklets (e.g., education, employment, military history) and provides documents (e.g., birth certificate, SS card), next the investigator verifies all applicant information and gathers additional information via interviews (e.g., contact schools and employers, interview spouses) and documents (e.g., criminal record, driving record), and finally the applicant is interviewed and any discrepancies or negative information is discussed.

Prevalence of Use in Police Departments (PDs)

- 99.4% of PDs in the US use background investigations/checks (Cochrane et al., 2003).

Costs (Financial/Time)

- Requires considerable time and personnel effort (e.g., conducting interviews, verifying applicant information). Small financial costs associated with obtaining records and running checks (e.g., criminal history check, driving record; Wright, 1991).

Construct(s) Measured

- Personal ethics, competency, motivation (Wright, 1991).

Reliability/Validity

- For 84 police applicants, college education significantly predicted job knowledge (2-year degree, $r = .24, p < .05$; 4-year degree, $r = .26, p < .05$) but not reprimands or suspensions (reprimands, $r_s > -.23$; suspensions, $r_s < .06$; Truxillo et al., 1998).
- Applicant biographical information obtained via background investigation predicts police officer job performance. Information predicting job performance includes history of vehicle code violations, more serious offenses, short duration of prior jobs, and being previously fired (Malouff & Schutte, 1986).

11. Credit History Checks

- The employer requests a report of an applicant's credit history from a credit agency.

- Credit checks can provide the following information: previous employers, previous addresses, creditors, debts, credit payments, civil action against applicant (Wright, 1991; Decicco, 2000).

Prevalence of Use in Police Departments (PDs)

- 82.2% of police officers in the US are employed by a PD that uses credit history checks (Reaves, 2012).
- 82% of police officers in the US are employed by a PD that allows the hiring of officers with credit-related problems (Reaves, 2012).

Costs (Financial/Time)

- \$10 to \$25 per applicant (Wright, 1991). \$25 (basic background check) to \$60 (detailed background check) per applicant (ShareAble for Hires, 2021).

Construct(s) Measured

- Integrity, organizational commitment (the logic here is that failure to fulfill promises to financial institutions is analogous to failure to commit to one's work; Bernerth, 2012)

Reliability/Validity

- Almost all credit history check data (e.g., negative accounts, number of late payments) failed to predict supervisory job performance ratings and turnover of financial services employees. Moreover, almost all job performance validity coefficients were in the opposite direction than hypothesized (Bryan & Palmer, 2012).

12. Letters of Recommendation (LORs)

- Individuals familiar with the applicant (preferably in a supervisory context) write letters describing the applicant's history, personality, performance, and other characteristics. The letter writers also provide an overall recommendation regarding whether the organization should hire the applicant.

Prevalence of Use in Police Departments (PDs)

- 46.5% of PDs in the US use LORs (Cochrane et al., 2003).

Costs (Financial/Time)

- No financial cost. But time cost of reading and evaluating LORs.

Construct(s) Measured

- Character, personality, interpersonal skills, past job performance (Cascio & Aguinis, 2019).

Reliability/Validity

- Meta-analysis validity estimates (non-police):
 - .14 to .27 with various criteria like supervisory performance ratings and turnover (Reilly & Chao, 1982; Hunter & Hunter, 1984)
 - .10 to .28 with various academic criteria (e.g., GPA, PhD attainment, clinical internship performance; Kuncel et al., 2014).
- Interrater reliability (between writers assessing the same applicant): $r = .04$ to $.48$ (Aamodt et al., 1993; Baxter et al., 1981).

- LORs are often highly lenient and relatedly suffer from selection bias, so they likely do not predict police officer misconduct or integrity over and above other tests.

13. Drug Testing

- Applicant is administered a test, usually urinalysis or hair analysis, to detect the use of one or more legal or illegal drugs. Mieczkowski and Lersch (2002) suggest that drug testing may mitigate corruption and unethical behavior. Police officers are vulnerable to drug use and associated corruption because of policing's "opportunity structure," (e.g., exposure to drugs, limited supervision, seizure of drugs). Screening out drug-using applicants, then, will screen out applicants especially vulnerable to behaving unethically regarding drug investigations.

Prevalence of Use in Police Departments (PDs)

- 88.4 to 93.3% of PDs in the US use drug tests (Cochrane et al., 2003; Reaves, 2012).

Costs (Financial/Time)

- 1-7 days for employee to visit testing site and results to be released (US Drug Test Centers, 2021).
- Urinalysis: \$50 to \$80 per test. (US Drug Test Centers, 2021).
- Hair analysis: \$120 to \$400 per test (US Drug Test Centers, 2021).

Construct(s) Measured

- Drug use. Proximal unethical behaviors (related to drug use) include supplying drugs for money, faking arrests, and assisting drug suppliers (Gorta, 2009).

Reliability/Validity

- High detection validity for window of time: Urinalysis detects drugs used in the past 1-3 days (cannabis is 30 days). Hair analysis detects drugs used in past 90 days. Tests are sophisticated enough to detect synthetic urine samples (Goggin et al., 2017).
- Predictive validity is underwhelming: Drug use is not associated with poor police officer performance (Kraska & Kappeler, 1988).
- Police officer drug use is associated with poor organizational reputation (Mieczkowski & Lersch, 2002).
- Drug tests and polygraph tests: $r = .61$ ($p < .05$; Ho, 1999).

14. Speech Analysis

- Features of speech (e.g., volume, frequency) are analyzed to detect deception cues (e.g., voice tremor).
- Assumes that deception is a stressor that causes strain responses manifest in speech (e.g., high pitch).

Prevalence of Use in Police Departments (PDs)

- The computer voice stress analyzer (VSA) developed by the National Institute for Truth Verification (NITV) seems to be somewhat common among PDs, but NASEM (2003) does not report any data.

- The NITV markets the VSA to agencies using polygraph tests. Its selling point is that it shows high levels of agreement with the polygraph test (NASEM, 2003).

Costs (Financial/Time)

- Financial costs associated with purchasing equipment to record speech and software to analyze speech data. Often requires trained analysts to make sense of the data. May take considerable time if the applicant speech database is very large.

Construct(s) Measured

- Deception (i.e., auditory deception cues) and stress due to deception

Reliability/Validity

- Findings are “highly suspect,” (NASEM, 2003, p. 167).
- Interrater agreement (i.e., analyses of the same VSA data by multiple experts) is very low (Waln & Downey, 1987; Horvath, 1979).
- The VSA detected deception in mock crime scenarios at chance levels (Horvath, 1979). It also failed to detect spontaneous deception in mock interviews (O’Hair & Cody, 1987).
- A series of tests conducted by the US Department of Defense Polygraph Institute (Cestaro, 1996; Cestaro & Dollins, 1994; Janniro & Cestaro, 1996) found that the VSA failed to detect deception at any greater accuracy than the polygraph.
- Palmatier’s (1996) field test with the Michigan Department of Police showed VSA deception detection accuracy at chance levels.
- VSA scores are not related to physiological measures of stress (Meyerhoff et al., 2000).
- Different methods:
 - Amplitude- and frequency-modulation features of speech showed ability to detect deception in single-word utterances (Gopalan & Wenndt, 2007). Other speech features can detect subtle differences between deceptive and truthful utterances (Sanaullah & Gopalan, 2013).
 - Layered Voice Analysis (LVA), a type of VSA device, failed to correctly identify deceptive or stressful speech at above-chance rates (Harnsberger et al., 2009).

15. Automatic Text-Based Deception Detection

- Algorithmic models are trained to analyze text according to pre-selected deception cues (e.g., tentative terms, imagery). Handwritten statements are then transcribed and mined for various deception cues (Fuller et al., 2008).

Prevalence of Use in Police Departments (PDs)

- NA

Costs (Financial/Time)

- Requires a large database of text to mine. Applicants are to write large portions of text. Proprietary software (e.g., Linguistic Inquiry and Word Count [LIWC]) is required to detect deception cues.

Construct(s) Measured

- Text-based deception cues

Reliability/Validity

- Fuller et al.'s (2008) models correctly reported deceptive text 76% of the time. Fuller et al.'s (2011) models were 74% accurate.

17. Brain Imaging

- Using data regarding blood flow (e.g., PET scan) and/or oxygen consumption (e.g., fMRI) to detect deception.
- One example is that different brain structures are activated when one sees a familiar face compared to an unfamiliar face. Brain imaging may shed light on which of these structures are activated. Examiners then compare the (fMRI) data to an applicant's answer regarding if they are familiar with the person in question to determine deception (NASEM, 2003).
- Another example is identifying whether structures associated with anxiety (e.g., amygdala) and/or deception (e.g., prefrontal cortex [associated with executive functioning]) are activated as an applicant is questioned (NASEM, 2003).

Prevalence of Use in Police Departments (PDs)

- NA but presume likely extremely low

Costs (Financial/Time)

- Very high financial cost: fMRI or other brain imaging equipment is very expensive and requires expertise to operate.
- High time cost: Probably about the same amount of (if not a bit more) time as polygraph to set up and run. But requires considerable time for (an expert) to analyze the data.

Construct(s) Measured

- PET scan: Local blood flow
- fMRI: Oxygen consumption (proximal construct is localized brain functioning)

Reliability/Validity

- fMRI research has previously identified structures in the brain uniquely associated with deception detection (Langleben et al., 2001; Spence et al., 2001).
- But fMRI data are still only correlational. Unknown whether deception causes activation of these brain structures.
- fMRI and other brain imaging techniques are useful in explaining human brain processes in general. Research on individual differences in brain functioning is only in its infancy.

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APPENDIX G

Survey Results for Stakeholders and Applicants

Introduction

A survey of stakeholders and applicants was conducted in July 2021. This appendix presents the results of the survey and consists of four sections; specifically, this introduction and a description of the data collection procedures (Method). Part 1 presents the stakeholders' quantitative results, Part 2 the applicants' quantitative results, and Part 3 presents the results from the open-ended responses for both stakeholders and applicants.

Method

An email invitation was sent on July 14th, 2021 to 241¹ stakeholders and 1,929 applicants to complete an online survey hosted on SurveyMonkey. Reminders were sent on July 21st and July 27th and the survey was closed on July 29th. The lists of respondents were compiled in conjunction with the project contact at the Civil Service Commission (CSC). The stakeholder list was a comprehensive list of both internal and external stakeholders with input from the Office of the Mayor as well. In addition, we ensured that everyone who had been interviewed as part of the audit was included on the list. The applicant list consisted of all applicants in the 2019 application cycle.

For stakeholders, the final sample size was 122 (response rate = 50.62%). So although the final sample was not particularly large, the response rate was deemed to be satisfactory. The mean age of the sample was 49.09 years ($SD = 12.68$); 43.48% were female, 50.43% male, and 6.09% preferred not to report this information (see Table G.S6). The race/ethnicity composition of the sample is reported in Table G.S7.

For the applicants, there were 379 respondents (response rate = 19.65%); thus although larger than the stakeholder sample, the response rate for the applicant sample is low. The mean age of the sample was 32.25 years ($SD = 7.65$); 15.04% were female, 82.85% male, and 2.11% preferred not to report this information (see Table G.A4). The race/ethnicity composition of the sample is reported in Table G.A5.

The next section of this appendix first presents a summary of the stakeholders' results, followed by the results for the applicants, and then the open-ended responses for both stakeholders and applicants.

¹ Includes 4 individuals who were sent survey links after the survey was closed.

PART 1
(Appendix G)

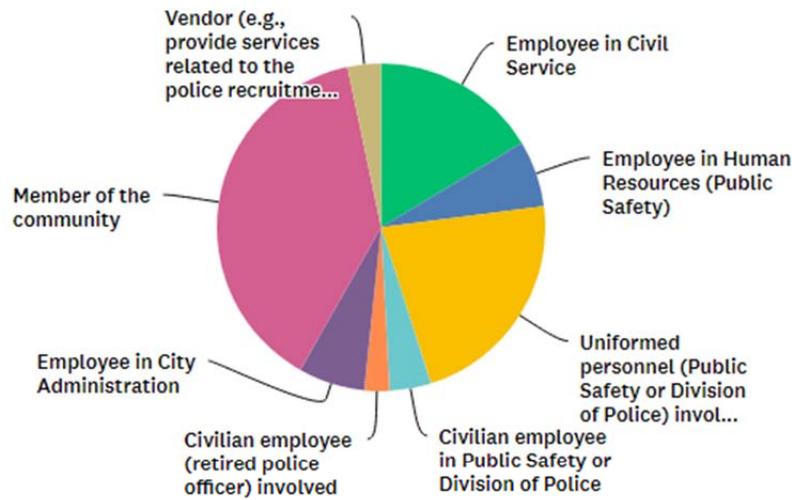
Stakeholders' Quantitative Results

Stakeholders' Results

Table G.S1

Which of the following BEST describes you?

Answered: 122 Skipped: 0

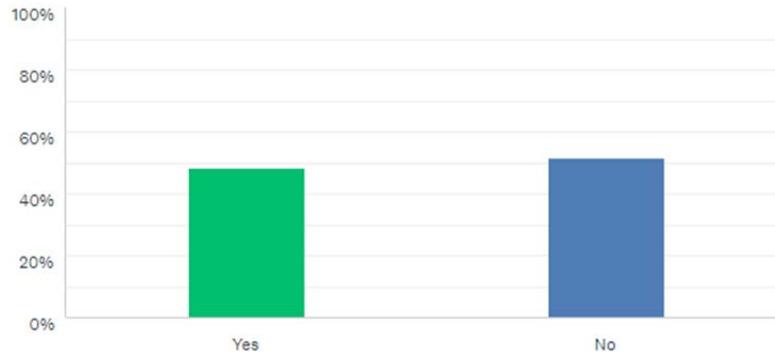


ANSWER CHOICES	RESPONSES
Employee in Civil Service	16.39% 20
Employee in Human Resources (Public Safety)	6.56% 8
Uniformed personnel (Public Safety or Division of Police) involved in the recruitment and selection process	22.13% 27
Civilian employee in Public Safety or Division of Police involved in the recruitment and selection process	4.10% 5
Civilian employee (retired police officer) involved in the recruitment and selection process	2.46% 3
Employee in City Administration	6.56% 8
Member of the community	38.52% 47
Vendor (e.g., provide services related to the police recruitment and selection process, training at the academy, etc.)	3.28% 4
TOTAL	122

Table G.S2

Do you play a role in the design, development, implementation and administration, and/or evaluation of the recruitment and selection process?

Answered: 122 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Yes	48.36%	59
▼ No	51.64%	63
TOTAL		122

Table G.S3

Would you describe this role as direct (i.e., play a role in the design, development, implementation, administration and/or scoring, and employment decision) or indirect?

Answered: 60 Skipped: 62

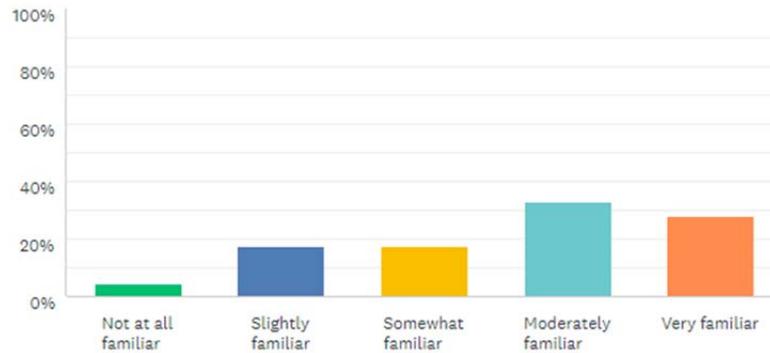


ANSWER CHOICES	RESPONSES	
▼ Direct	65.00%	39
▼ Indirect	35.00%	21
TOTAL		60

Table G.S4

How familiar are you with the police recruitment and selection process in general?

