

**RECRUITMENT, SELECTION, TRAINING, PROMOTION AND  
CAREER DEVELOPMENT  
IN  
THE INDIANAPOLIS METROPOLITAN POLICE DEPARTMENT**

**August 2010**

**BY  
THE POLICE EXECUTIVE RESEARCH FORUM  
1120 Connecticut Ave. NW Suite 930  
Washington DC 20036**

## Introduction

The Police Executive Research Forum (PERF) under a contract from the Indianapolis Metropolitan Police Department (IMPD) examined critical personnel policies of the agency. The question the study answers in this report is “What actions does the department takes to recruit, train, assign, promote and plan for succession in order to have a high quality, diverse workforce that reflects Indianapolis and Marion County?” The report is divided into three primary sections: Section One examines Recruitment and Selection, Section Two assesses Training, and Section Three examines Promotion and Career Development. The format of the report includes providing the answers to a serious of questions about the section’s primary topic, followed by assessments and recommendations.

The IMPD is in the midst of internally driven substantial change in each of the three primary areas examined. The Recruitment Section of the department’s has issued a well-developed “Recruiting Plan Discussion Paper”. The IMPD Human Resources Division is being integrated into the broader City-County Human Resources operation. City-County government is in the process of implementing NEOGOV a substantial upgrade to the current human resources and personnel systems. The IMPD Training Academy is completing a shift of self defense and physical fitness paradigms to “Combatives” and “Cross Fit.” The promotional process and career development are being re-invented through the “Career and Leadership Development Initiative.” This report looks at processes that are currently in transition and makes recommendations that often support the change that is already underway and that, if implemented, will further enhance the change initiatives.

## RECRUITMENT AND SELECTION

### Recruitment

A Is the department using standards and practices designed to attract the “right” candidates?

- IMPD has not established a “right candidate” profile. The department has conducted a recruitment effort that has sought to attract a diverse candidate pool. Those that apply are screened to eliminate those that don’t meet acceptable standards. The department has struggled to find acceptable candidates. For the most recent class the department was able to hire only 82 of its 100 academy places.

B Does the department commit sufficient resources to the recruitment and hiring of police officers?

- The department’s recruitment