Answered: 115 Skipped: 7



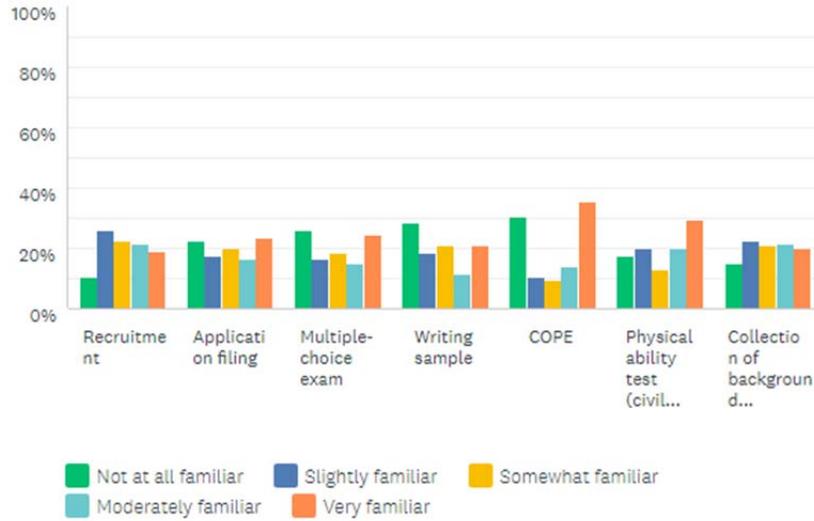
ANSWER CHOICES	RESPONSES
Not at all familiar	4.35% 5
Slightly familiar	17.39% 20
Somewhat familiar	17.39% 20
Moderately familiar	33.04% 38
Very familiar	27.83% 32
TOTAL	115

Mean rating = 3.63 (*SD* = 1.19)
 [1 = not at all familiar; 5 = very familiar]

Table G.S5

How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 115 Skipped: 7



How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 115 Skipped: 7

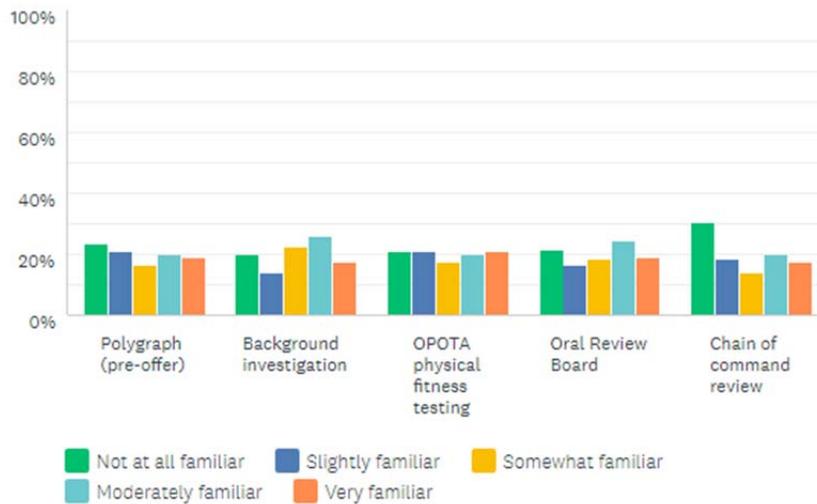
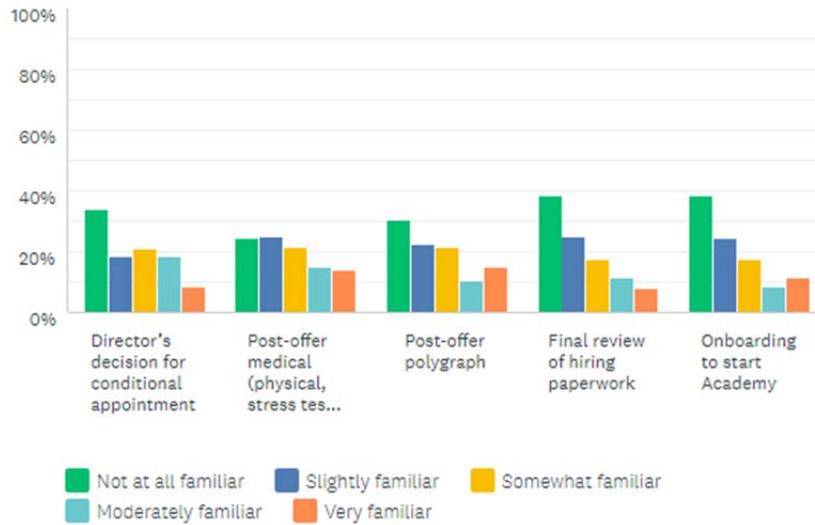


Table G.S5 contd.

How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 115 Skipped: 7



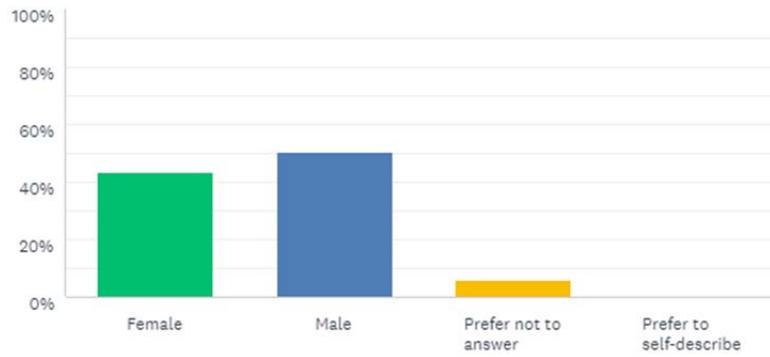
Familiarity with the steps of the recruitment and selection process	Mean	SD
Recruitment	3.13	1.29
Application filing	3.01	1.48
Multiple-choice exam	2.95	1.53
Writing sample	2.77	1.50
COPE	3.14	1.70
Physical ability test (civil service)	3.24	1.50
Collection of background information	3.10	1.36
Polygraph (pre-offer)	2.90	1.46
Background investigation	3.07	1.38
OPOTA physical fitness testing	2.99	1.45
Oral Review Board	3.03	1.44
Chain of command review	2.76	1.50
Director's decision for conditional appointment	2.50	1.35
Post-offer medical (physical, stress test, & psychological screen)	2.69	1.36
Post-offer polygraph	2.57	1.40
Final review of hiring paperwork	2.52	1.29
Onboarding to start Academy	2.30	1.36

Note. Ratings were on a 5-point scale (1 = not at all familiar; 5 = very familiar).

Table G.S6

What is your biological sex?

Answered: 115 Skipped: 7

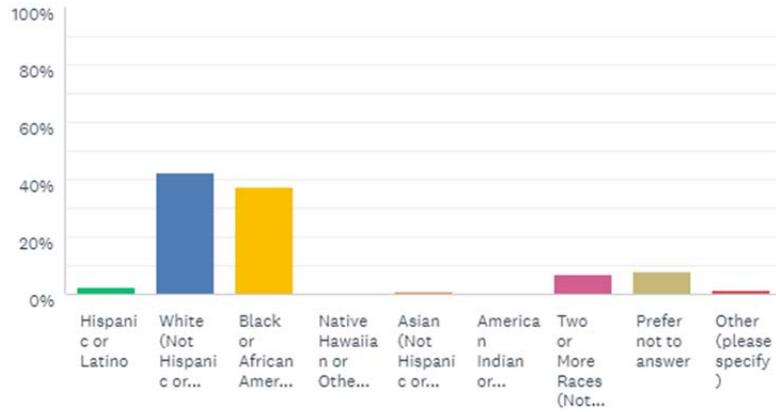


ANSWER CHOICES	RESPONSES	
▼ Female	43.48%	50
▼ Male	50.43%	58
▼ Prefer not to answer	6.09%	7
▼ Prefer to self-describe	Responses 0.00%	0
TOTAL		115

Table G.S7

What is your race/ethnicity?

Answered: 115 Skipped: 7

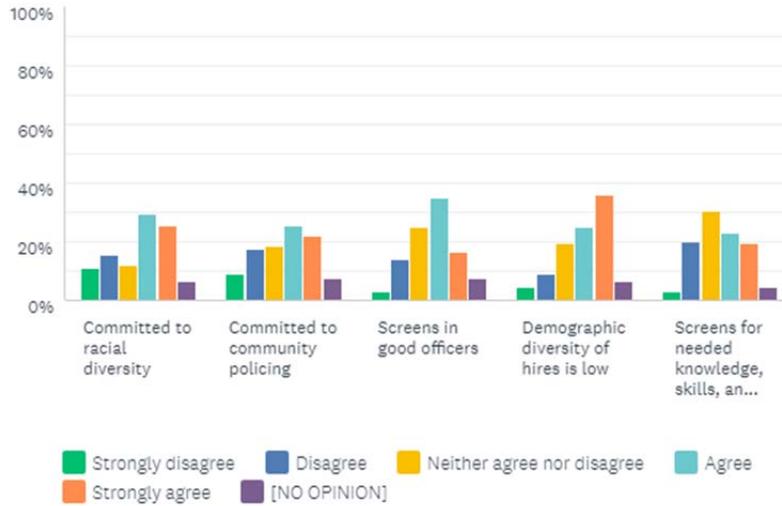


ANSWER CHOICES	RESPONSES	
▼ Hispanic or Latino	2.61%	3
▼ White (Not Hispanic or Latino)	42.61%	49
▼ Black or African American (Not Hispanic or Latino)	37.39%	43
▼ Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	0.00%	0
▼ Asian (Not Hispanic or Latino)	0.87%	1
▼ American Indian or Alaska Native (Not Hispanic or Latino)	0.00%	0
▼ Two or More Races (Not Hispanic or Latino)	6.96%	8
▼ Prefer not to answer	7.83%	9
▼ Other (please specify)	Responses 1.74%	2
TOTAL		115

Table G.S8

Please rate the extent to which you agree/disagree with the following statements as being accurate descriptors of the recruitment and selection process.

Answered: 109 Skipped: 13



Please rate the extent to which you agree/disagree with the following statements as being accurate descriptors of the recruitment and selection process.

Answered: 109 Skipped: 13

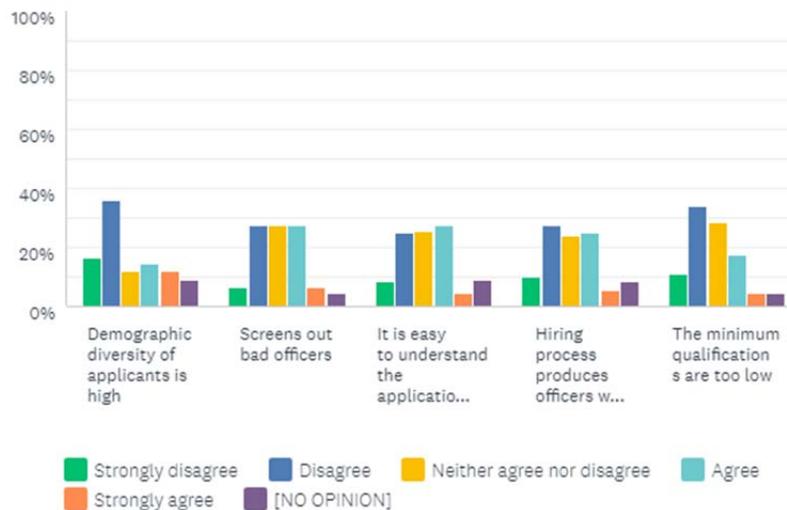
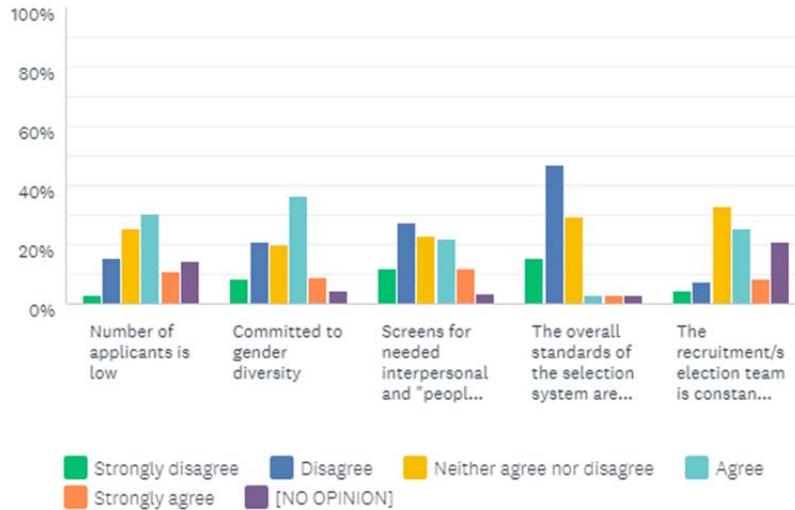


Table G.S8 contd.

Please rate the extent to which you agree/disagree with the following statements as being accurate descriptors of the recruitment and selection process.

Answered: 109 Skipped: 13



Accurately describes the recruitment and selection process	Mean	SD
Committed to racial diversity	3.46	1.36
Committed to community policing	3.37	1.30
Screens in good officers	3.52	1.04
Demographic diversity of hires is low	3.83	1.19
Screens for needed knowledge, skills, abilities	3.38	1.12
Demographic diversity of applicants is high	2.67	1.31
Screens out bad officers	3.00	1.06
It is easy to understand the application and selection process	2.95	1.07
Hiring process produces officers who reflect the vision and values of the communities served by CPD	2.87	1.12
The minimum qualifications are too low	2.69	1.05
Number of applicants is low	3.37	1.03
Committed to gender diversity	3.18	1.15
Screens for needed interpersonal and "people" skills	2.94	1.23
The overall standards of the selection system are too high	2.28	0.87
The recruitment/selection team is constantly in touch with and keeps candidates informed throughout the whole selection process	3.33	0.99

Note. Ratings were on a 5-point scale (1 = strongly disagree; 5 = strongly agree). Mean ratings that may warrant some attention are in red font.

Table G.S9

Please rate the positivity of the recruitment and selection process (i.e., how you feel about it) on the following attributes/characteristics.

Answered: 109 Skipped: 13



Please rate the positivity of the recruitment and selection process (i.e., how you feel about it) on the following attributes/characteristics.

Answered: 109 Skipped: 13

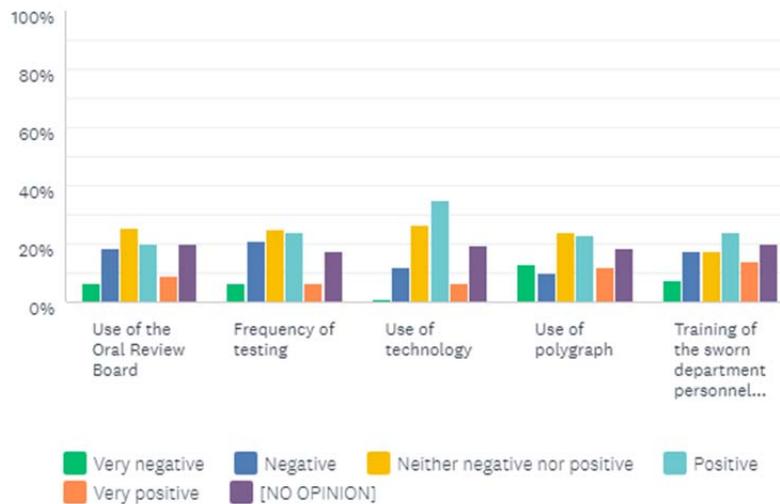


Table G.S9 contd.

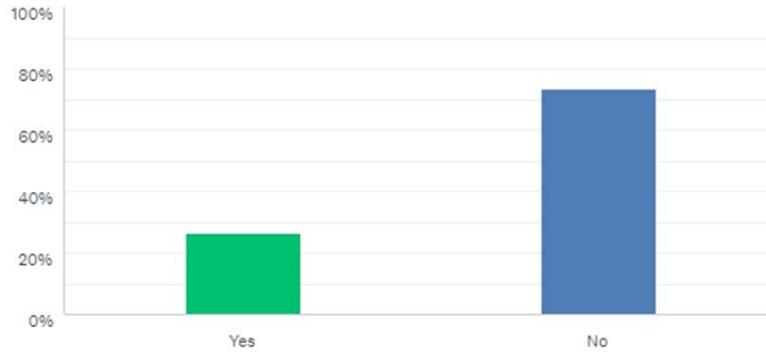
Positivity of recruitment and selection process attribute/characteristic	Mean	SD
Dropout rate during the application and selection process	2.63	0.75
Length of time it takes to hire	2.41	0.99
The quality of officers hired	3.25	0.90
Overall satisfaction with the process	2.90	1.02
Training of the civil service staff involved in the recruitment and selection process	3.38	1.08
Use of the Oral Review Board	3.09	1.13
Frequency of testing	3.03	1.09
Use of technology	3.42	0.88
Use of polygraph	3.13	1.27
Training of the sworn department personnel involved in the recruitment and selection process	3.24	1.24

Note. Ratings were on a 5-point scale (1 = very negative; 5 = very positive). Mean ratings that may warrant some attention are in red font.

Table G.S10

Are you aware of any formal analysis for possible cultural bias or insensitivity (based on race/ethnicity or sex/gender) that has been conducted on any stage of the recruitment and selection process?

Answered: 109 Skipped: 13

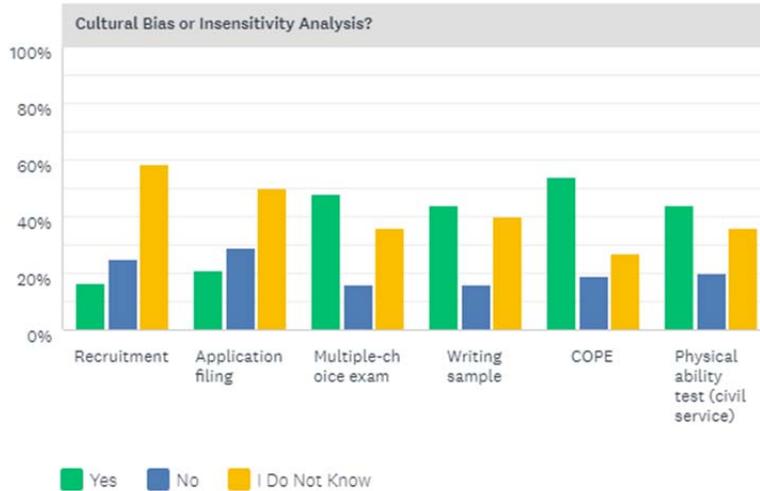


ANSWER CHOICES	RESPONSES
Yes	26.61% 29
No	73.39% 80
TOTAL	109

Table G.S11

For each step or assessment tool in the selection process, indicate those for which you are aware that a formal analysis for possible cultural bias or insensitivity (based on race/ethnicity or sex/gender) has been conducted. If you select "Yes," then please select the year of the most recent analysis.

Answered: 26 Skipped: 96



For each step or assessment tool in the selection process, indicate those for which you are aware that a formal analysis for possible cultural bias or insensitivity (based on race/ethnicity or sex/gender) has been conducted. If you select "Yes," then please select the year of the most recent analysis.

Answered: 24 Skipped: 98

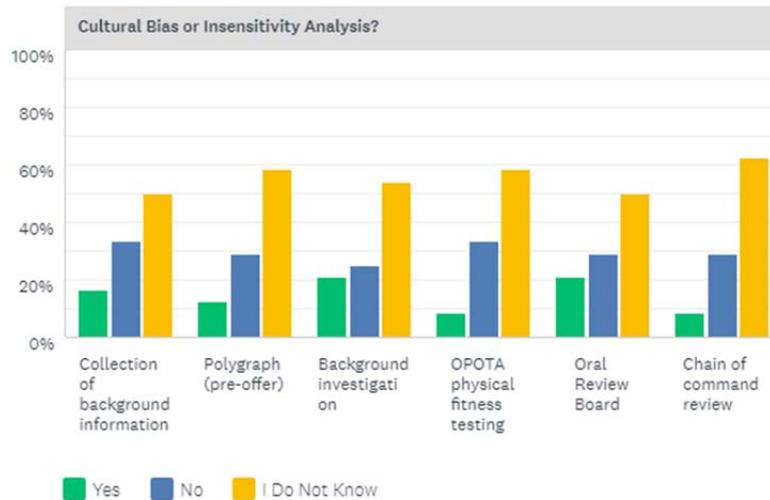


Table G.S11 contd.

For each step or assessment tool in the selection process, indicate those for which you are aware that a formal analysis for possible cultural bias or insensitivity (based on race/ethnicity or sex/gender) has been conducted. If you select "Yes," then please select the year of the most recent analysis.

Answered: 23 Skipped: 99

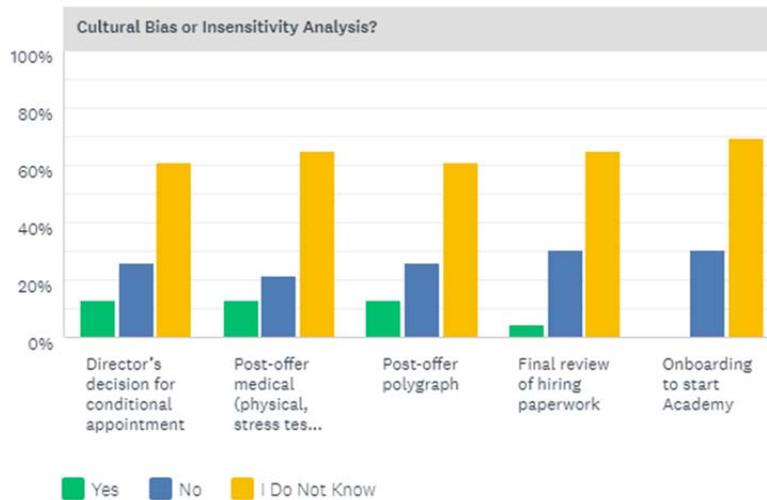


Table G.S12

Are staff at every level of the hiring process trained and certified?

Answered: 94 Skipped: 28



Table G.S12 contd.



Table G.S12 contd.

Are staff at every level of the hiring process trained and certified?

Answered: 92 Skipped: 30



Table G.S12 contd.



Table G.S12 contd.

Are staff at every level of the hiring process trained and certified?

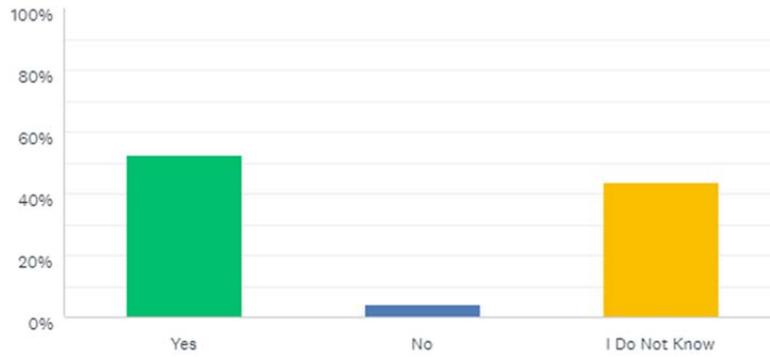
Answered: 90 Skipped: 32



Table G.S13

Are applicants notified when they are disqualified from the selection process at any stage of the hiring process?

Answered: 101 Skipped: 21



ANSWER CHOICES	RESPONSES
▼ Yes	52.48% 53
▼ No	3.96% 4
▼ I Do Not Know	43.56% 44
TOTAL	101

Table G.S14

Q24 Check all the stages where applicants are notified when they are disqualified from the selection process.

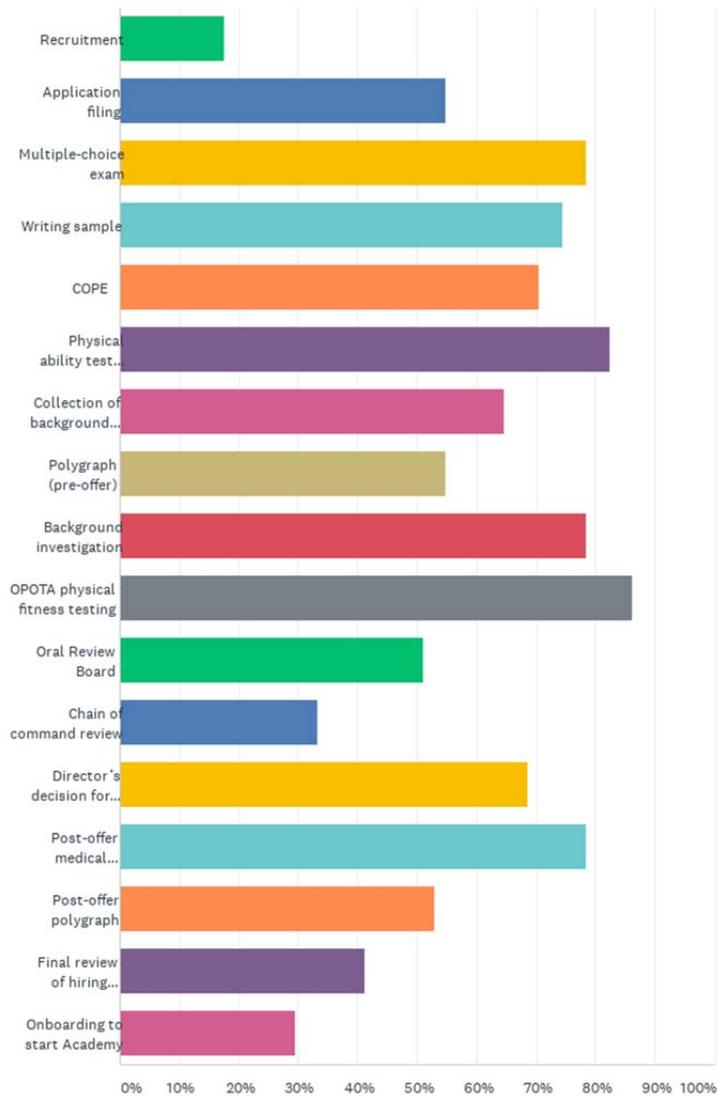


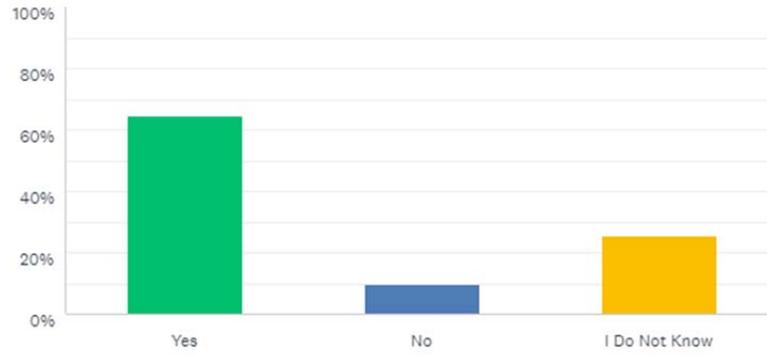
Table G.S14 contd.

ANSWER CHOICES	RESPONSES
▼ Recruitment	17.65% 9
▼ Application filing	54.90% 28
▼ Multiple-choice exam	78.43% 40
▼ Writing sample	74.51% 38
▼ COPE	70.59% 36
▼ Physical ability test (civil service)	82.35% 42
▼ Collection of background information	64.71% 33
▼ Polygraph (pre-offer)	54.90% 28
▼ Background investigation	78.43% 40
▼ OPOTA physical fitness testing	86.27% 44
▼ Oral Review Board	50.98% 26
▼ Chain of command review	33.33% 17
▼ Director's decision for conditional appointment	68.63% 35
▼ Post-offer medical (physical, stress test, & psychological screen)	78.43% 40
▼ Post-offer polygraph	52.94% 27
▼ Final review of hiring paperwork	41.18% 21
▼ Onboarding to start Academy	29.41% 15
Total Respondents: 51	

Table G.S15

Are applicants informed about why they were disqualified from the selection process at any stage of the hiring process?

Answered: 51 Skipped: 71



ANSWER CHOICES	RESPONSES
Yes	64.71% 33
No	9.80% 5
I Do Not Know	25.49% 13
TOTAL	51

Table G.S16

Q26 Check all the stages where applicants are informed about why they were disqualified from the selection process.

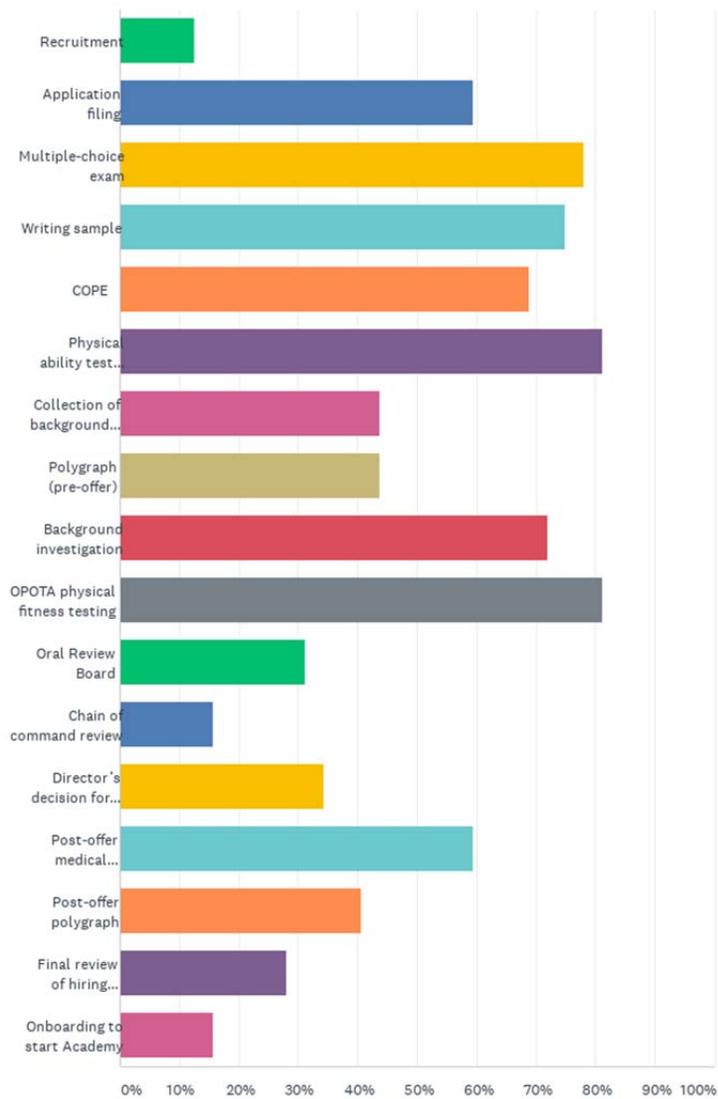


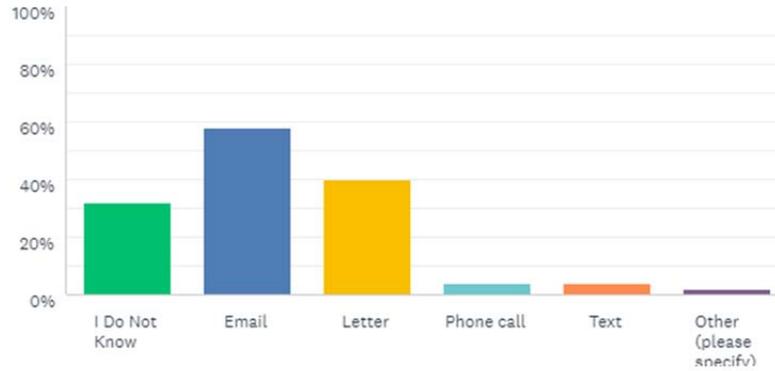
Table G.S16 contd.

ANSWER CHOICES	RESPONSES
▼ Recruitment	12.50% 4
▼ Application filing	59.38% 19
▼ Multiple-choice exam	78.13% 25
▼ Writing sample	75.00% 24
▼ COPE	68.75% 22
▼ Physical ability test (civil service)	81.25% 26
▼ Collection of background information	43.75% 14
▼ Polygraph (pre-offer)	43.75% 14
▼ Background investigation	71.88% 23
▼ OPOTA physical fitness testing	81.25% 26
▼ Oral Review Board	31.25% 10
▼ Chain of command review	15.63% 5
▼ Director's decision for conditional appointment	34.38% 11
▼ Post-offer medical (physical, stress test, & psychological screen)	59.38% 19
▼ Post-offer polygraph	40.63% 13
▼ Final review of hiring paperwork	28.13% 9
▼ Onboarding to start Academy	15.63% 5
Total Respondents: 32	

Table G.S17

How are applicants informed when they are disqualified from the application/selection process? [Check all that apply]

Answered: 50 Skipped: 72

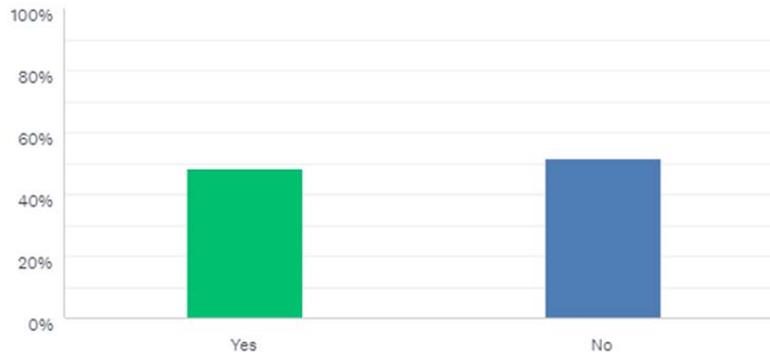


ANSWER CHOICES	RESPONSES
▼ I Do Not Know	32.00% 16
▼ Email	58.00% 29
▼ Letter	40.00% 20
▼ Phone call	4.00% 2
▼ Text	4.00% 2
▼ Other (please specify) Responses	2.00% 1
Total Respondents: 50	

Table G.S18

Do you know what the goals and objectives of the police recruitment and selection process are?

Answered: 97 Skipped: 25

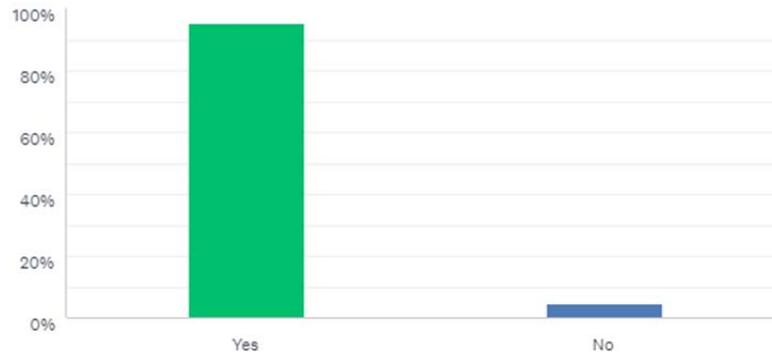


ANSWER CHOICES	RESPONSES	
▼ Yes	48.45%	47
▼ No	51.55%	50
TOTAL		97

Table G.S19

Do you support these goals and objectives?

Answered: 45 Skipped: 77

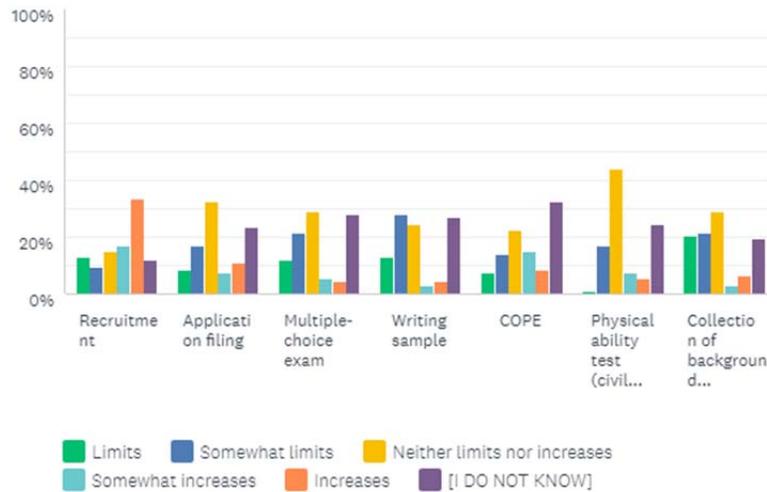


ANSWER CHOICES	RESPONSES
Yes	95.56% 43
No	4.44% 2
TOTAL	45

Table G.S20

Using the scale provided, rate the extent to which you think each of the following steps of the recruitment and selection process limit or increase the demographic diversity of applicants or hires.

Answered: 93 Skipped: 29



Using the scale provided, rate the extent to which you think each of the following steps of the recruitment and selection process limit or increase the demographic diversity of applicants or hires.

Answered: 93 Skipped: 29

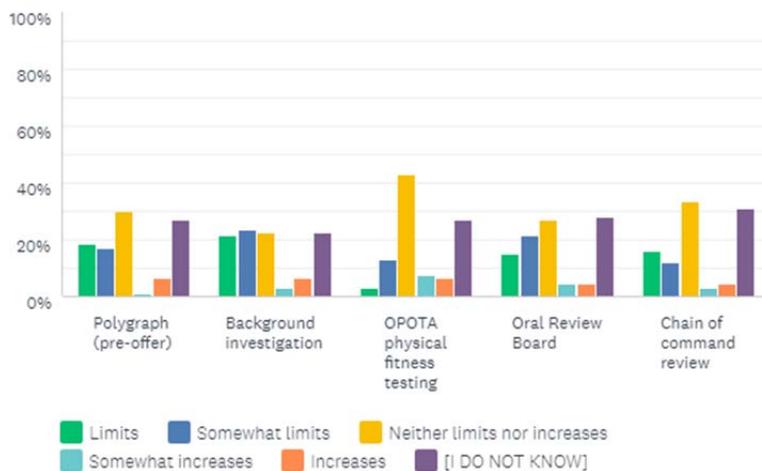
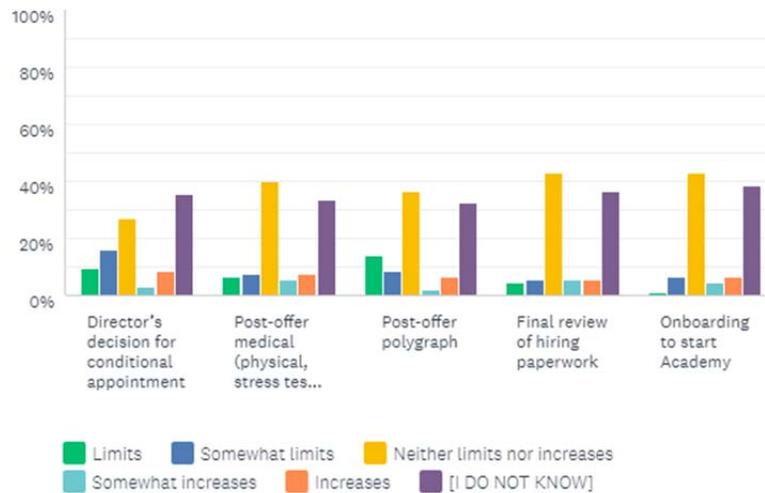


Table G.S20 contd.

Using the scale provided, rate the extent to which you think each of the following steps of the recruitment and selection process limit or increase the demographic diversity of applicants or hires.

Answered: 93 Skipped: 29



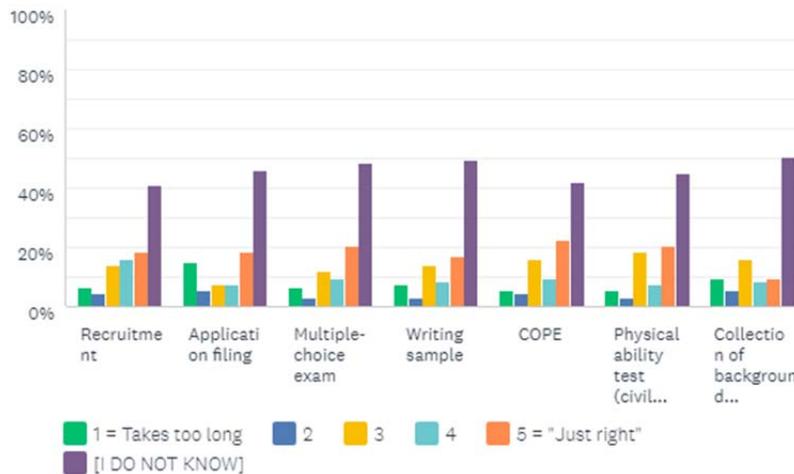
Recruitment and selection process step limits/increases demographic diversity	Mean	SD
Recruitment	3.55	1.49
Application filing	2.93	1.62
Multiple-choice exam	2.57	1.05
Writing sample	2.42	1.03
COPE	3.05	1.18
Physical ability test (civil service)	2.99	0.83
Collection of background information	2.43	1.15
Polygraph (pre-offer)	2.46	1.15
Background investigation	2.35	1.77
OPOTA physical fitness testing	3.01	0.91
Oral Review Board	2.46	1.08
Chain of command review	2.53	1.10
Director's decision for conditional appointment	2.77	1.18
Post-offer medical (physical, stress test, & psychological screen)	3.00	1.02
Post-offer polygraph	2.68	1.13
Final review of hiring paperwork	3.03	0.89
Onboarding to start Academy	3.14	0.81

Note. Ratings were on a 5-point scale (1 = limits; 5 = increases). Mean ratings that may warrant some attention are in red font.

Table G.S21

Using the scale provided, rate the extent to which you think the time to complete or implement each of the following steps of the recruitment and selection process is "just right" or takes too long.

Answered: 93 Skipped: 29



Using the scale provided, rate the extent to which you think the time to complete or implement each of the following steps of the recruitment and selection process is "just right" or takes too long.

Answered: 93 Skipped: 29

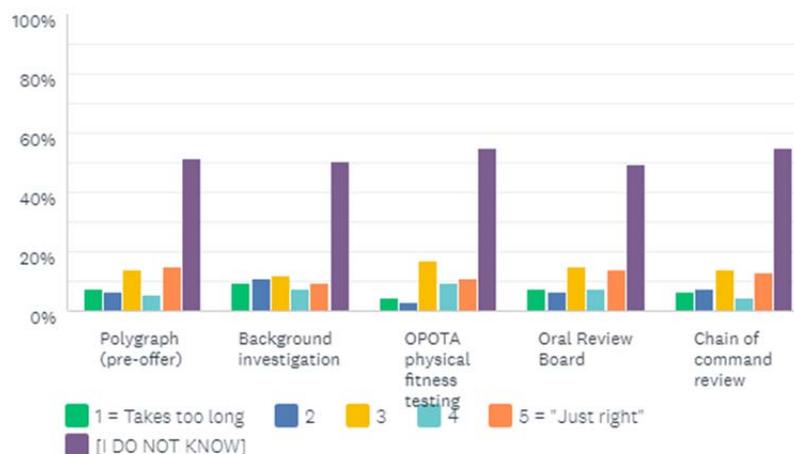
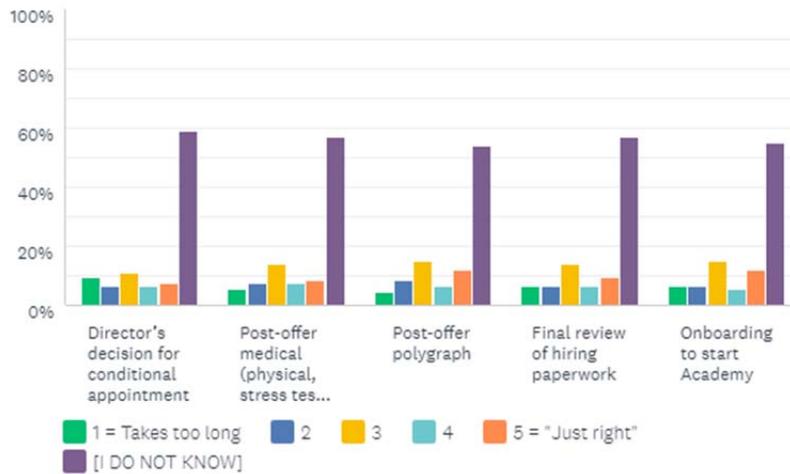


Table G.S21 contd.

Using the scale provided, rate the extent to which you think the time to complete or implement each of the following steps of the recruitment and selection process is "just right" or takes too long.

Answered: 93 Skipped: 29



Time to complete recruitment and selection process step	Mean	SD
Recruitment	3.60	1.30
Application filing	3.16	1.66
Multiple-choice exam	3.67	1.39
Writing sample	3.49	1.41
COPE	3.69	1.31
Physical ability test (civil service)	3.63	1.31
Collection of background information	3.07	1.37
Polygraph (pre-offer)	3.29	1.44
Background investigation	2.93	1.40
OPOTA physical fitness testing	3.43	1.21
Oral Review Board	3.28	1.39
Chain of command review	3.21	1.41
Director's decision for conditional appointment	2.89	1.43
Post-offer medical (physical, stress test, & psychological screen)	3.15	1.29
Post-offer polygraph	3.28	1.30
Final review of hiring paperwork	3.15	1.35
Onboarding to start Academy	3.21	1.37

Note. Ratings were on a 5-point scale (1 = takes too long; 5 = just right). Mean ratings that may warrant some attention are in red font.

PART 2
(Appendix G)

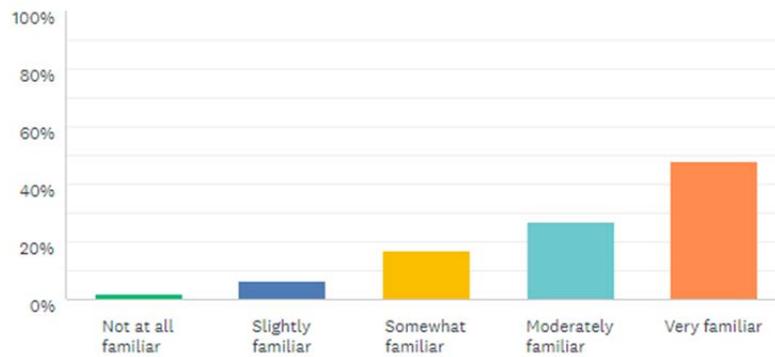
Applicants' Quantitative Results

Applicants' Results

Table G.A1

How familiar are you with the police recruitment and selection process in general?

Answered: 379 Skipped: 0



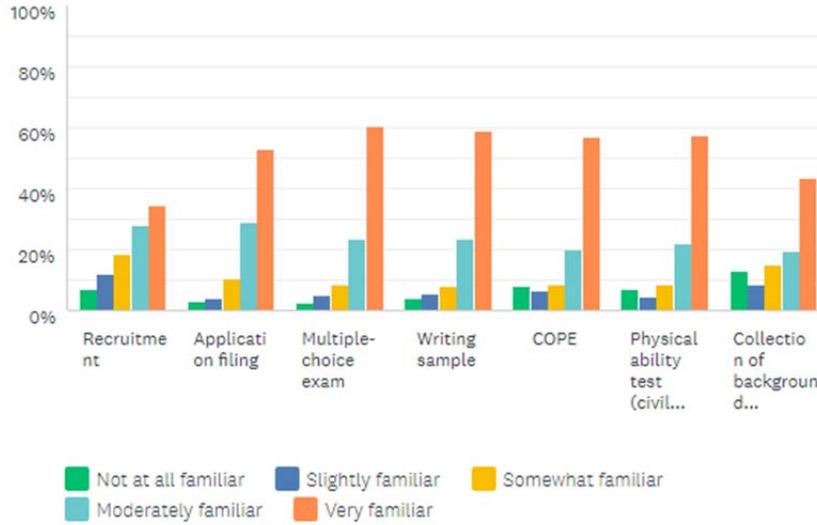
ANSWER CHOICES	RESPONSES	
▼ Not at all familiar	2.11%	8
▼ Slightly familiar	6.33%	24
▼ Somewhat familiar	16.89%	64
▼ Moderately familiar	26.91%	102
▼ Very familiar	47.76%	181
TOTAL		379

Mean rating = 4.12 (*SD* = 1.04)
 [1 = not at all familiar; 5 = very familiar]

Table G.A2

How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 379 Skipped: 0



How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 379 Skipped: 0

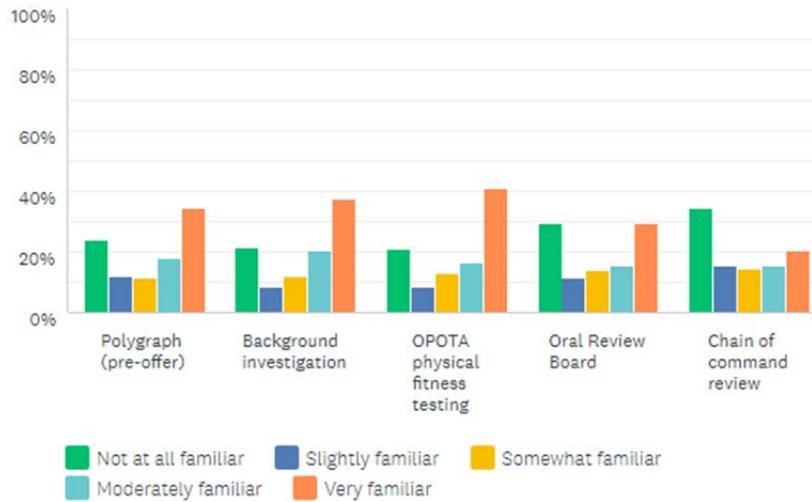
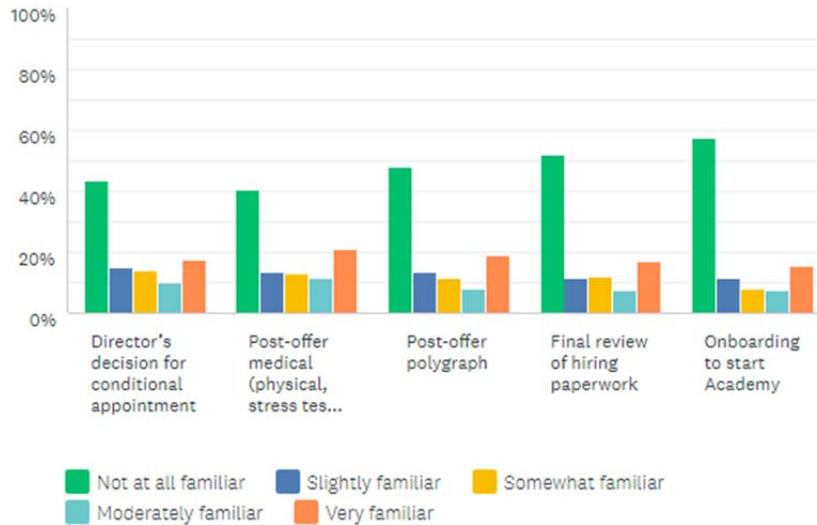


Table G.A2 contd.

How familiar are you with each of the following steps that constitute the recruitment and selection process?

Answered: 379 Skipped: 0



Familiarity with the steps of the recruitment and selection process	Mean	SD
Recruitment	3.71	1.25
Application filing	4.25	1.02
Multiple-choice exam	4.35	0.99
Writing sample	4.28	1.08
COPE	4.11	1.27
Physical ability test (civil service)	4.18	1.21
Collection of background information	3.72	1.43
Polygraph (pre-offer)	3.27	1.60
Background investigation	3.45	1.57
OPOTA physical fitness testing	3.47	1.59
Oral Review Board	3.04	1.62
Chain of command review	2.72	1.56
Director's decision for conditional appointment	2.43	1.54
Post-offer medical (physical, stress test, & psychological screen)	2.59	1.60
Post-offer polygraph	2.37	1.58
Final review of hiring paperwork	2.26	1.55
Onboarding to start Academy	2.12	1.53

Note. Ratings were on a 5-point scale (1 = not at all familiar; 5 = very familiar).

Table G.A3

Q5 Which step in the selection process was the highest level you achieved?

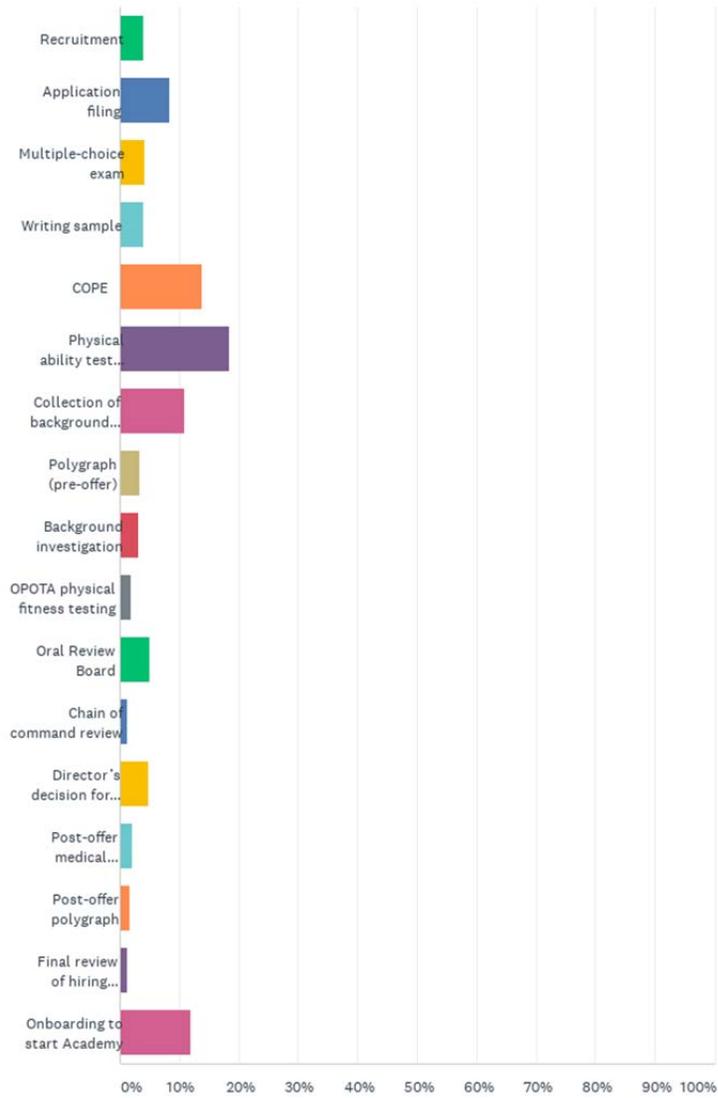


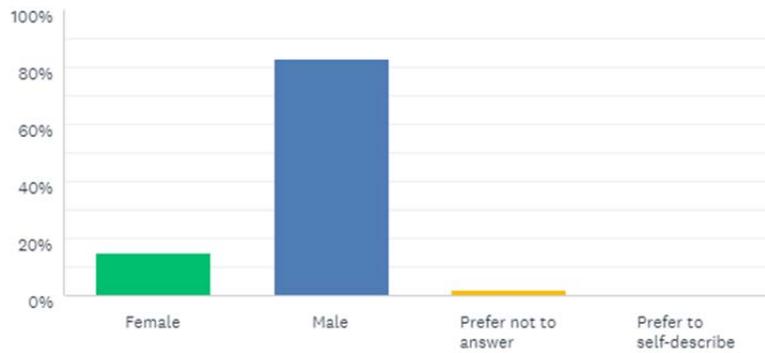
Table G.A3 contd.

ANSWER CHOICES	RESPONSES
▼ Recruitment	3.96% 15
▼ Application filing	8.44% 32
▼ Multiple-choice exam	4.22% 16
▼ Writing sample	3.96% 15
▼ COPE	13.72% 52
▼ Physical ability test (civil service)	18.47% 70
▼ Collection of background information	10.82% 41
▼ Polygraph (pre-offer)	3.43% 13
▼ Background investigation	3.17% 12
▼ OPOTA physical fitness testing	1.85% 7
▼ Oral Review Board	5.01% 19
▼ Chain of command review	1.32% 5
▼ Director's decision for conditional appointment	4.75% 18
▼ Post-offer medical (physical, stress test, & psychological screen)	2.11% 8
▼ Post-offer polygraph	1.58% 6
▼ Final review of hiring paperwork	1.32% 5
▼ Onboarding to start Academy	11.87% 45
TOTAL	379

Table G.A4

What is your biological sex?

Answered: 379 Skipped: 0

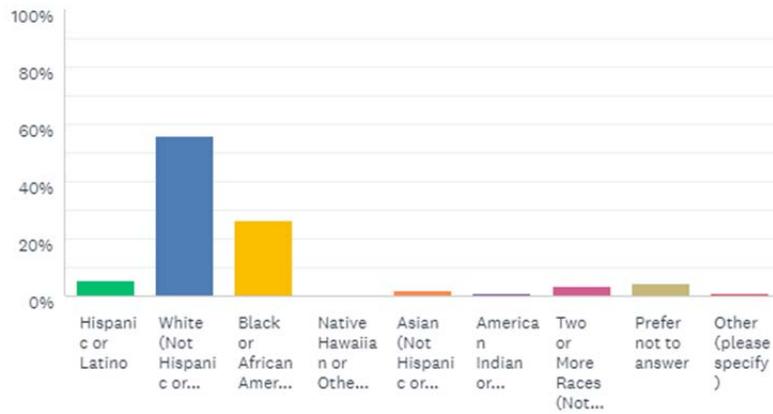


ANSWER CHOICES	RESPONSES
▼ Female	15.04% 57
▼ Male	82.85% 314
▼ Prefer not to answer	2.11% 8
▼ Prefer to self-describe	Responses 0.00% 0
TOTAL	379

Table G.A5

What is your race/ethnicity?

Answered: 379 Skipped: 0

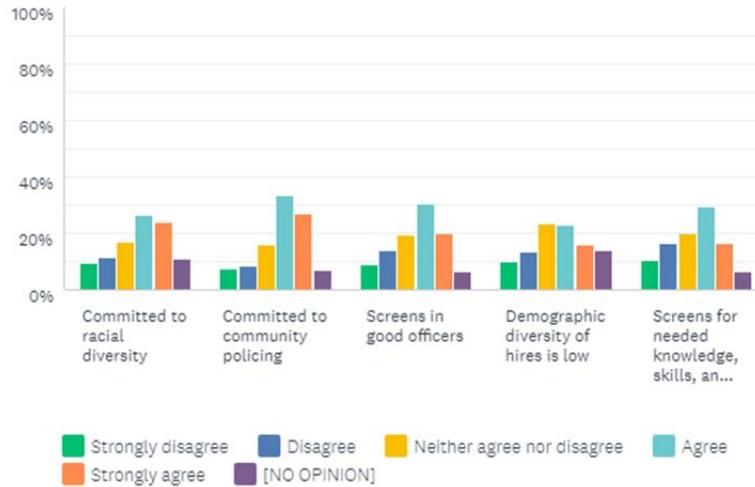


ANSWER CHOICES	RESPONSES
▼ Hispanic or Latino	5.28% 20
▼ White (Not Hispanic or Latino)	55.94% 212
▼ Black or African American (Not Hispanic or Latino)	26.39% 100
▼ Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	0.53% 2
▼ Asian (Not Hispanic or Latino)	1.85% 7
▼ American Indian or Alaska Native (Not Hispanic or Latino)	0.79% 3
▼ Two or More Races (Not Hispanic or Latino)	3.43% 13
▼ Prefer not to answer	4.75% 18
▼ Other (please specify)	Responses 1.06% 4
TOTAL	379

Table G.A6

Please rate the extent to which you agree/disagree with the following as being accurate descriptors of the recruitment and selection process.

Answered: 326 Skipped: 53



Please rate the extent to which you agree/disagree with the following as being accurate descriptors of the recruitment and selection process.

Answered: 326 Skipped: 53

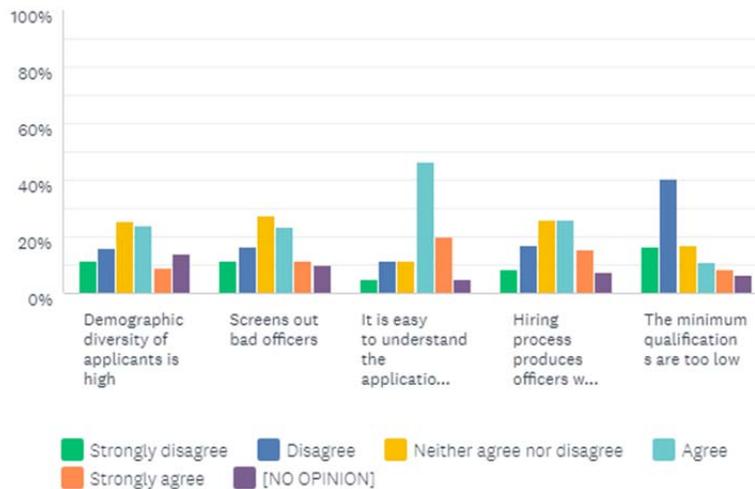
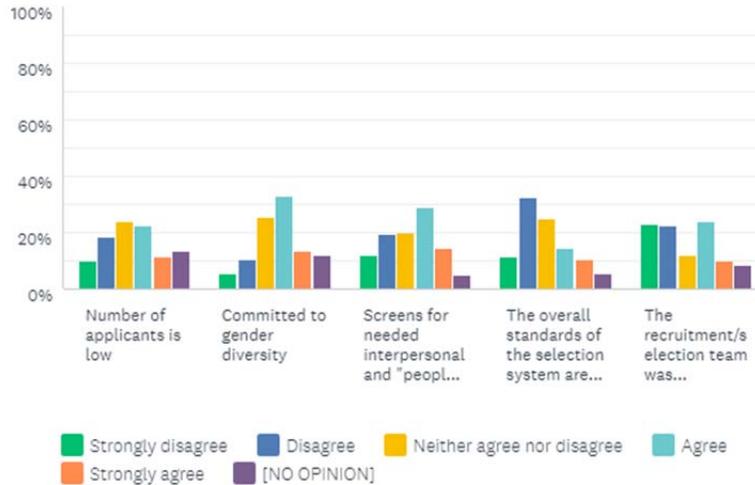


Table G.A6 contd.

Please rate the extent to which you agree/disagree with the following as being accurate descriptors of the recruitment and selection process.

Answered: 326 Skipped: 53



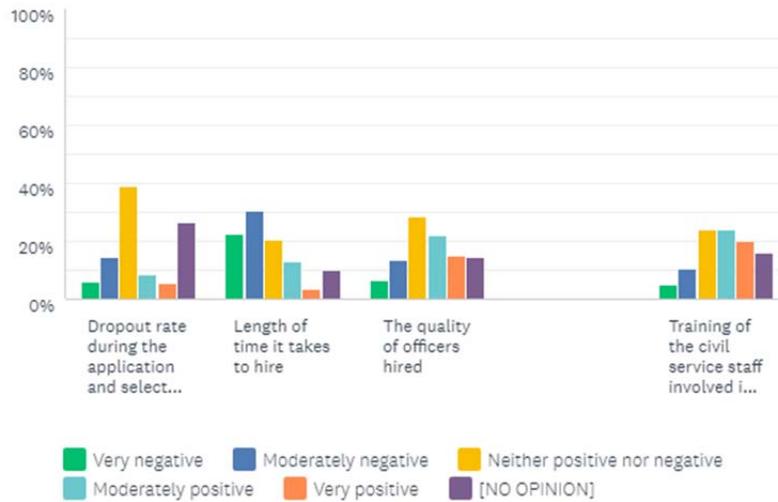
Accurately describes the recruitment and selection process	Mean	SD
Committed to racial diversity	3.50	1.31
Committed to community policing	3.69	1.22
Screens in good officers	3.41	1.25
Demographic diversity of hires is low	3.25	1.26
Screens for needed knowledge, skills, abilities	3.27	1.26
Demographic diversity of applicants is high	3.04	1.19
Screens out bad officers	3.08	1.21
It is easy to understand the application and selection process	3.68	1.11
Hiring process produces officers who reflect the vision and values of the communities served by CPD	3.25	1.20
The minimum qualifications are too low	2.51	1.17
Number of applicants is low	3.08	1.21
Committed to gender diversity	3.44	1.08
Screens for needed interpersonal and "people" skills	3.16	1.27
The overall standards of the selection system are too high	2.79	1.19
The recruitment/selection team is constantly in touch with and keeps candidates informed throughout the whole selection process	2.73	1.38

Note. Ratings were on a 5-point scale (1 = strongly disagree; 5 = strongly agree). Mean ratings that may warrant some attention are in red font.

Table G.A7

Please rate the positivity of the recruitment and selection process (i.e., how you feel about it) on the following attributes/characteristics.

Answered: 326 Skipped: 53



Please rate the positivity of the recruitment and selection process (i.e., how you feel about it) on the following attributes/characteristics.

Answered: 326 Skipped: 53

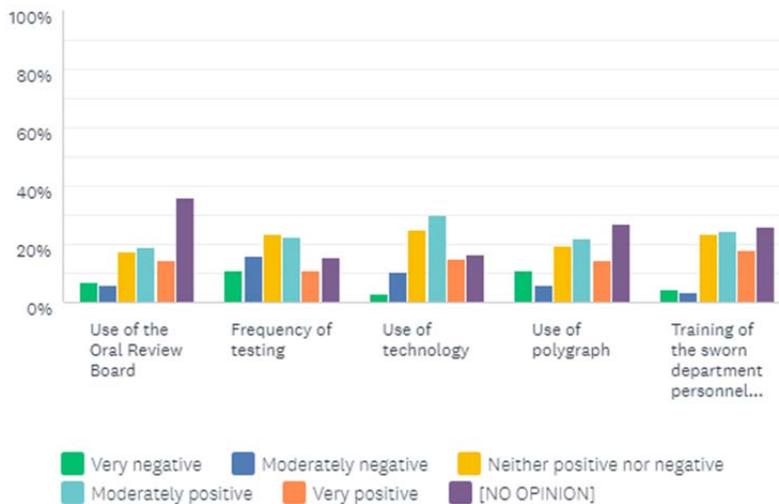


Table G.A7 contd.

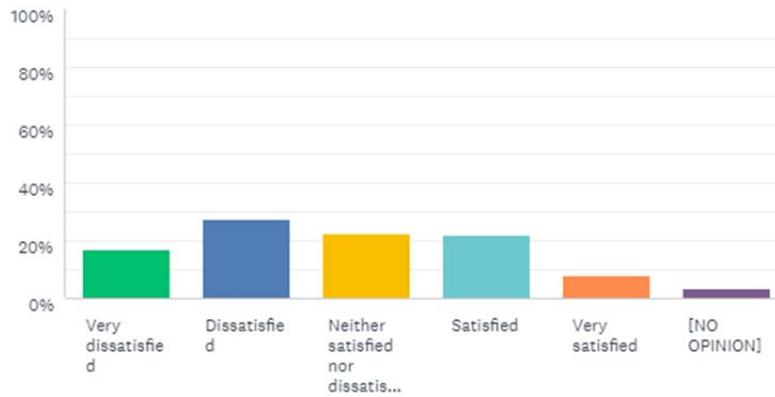
Positivity of recruitment and selection process attribute/characteristic	Mean	SD
Dropout rate during the application and selection process	2.90	0.96
Length of time it takes to hire	2.37	1.12
The quality of officers hired	3.30	1.55
Training of the civil service staff involved in the recruitment and selection process	3.51	1.61
Use of the Oral Review Board	3.43	1.24
Frequency of testing	3.08	1.23
Use of technology	3.51	1.04
Use of polygraph	3.31	1.30
Training of the sworn department personnel involved in the recruitment and selection process	3.64	1.09

Note. Ratings were on a 5-point scale (1 = very negative; 5 = very positive). Mean ratings that may warrant some attention are in red font.

Table G.A8

Overall, how satisfied were you with the recruitment and selection process?

Answered: 326 Skipped: 53



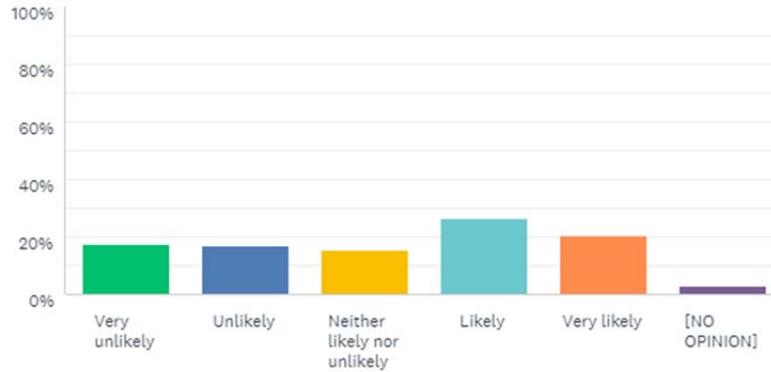
ANSWER CHOICES	RESPONSES	
▼ Very dissatisfied	16.87%	55
▼ Dissatisfied	27.30%	89
▼ Neither satisfied nor dissatisfied	22.70%	74
▼ Satisfied	21.78%	71
▼ Very satisfied	7.98%	26
▼ [NO OPINION]	3.37%	11
TOTAL		326

Mean rating = 2.76 (SD = 1.22)
 [1 = very dissatisfied; 5 = very satisfied]

Table G.A9

What is the likelihood that you would recommend to others that they apply to CPD?

Answered: 326 Skipped: 53



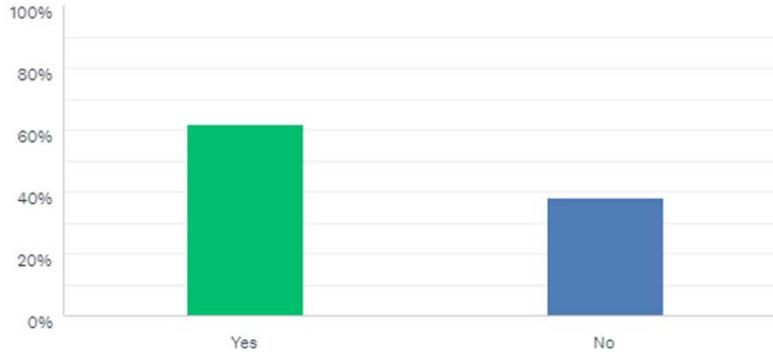
ANSWER CHOICES	RESPONSES
Very unlikely	17.48% 57
Unlikely	16.87% 55
Neither likely nor unlikely	15.64% 51
Likely	26.69% 87
Very likely	20.55% 67
[NO OPINION]	2.76% 9
TOTAL	326

Mean rating = 3.16 (*SD* = 1.41)
 [1 = very unlikely; 5 = very likely]

Table G.A10

Do you know what the goals and objectives of the police recruitment and selection process are?

Answered: 326 Skipped: 53

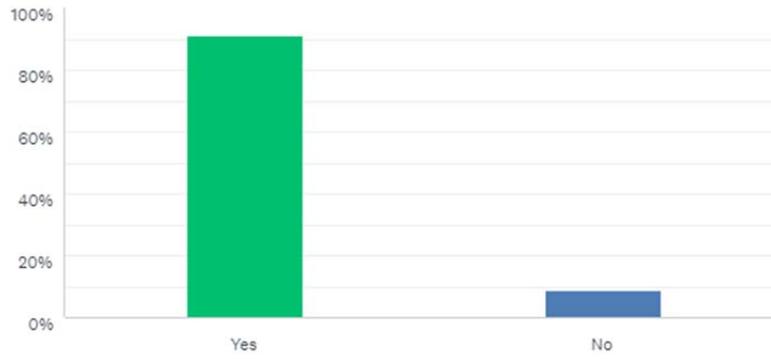


ANSWER CHOICES	RESPONSES	
▼ Yes	61.66%	201
▼ No	38.34%	125
TOTAL		326

Table G.A11

Do you support these goals and objectives?

Answered: 183 Skipped: 196

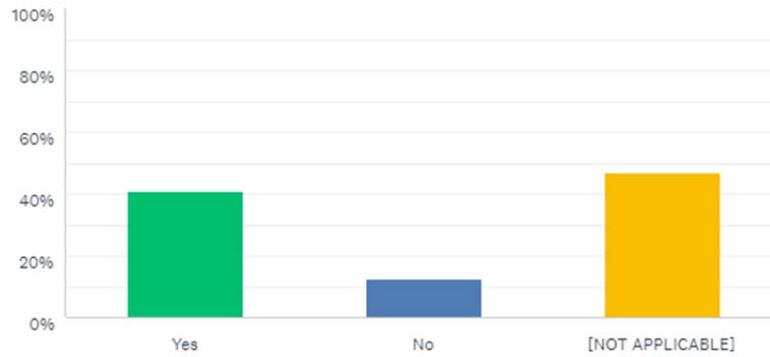


ANSWER CHOICES	RESPONSES
Yes	91.26% 167
No	8.74% 16
TOTAL	183

Table G.A12

If you were disqualified from the selection process, were you notified of this?

Answered: 297 Skipped: 82

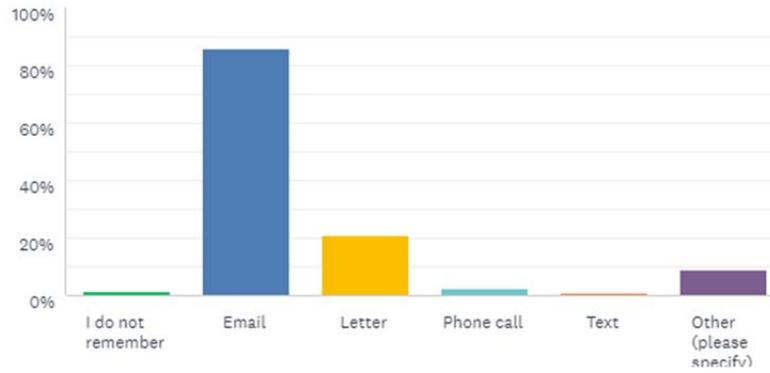


ANSWER CHOICES	RESPONSES
▼ Yes	40.74% 121
▼ No	12.46% 37
▼ [NOT APPLICABLE]	46.80% 139
TOTAL	297

Table G.A13

How were you notified? [Select all that apply]

Answered: 123 Skipped: 256

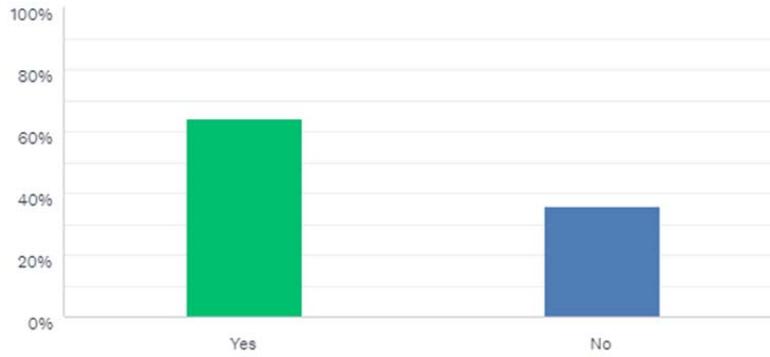


ANSWER CHOICES	RESPONSES
▼ I do not remember	1.63% 2
▼ Email	86.18% 106
▼ Letter	21.14% 26
▼ Phone call	2.44% 3
▼ Text	0.81% 1
▼ Other (please specify) Responses	8.94% 11
Total Respondents: 123	

Table G.A14

Were you informed as to why you were disqualified?

Answered: 160 Skipped: 219

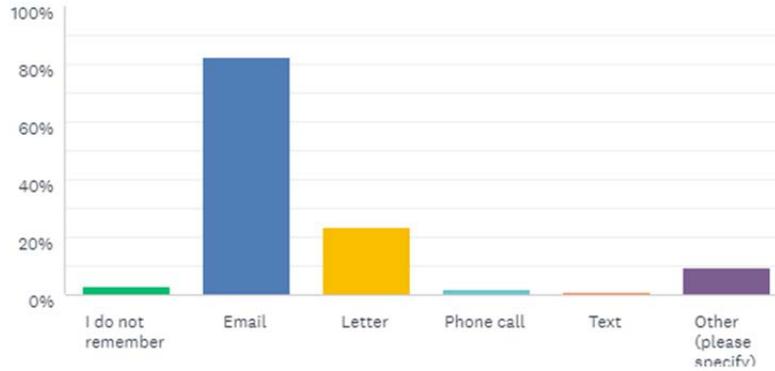


ANSWER CHOICES	RESPONSES	
▼ Yes	64.38%	103
▼ No	35.63%	57
TOTAL		160

Table G.A15

How were you notified? [Select all that apply]

Answered: 103 Skipped: 276

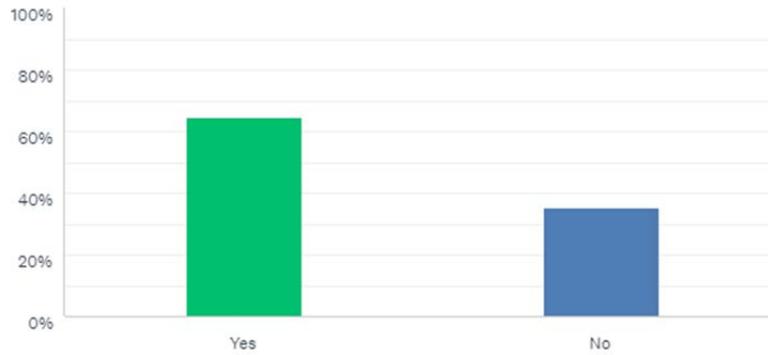


ANSWER CHOICES	RESPONSES
▼ I do not remember	2.91% 3
▼ Email	82.52% 85
▼ Letter	23.30% 24
▼ Phone call	1.94% 2
▼ Text	0.97% 1
▼ Other (please specify) Responses	9.71% 10
Total Respondents: 103	

Table G.A16

Are you aware of the reason why you were disqualified?

Answered: 158 Skipped: 221

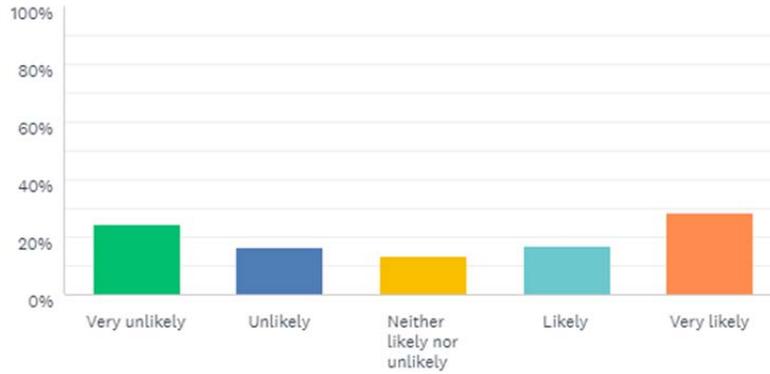


ANSWER CHOICES	RESPONSES
▼ Yes	64.56% 102
▼ No	35.44% 56
TOTAL	158

Table G.A17

What is the likelihood that you will apply again in the future?

Answered: 158 Skipped: 221



ANSWER CHOICES	RESPONSES
Very unlikely	24.68% 39
Unlikely	16.46% 26
Neither likely nor unlikely	13.29% 21
Likely	17.09% 27
Very likely	28.48% 45
TOTAL	158

Mean rating = 3.08 (*SD* = 1.57)
 [1 = very unlikely; 5 = very likely]

PART 3
(Appendix G)

Results from Open-Ended Responses for
both Stakeholders and Applicants

Introduction

This section of Appendix G presents the results for the open-ended items on the survey. These responses were independently coded by two raters. To standardize themes across stakeholders and applicants, one rater coded the goals and objectives items for both samples, and another coded the method of notification items and general comments (and reason for disqualification) items. Thematic coding was a bottom-up process such that raters generated phrases or keywords as respondents were coded. For example, a rater may generate a phrase to summarize one respondent's response and then assign that phrase to the next participant if applicable. Respondents were often accorded more than one phrase/keyword and thus may be assigned to multiple themes. The phrases/keywords were grouped together based on similarity. These groups are themes. The themes were further divided into subthemes again based on similarity.

Stakeholders

Goals and Objectives

"Do you know what the goals and objectives of the police recruitment and selection process are?"

- "Yes" ➔ "What are they?" [write in response]
- "No" ➔ "Since you do not know what the goals and objectives are, what do you think they should be?" [write in response]

Respondents reported either what they believed were the goals and objectives of CPD's recruitment and selection process or what they believed ought to be the goals of the process.

Knew Goals and Objectives

Of the 97 stakeholders who completed this portion of the survey, 47 (48%) reported they knew the goals and objectives of the recruitment and selection process. The goals that stakeholders attributed to the process fell under four broad themes, as described below.

Selecting Desirable Applicants Theme. Respondents in this category perceived the goals and objectives to be recruiting and selecting "minimally competent" applicants who will fit well within the organization and perform their role successfully.

Regarding the first subtheme, stakeholders reported that the goal of the recruitment and selection process is to attract and ultimately select "minimally competent" candidates who meet the necessary qualifications for police officer. The following response sums up the contents of this

subtheme: "To recruit, hire, and select diverse and qualified individuals for the position of police officer."

The second subtheme—"Excellent/Successful Applicants"—places a larger responsibility on the recruitment and selection process than the first subtheme. Specifically, stakeholders in this subtheme spoke about the quality—not qualifications—of applicants. Respondents perceived CPD's objective as selecting the best or high quality, candidates who will perform more than satisfactorily. It is noteworthy that whereas the first subtheme's respondents were made up of entirely internal stakeholders, 43% of the excellence subtheme's respondents were external stakeholders. The data suggests that community members hold the recruitment and selection process to a higher degree of excellence than individuals who are a part of the process.

The third subtheme is concerned with person-organization fit (P-O fit), or the extent to which CPD and applicants either share the same values and goals or provide each other with what the other party needs (Kristof, 1996). P-O fit has been shown to be related to work attitudes (i.e., organizational commitment, job satisfaction, turnover intentions), turnover, and job performance (organizational citizenship behaviors, counterproductive work behaviors; Arthur, Bell, Villado, & Doverspike, 2006; Harold et al., 2016; Hoffman & Woehr, 2006). Respondents in this subtheme believed that the goal of the recruitment and selection process is to recruit and select applicants who embody and will carry out CPD's core values of integrity, compassion, accountability, respect, and excellence (ICARE).

The fourth subtheme consists of multiple attributes according to which stakeholders believe CPD should be using to select candidates. Attributes include physical and mental fitness, respectfulness, integrity/honesty, a passion for performing police work, interpersonal skills, and cultural sensitivity.

Diversity Theme. The diversity theme concerns itself with selecting diverse applicants. All but one response fell under the "Diverse Applicants" subtheme in which respondents state that the goal is to increase the diversity of CPD's police officers by selecting diverse candidates, specifically those from minority or underrepresented groups. This subtheme's respondents also believe that CPD will coach and train minority candidates throughout the recruitment and selection process to keep them engaged and increase their chances of passing the selection hurdles. One stakeholder makes up the second subtheme, "Diversity-Validity". The stakeholder perceives the division's goal to diversify its officers as "too much of the focus instead of finding good people for the job."

Community Service vs Law Enforcement Theme. In the third theme, stakeholders offer conflicting statements as to whether the recruitment and selection process should focus on selecting for and developing candidates to perform either a law enforcement or community

service role. In the law enforcement role subtheme, stakeholders write about upholding and enforcing laws and regulations as well as protecting residents from crime/dangers. In the community service role subtheme, stakeholders believe that CPD's goals are to build trust with and serve the community, reflect the community in how they look and behave, and be responsive to and understanding of community members' problems. The community service subtheme falls more in line with CPD's core value, which, as stated in the Mission and Vision Statements (2020), is a "genuine desire to care for the safety and well-being of our community".

Recruitment and Selection Process Theme. Responses regarding process-specific goals and procedures characterize the third theme. The theme is divided into two subthemes. The "Process-Specific Goals" subtheme is concerned with actions the recruiting unit is taking or must take to successfully carry out its duties. Actions include guiding applicants through the hiring process, providing applicants with the necessary information, successfully screening out unwanted candidates, and identifying potential liabilities in the process. The "Fair Process" subtheme has to do with the extent to which the recruitment and selection process is just. Specifically, the subtheme's respondents remarked that the objective is to administer, score, and make decisions with tests in a fair and unbiased manner.

Did Not Know Goals and Objectives

Whereas the previous section's respondents reported knowing the goals and objectives of the selection process, the current section's respondents reported being unaware of these. Specifically, 50 stakeholders (52%) reported not knowing the goals and objectives. Respondents who did not know the goals and objectives were asked what they (i.e., the respondent) think the goals *should* be. The responses may be categorized into the same themes and subthemes as the "knew goals" section. Therefore, repetitive information is omitted from the proceeding discussion.

Selecting Desirable Applicants Theme. The "did not know goals" responses differ from the "knew goals" responses in that additional desirable attributes are identified. Specifically, stakeholders reported the following attributes (in addition to those reported in the "knew goals" item): leadership potential, a lack of bias, willingness to participate in implicit bias training, and the ability to learn training knowledge/skills and transfer them to their performance as police officers.

Diversity Theme. The "Diverse Applicants" subtheme stresses the necessity of training. Stakeholders suggested anti-bias training for applicants and hiring personnel. Additionally, stakeholders urged CPD to form relationships with diverse organizations such as NAACP, the Urban League, and Black churches. In the "Diversity-Validity" subtheme, again one respondent

criticized the apparent mutual exclusivity between diverse and qualified/experienced applicants: "Diversity needs to be measured in life experiences rather than reduced to melanin levels."

Law Enforcement Role vs Community Service Role Theme. In the "Law Enforcement Role" subtheme, additional information reported includes imagery of officers as guardians and suggestions to know when and when not to use military weaponry and punishments. In the "Community Service Role" subtheme, stakeholders believed officers should regularly engage with and come to know community members and their needs. Stakeholders also reported that officers should live within the community/precinct which they serve and see themselves as partners or members of the community. It is noteworthy that only one internal stakeholder reported that the recruitment and selection process should focus on selecting and training for a law enforcement role.

Recruitment and Selection Process Theme. In the "Process-Specific Goals" subtheme, stakeholders emphasized the necessity of pre-test training for applicants to ensure a large and diverse applicant pool. Other stakeholders suggested the division advertise a career with CPD as rewarding and intrinsically meaningful. In the process fairness subtheme, stakeholders reported that the recruitment and selection process should be transparent such that the community is aware of and has a say in its procedures.

General Comments

"Are there any additional comments that you would like to make or share with us? If so, then please note them below." [write in response]

At the end of the survey, respondents were prompted to submit any general comments that they would like to share. Of the 122 stakeholders who completed the survey, 50 (41%) also completed the general comments item.

Diversity Theme

The diversity theme is made up of stakeholder responses that speak to three subthemes. The "Lack of Diversity" subtheme is characterized by the general notion that CPD officers, applicants, and key internal stakeholders are not adequately diverse. Comments under this subtheme note that CPD has not yet achieved its goal of increasing applicant pool diversity. Some stakeholders attribute the lack of applicant diversity to a lack of diversity among CPD internal stakeholders. One respondent noted that "both the internal consultant and a key internal decision-maker . . . are both white." Another respondent noted that the lack of internal diversity, coupled with the subjective nature of many selection steps, allows implicit biases to manifest themselves. At many points in the hiring process, stakeholders are required to summarize

applicant information (oftentimes subjective test scores like the COPE scores). In the respondent's words, "The people summarizing these packets do not have implicit bias training . . . and often don't understand how some life experiences can be beneficial to policing." Moreover, a lack of diversity among CPD internal stakeholders and a long (and sometimes subjective) multi-step process further limits applicant diversity.

The "Diversity Problems" subtheme contains stakeholder suggestions and speculations as to why diversity is low among CPD applicants and officers. Almost half (40%) of this subtheme's respondents noted that CPD is not taking necessary precautions to limit the introduction of implicit biases in the recruitment and selection process. Others noted that current efforts to increase diversity are inadequate. One civil service employee criticized the department's decision to remove demographic indicators from exam items. In this respondent's words, "such practices have not yet been backed by science . . . what the literature/science actually shows is that minorities don't want their likeness removed from exams; they want their likeness better represented."² Another respondent was simply disillusioned by the lack of substantive change following Mayor Ginther's promise to change the personnel decision-making process. In sum, stakeholders believe that to achieve diversity goals, CPD must standardize the selection process, implement implicit bias training for hiring personnel, and "scrap" superficial diversity efforts that lack empirical support.

The "Diversity-Validity" subtheme refers to the perceived tradeoff between selecting diverse candidates, on one hand, and selecting qualified candidates on the other. The respondents in this category believe that CPD places so much weight on selecting diverse candidates that little importance is given to selecting candidates who can successfully perform the job. One respondent succinctly summarizes the argument made in all three of this subtheme's respondents: "I think too much focus is placed on finding 'diverse' applicants and sometimes that can lead to overlooking great applicants that are 'not diverse enough' or hiring bad candidates just to meet a statistic." One respondent—a White male—went so far as to label CPD's focus on diversity as discrimination based on race and sex.

Process Theme

The "Process" theme comprises three types of responses regarding the recruitment and selection process. The first is the "Lack of Procedural Justice" subtheme. Procedural justice refers to the extent to which an applicant (or someone else for whom an outcome is relevant) believes that the procedures used to reach an employment decision were fair and just (Colquitt et al., 2001).

² Contrary to this comment, the stereotype threat research literature would advance the treatise that increasing demography salience by requesting this information at the beginning of a test is associated with lower scores for minority group members. That said, there is contrarian literature that questions the validity of stereotype threat in applied organizational settings (e.g., Shewach et al., 2019, *Journal of Applied Psychology*, 104(12), 1514-1534 <https://doi.org/10.1037/apl0000420>), however, CSC's practice is consistent with the standard practice in the field.

Scholars (e.g., Colquitt et al., 2001; Leventhal, 1980) have identified many criteria related to procedural justice perceptions, five of which are relevant to the current survey; procedures are (1) consistent and (2) free from bias; (3) accurate information is used to make decisions; stakeholders (e.g., applicants, civilian review boards) can (4) appeal employment decisions and (5) adequately voice their grievances. A related construct, interactional justice, refers to the extent to which a stakeholder receives adequate (1) interpersonal treatment (i.e., interpersonal justice) and (2) reasons and/or explanations as to why a decision was made (i.e., informational justice).

Each stakeholder in the "Lack of Procedural Justice" subtheme noted a lack of procedural or interactional justice in the recruitment and selection process. Regarding procedural justice, one respondent remarked that key decision-makers do not consistently follow through on their promises to change the selection process. Like the "Diversity" theme, many stakeholders believe that implicit biases play too prominent a role in the selection process. Other respondents noted that employment decisions are founded on inaccurate information. For example, two stakeholders reported that the heavily-weighted COPE test fails to assess what it should (e.g., cultural bias, interpersonal skills) and unintentionally assesses what it should not (e.g., knowledge of police practices). One former community evaluator felt uncomfortable sharing her experiences with the department: "we had a debrief session . . . we had it [in front of] the police officers we were assigned to. I was not able to fully express how my experience went. The community evaluators should have a debrief session with only evaluators and staff. This process was really limiting and should change."

Regarding interactional justice, some respondents spoke to a lack of informational justice. Two respondents characterized the selection process as extremely segmented such that internal decision-makers are not sharing information with each other. One member of the Chief's Advisory Panel lamented that they and their co-members are given little to no details about the recruitment process: "We really would like to better understand the current state of these operations in order to provide the valuable [requested] information." Other respondents simply stated that the process is not adequately transparent, and applicants are routinely left in the dark as to why they were disqualified.

In the "Process Problems/Suggestions" subtheme, respondents wrote about general recruitment and selection process deficiencies as well as some suggestions to improve them. As previously noted, hierarchy and process segmentation were commonly identified as problems within the selection process. Applicant information is repeatedly summarized as it moves through the system (i.e., up the chain of command), from one group of decision-makers to another. One uniformed personnel described it thus: "The chain of command inhibits the Division's ability to function efficiently in [its] recruitment efforts. The recruitment/hiring process is also too segmented and decision makers are in silos, preventing efficient and effective recruitment and

hiring practices from being implemented." Some other comments suggested that the recruiting unit be more proactive (e.g., recruit individuals exiting the military) and better train applicants before testing to increase the size of the applicant pool. One commenter attributed these shortcomings to the recruitment unit's lack of resources (e.g., budget constraints, limited travel). Another suggested increasing the applicant pool by providing leniency to applicants with minor juvenile offenses. Other process suggestions included more stringent employer reference checks (e.g., do not hire applicants with complaints from previous law enforcement agencies), a prioritized point system in which more desirable applicants are evaluated earlier in the process, and more interpersonal training is provided for officers.

The "Selection Steps" subtheme contains critiques regarding specific steps in the selection process. The selection steps mentioned in the general comment responses were the COPE, background investigation, credit check, physical ability test, oral review board, polygraph test, and chain of command review. Seven (70%) of this subtheme's respondents criticized the COPE. One common criticism is the failure of the COPE to assess the constructs for which it was designed to assess, specifically cultural biases and interpersonal skills. Stakeholders added that the COPE unintentionally measures knowledge of police practices and procedures. To measure knowledge of something for which officers receive training after selection is problematic. It is unfair to and penalizes non-law enforcement candidates who may have otherwise been exceptional officers after training. Relatedly, stakeholders have urged the department to place less weight on the COPE. Other stakeholders noted that the COPE needs to be updated for today's applicant population.

Stakeholders also criticized selection steps other than the COPE. The background investigation is perhaps the most-mentioned step after the COPE. It was criticized for its personnel not following standard operating procedures such as completing procedures out of order. Other criticisms included decision-makers' disregard for the oral board's recommendations and a lack of civilian personnel. The credit check was perceived as unrelated to job performance and disadvantageous to applicants with poor financial histories. The physical ability test was perceived as too stringent and repetitive (i.e., Civil Service test and OPOTA test). It was also suggested that the oral review board remove officers and add civilians to its personnel. One stakeholder suggested replacing the polygraph test with personality inventories or integrity tests. Finally, it was suggested that chain of command review personnel provide explanations of their applicant ratings to remove implicit biases, personal opinions, and subjectivity.

Applicant and Officer Characteristics Theme

The applicant and officer characteristics theme is made up of two subthemes. The "Attributes to Select For" subtheme is straightforward and contains various applicant characteristics that should serve as the basis for CPD's selection decisions. Specifically, respondents urged CPD to select

for professionalism, qualifications, intelligence, education (i.e., more than GED), interpersonal skills, and emotional intelligence. Stakeholders also suggested that the recruitment unit recruit individuals exiting the military or leaving law enforcement positions, especially minorities. Many stakeholders in this subtheme also suggested placing greater weight on applicant residency in Columbus or the precinct at which they will serve.

The "Lack of Officer Characteristics" subtheme identifies shortcomings in current officer attributes and training. One stakeholder remarked that whereas officers receive adequate tactical training, they receive inadequate nonphysical skills training. The stakeholder attributes this problem to poor training leadership. Another respondent suggested that training on military weaponry should be reserved for a special combat unit and not given to regular officers.

Community Theme

The community theme is made up of three subthemes. The "Lack of Community Relationship" subtheme denounces CPD's poor community relations but provide little more information. One stakeholder responded thus: "I am appalled by the lack of diversity and the lack of relationship with communities of color and lack of trust by communities of color."

The "Lack of Community Input" subtheme spoke about the need for more community involvement in the recruitment and selection process. Two of the respondents suggested replacing uniformed hiring personnel with civilians, especially in human resource positions and on the oral review board. One commenter went so far as to propose "the entire hiring process should be conducted and managed by civilian personnel."

The respondents in the "Lack of Community Representation" subtheme disapproved of the lack of community representation within CPD. Specifically, CPD is demographically and geographically unrepresentative of the Columbus community. This subtheme's stakeholders criticized the selection process for not recruiting diverse applicants who live in Columbus.

Applicants

Method of Notification upon Disqualification

"How were you notified? [Select all that apply]"

- Email
- Letter
- Phone call
- **Other (please specify) [write in response]**
- I do not remember

Applicants identified notification methods in addition to those listed in the survey items (i.e., email, phone call, letter, and text). Specifically, applicants noted that they were informed of disqualification (and the reason for disqualification) in-person and via the CPD job board posting. Most in-person notifications were given by physical ability testing personnel following applicant failure. Other applicants noted in this item that they were not notified of their disqualification or the justification behind the decision. Applicants who chose to reach out to CPD to inquire further note that they were given vague and unsatisfactory explanations.

Goals and Objectives

"Do you know what the goals and objectives of the police recruitment and selection process are?"

- "Yes" ➔ "What are the goals and objectives?" [write in response]
- "No" ➔ "Since you do not know what the goals and objectives are, what do you think they should be?" [write in response]

Using the same items as described in the stakeholder section, applicants reported either what they believed were the goals and objectives of the CPD recruitment and selection process or what they believed should be the goals of the process.

Knew Goals and Objectives

Of the 326 applicants who completed the goals and objectives items, 201 (62%) reported knowing the goals and objectives.

Select Desirable Applicants Theme. In the "Qualified Applicants" subtheme, respondents noted the goals and objectives as finding and hiring qualified or minimally competent individuals. In short, the subtheme's applicants perceive the objective as ensuring police officers can adequately perform their work and little more.

In the "Excellent/Successful Applicants" subtheme, applicants thought the recruitment and selection units were/should be responsible for not only selecting qualified applicants but discriminating between high-quality and low-quality applicants. The subtheme's respondents saw the division as identifying and hiring individuals most likely to perform well and succeed in their role.

The "Desired Applicant Attributes" subtheme contains responses consisting of various traits and abilities CPD should use to select applicants. The most common attributes are integrity/honesty, compassion, dedication to and passion for police work, interpersonal skills, and the ability to respond properly to stressful situations. Other reported attributes are professionalism, previous training, open-mindedness, resiliency, leadership, trainability, inclusiveness, and efficiency.

The person-organization fit (P-O fit) subtheme, as described in the stakeholder data, contains responses regarding the selection of applicants who share the same values and goals as CPD. Applicants in the P-O fit subtheme perceived the goals and objectives as finding, selecting, and developing applicants such that they promote, embody, and carry out CPD's core values. Applicants in this subtheme frequently identified CPD's core values as integrity, compassion, accountability, respect, and excellence (I-CARE).

Diversity Theme. In the "Diverse Applicants" subtheme, respondents believed CPD's goals to be increasing diversity and inclusion within the department and applicant pool. To increase diversity, CPD is to provide employment opportunities for minority and female candidates, minimize testing bias, and promote a greater appreciation within the department for diverse individuals.

The "Diversity-Validity" subtheme applicants are instead dismissive toward CPD's diversity efforts. The second subtheme's applicants perceive the division's focus on diversity as counterproductive. To these applicants, the recruitment and selection personnel have chosen to do away with qualifications, skills, and abilities; skin color is now the most heavily weighted (and perhaps only) criteria. Additionally, some applicants went so far as to state that CPD's goal is to exclude White male applicants. Two applicants, on the other hand, noted that the process is working exactly as intended—to screen out minorities and hire individuals to protect White upper-class communities.

Community Service Role vs Law Enforcement Role Theme. Applicants who fell under the "Community Service Role" subtheme perceived the recruitment and selection process as intended to select community-oriented individuals and train them to serve and improve their communities. Specifically, respondents perceived the process as designed to hire individuals who care about the wellbeing of and will engage with the community. For these applicants, the best candidates are community members who will prioritize the community's interests in all they do. Because police officers are to serve as role models for their constituents, the division is not to afford the visibility and authority associated with the police officer position to anyone whom the community does not trust. Applicants in this subtheme stress the importance of relationship-building and engagement activities to build trust between community members and police.

On the other hand, applicants in the "Law Enforcement Role" subtheme see the goals and objectives as safeguarding the public, enforcing laws, protecting lives and property, and preventing crime. Taken together, respondents seem to perceive peace and order as unstable and police officers as the only line of defense between law-abiding citizens and criminals. For example, respondents use verbs such as "policing", "regulating", and "enforcing" to describe how police officers should interact with community members. In contrast to the community service role subtheme, the law enforcement role subtheme respondents frame officers as protectors removed from the community.

Recruitment and Selection Process Theme. The two most frequently occurring goals in the "Process-Specific Goals" subtheme are seeking out excellent officers and developing those officers to perform at the best of their ability. Applicants also stressed the importance of the recruiting unit educating the public about the role of police in their community and advertise policing as a meaningful and rewarding career. In doing so, the recruiting unit will remove the stigma surrounding policing. Other process-specific goals include carefully documenting the recruitment and selection process, utilizing the latest recruitment technologies, promoting an image of respect, following city regulations like the Equal Opportunity Plan, and providing adequate information and training to applicants so that they are likely to pass all selection hurdles.

The "Process Problems" subtheme applicants point out flaws in the recruitment and selection process. Respondents reported concerns that the process can be cheated, and that selection tests were inaccurate (especially the COPE).

Did Not Know Goals and Objectives

Whereas the applicants previously discussed had reported knowing the goals and objectives of the selection process, 125 applicants reported being unaware of them. Respondents who did not know the goals and objectives were asked what they (i.e., the respondent) think the goals *should*

be. Their responses may be categorized into the same themes and subthemes as the "knew goals" responses. Therefore, repetitive information is omitted from the proceeding discussion.

Select Desirable Applicants Theme. The contents of the "Qualified Applicants" subtheme mirrors those of the corresponding "knew goals" subtheme. Additionally, some applicants in the "did not know" subtheme thought the goal should be to recruit physically fit candidates who will pass all selection hurdles.

The other qualitative difference between the "did not know goals" and "knew goals" applicants is found in the "Desired Applicant Attributes" subtheme. The most frequently occurring attributes are interpersonal skills, dedication/passion for police work, and integrity/honesty. The remaining attributes are bravery, responsibility, problem-solving skills, patience, education, compassion, military/police experience, professionalism, the ability to share or defer power, and team-orientation.

Diversity Theme. In the "Diverse Applicants" subtheme, respondents differ from those in the "knew" section in that they report additional demographics which should be the focus of CPD in recruitment. In addition to race, sex, and gender, the applicants also believed CPD should recruit more veterans, international individuals,³ and those with diverse language skills.

In the "Diversity-Validity" subtheme, applicants thought that CPD's goals should not be the prioritization of one's demographic background over qualifications or abilities. Applicants in the "unknown" subtheme were quite dismissive toward CPD's diversity efforts, stating that the recruitment unit uses "plenty of buzzwords". One applicant explicitly stated, "stop looking for ways to diversify policing".

Community Service Role vs Law Enforcement Role Theme. The contents of the "Community Service Role" and "Law Enforcement Role" subthemes do not qualitatively differ from that of the corresponding "known goals" subthemes. It is noteworthy, however, that, across "known" and "unknown" respondents, the average applicant in the "Community Service Role" subtheme is less satisfied with the process, less likely to recommend CPD to others, and less likely to apply again than the average applicant in the "Law Enforcement Role" subtheme (apart from the "did not know goals" applicants' "likelihood to apply again" responses). Such results may suggest that applicants tend to perceive the CPD officer position as a law enforcement role and the recruitment and selection process as emphasizing law enforcement. On one hand, applicants who believe that CPD's goals are (or think that they ought to be) to hire and develop community-oriented officers may be dissatisfied because they do not see those goals realized. On the other hand, applicants who value law enforcement may apply again or recommend CPD to others because they perceived a fit between their and CPD's goals.

³ Citizenship is currently a minimum qualification.

Recruitment and Selection Process Theme. The "Recruitment and Selection Process" theme differs with the addition of the "Fair Process" subtheme. In this subtheme, applicants thought the recruitment and selection process ought to avoid discriminatory behaviors, use accurate and unbiased tests, and generally give every applicant an equal chance of employment. Other applicants stressed the importance of fairness of information. Applicants thought the recruitment unit should attempt to meet face-to-face with applicants and provide adequate information and guidance throughout the process.

The "Process Problems" subtheme differs from that in the "known goals" section in that applicants focused on pre-test and post-test training. Applicants thought the process provided inadequate preparation for testing. Applicants also suggested more post-test training to help applicants learn from their mistakes and pass the test during the next cycle.

Reasons for Disqualification

"Are you aware of the reason why you were disqualified?"

- "Yes" ➔ "Why were you disqualified?"
- "No" ➔ "Why do you think you were disqualified?"

Applicants who were disqualified were asked to indicate whether they knew why they were disqualified. For those who knew, they were then asked to indicate the reason. For those who did not, they were asked to indicate why they thought they were disqualified. The content analysis of the reasons provided indicated a high degree of similarity in the reasons provided by both those who knew why and those who did not know why they had been disqualified and so the results of these two groups are collapsed in the subsequent summaries.

Selection Steps Theme

In the "Selection Steps" theme, applicants reported specific selection hurdles as their reason for disqualification; the multiple choice/writing exam, physical ability test, COPE, background investigation, oral review board, polygraph test, and psychological evaluation.

Lack of Procedural Justice Theme

In this theme, applicants perceived their disqualification and the justification for the decision as unfair, inconsistent, and inaccurate. In the "Lack of Informational Justice" subtheme, applicants either did not receive adequate information regarding their disqualification or were not able to continue the process because they were not given necessary information (e.g., physical ability testing dates). In the "Lack of Procedural Justice" subtheme, applicants noted that tests

(specifically the COPE) fail to measure job-related behaviors or constructs or instead measure knowledge or skills for which applicants would receive training after selection. In one instance, an applicant was disqualified for answering polygraph baseline questions in a socially desirable manner although they were being truthful. Other applicants perceived selection tests to be either inadequate, inaccurate, or unreliable. Additionally, applicants noted inconsistencies in the selection process. For example, applicants who repeatedly participated in the process ended up at different selection steps each time or received different test scores each time (e.g., failing and then passing identical polygraph items).

Miscellaneous Reasons Theme

The applicants in the "Miscellaneous Reasons" theme provided disqualification reasons that did not fit within the above themes. Disqualification reasons in this theme are sometimes external to the applicant and CPD (e.g., military deployment, community hostility toward police officers). Other disqualification reasons include language barriers, failing the color vision requirement, and applying more than four times.

General Comments

"Are there any additional comments that you would like to make or share with us? If so, then please note them below." [write in response]

As with stakeholders, applicants were prompted to submit general comments at the end of the survey. Of the 379 applicant respondents, 155 (41%) submitted a general comment. The emergent themes in applicants' general comments aligned with those in stakeholders' comments, albeit with somewhat different subthemes.

Diversity Theme

The "Diversity" theme is broken up into two subthemes. The first subtheme is concerned with a lack of diversity among recruits, hiring personnel, and other CPD internal stakeholders. Applicants explicitly stated that Asian, Native American, Black, and gay/lesbian candidates are "not wanted". In other words, "regardless of . . . CPD's stated objectives, the outcome seems to be the recruitment of white men", and "bullies and megalomaniacs". Still other applicants remarked that discrimination occurs because CPD is an "extremely insular", "old boys' club", that would rather hire family members than diverse candidates. Additionally, White male applicants also reported experiencing discrimination due to the division's diversity focus. One of the applicants explained that "recruitment personnel [told him] that 'you will more than likely not be hired because you are white, male and over 40'".

Applicants in the "Diversity-Validity" subtheme believed that CPD focuses too much on diversity to the detriment of the recruitment and selection process. The perceived mutual exclusivity between hiring diverse candidates and hiring qualified/excellent candidates leads some applicants to see the process as "flawed". In one applicant's words, "candidates should be chosen on their performance and not skin color." Similarly, another applicant reported, "The recruitment process is for minorities currently not police officers." Another applicant believed that the division's diversity focus was displacing the decision-making weight of selecting applicants who reside within the community.

Process Theme

The "Process" theme is divided into three subthemes. The first subtheme is a perceived lack of procedural justice in the recruitment and selection process. It is noteworthy that 59 (38%) of the general comments fell into this subtheme. These applicants deemed the recruitment and selection process as unfair for a variety of reasons; inadequate justification for hiring decisions, perceived subjectivity of test scores, deviation from standard operating procedures, a lack of process information, inadequate instructions and training before tests, and low perceptions of job-relatedness. Regarding a lack of informational justice, one applicant shared a story like many others:

"I received a call in December to schedule my interview then I received a call to cancel our appointment, I was told he would call again and reschedule. No call came back to me for 3 months . . . I received a call for the Bpad to schedule my appointment. They mentioned that a part of my history report wasn't uploaded, the (personal life story part) but he said just bring it with me when I have the interview. Fast forward to today 3 months later no call or email . . . After 3 months of No contact, I was then rushed through the process only to be reminded that they need me to do all these things fast."

Other applicants in the "Lack of Procedural Justice" subtheme noted a lack of interpersonal justice, or a general sense of hostility and unprofessionalism. One applicant noted that "the entire background and polygraph was EXTREMELY hostile . . . I was definitely caught off guard and made very nervous as the hostility confused me greatly." Another applicant transcribed text from an unprofessional email sent to them by a background investigator: "This is your background investigation, not mine. I already went through all this twenty-five years ago. If you are truly interested in a position with CPD, you have to do the work. Reach out to your employers and references reminding them this is time sensitive." A separate applicant reported a similarly dismissive attitude among hiring personnel; "I was made to feel like they were doing me a favor by allowing me to go through the process."

The "Process Problems/Suggestions" subtheme contains applicant responses describing specific problems with and suggestions for improving the recruitment and selection process. Multiple applicants in this subtheme criticized the process for being too long and simultaneously offering a short application window with notifications too close to deadlines/testing dates. Some applicants suggest that (to prevent applicants from dropping out of the process) CPD should implement a shorter process with a sufficient application window and advance notifications. Other applicants perceived a misalignment between CPD's stated values and how the recruitment and selection personnel behaved. In one applicant's words, "I don't believe CPD embodies [their stated values], and I don't think their recruitment tactics or procedures are capable of delivering anything but more of the same; mainly an extremely insular, extremely conservative and extremely fearful group of officers."

The "Selection Steps" subtheme is characterized by criticisms of specific steps in the selection process. The most frequently criticized step was the COPE. The COPE was perceived as invalid (i.e., it fails to measure the interpersonal skills it claims to assess). Applicants also reported performing poorly because they were not told what the test will entail or on what criteria they will be evaluated. Other frequent criticisms of the COPE include its potential to limit diverse and qualified applicants⁴ and the lack of job-relatedness associated with responding to a television screen instead of to individuals. Some suggested replacing it with the National Testing Network's test.

Other criticized steps were the background investigation, polygraph test, psychological evaluation, physical ability test, and the academy. Many applicants urged background investigators to be lenient toward isolated nonviolent offenses, especially juvenile offenses. Others believed the investigation limits diversity because standards are not applied uniformly across race, age, and sex. The polygraph test was criticized for containing items that touch on religious topics and for the perceived subjectivity of the test. Regarding the psychological evaluation, applicants perceived those administering it as uninterested in the success of recruits or CPD. Moreover, other applicants noted that CPD's psychologist was not properly trained or certified by the state of Ohio. Unfavorable attitudes toward the physical ability test stem from sustained injuries or unsafe environments which are not conducive to maximal performance (e.g., slippery gymnasium floor). Finally, applicants reported that the training academy is "degrading" and trainers are not genuinely interested in recruits' improvement and success. Additionally, applicants who sustained injuries during academy and were forced to exit suggested that these injuries are limiting the size of the applicant pool.

⁴ Interestingly, the COPE has the highest pass rates for African Americans (see Figures 3, 4, and 5 in Section II of this report).

Applicant and Officer Characteristics Theme

In the "Attributes to Select For" subtheme, applicants suggested that the division recruit and select candidates based on a variety of attributes. Applicants urged CPD to select candidates according to their conflict resolution skills, passion for police work, aptitude, care for the community, dedication to their role, ambition, previous experience, interpersonal skills, and integrity.

In the second subtheme, applicants provided reasons for exiting the recruitment and selection process. Applicants dropped out of the process because they believed that they were selected based on their sex and race (i.e., Hispanic woman), perceived manipulation during the polygraph, received more attractive offers elsewhere, or disliked the community's attitude toward police. The results of this attrition are that CPD loses applicants who are diverse (i.e., African American, Hispanic, female) and educated, possess previous police and military experience, and reside in the city.

Community Theme

In the "Lack of Community Relationship" subtheme, applicants urge CPD to build trust with community members by engaging with them and forming meaningful relationships. Some noted that police officers are not perceived as community members. In their words, community members must see "how officers are normal police [people] off the job. That way people see them as community members when they are on the job." To embed officers into the community, applicants suggested that recruits meet local community leaders and new officer information is distributed and available to community members.

In the "Lack of Community Representation" subtheme, applicants explain that to be perceived as community members, officers must come from and reflect the community which they serve. Applicants suggest that CPD place greater weight on city residency and the quality of community interactions when evaluating applicants.

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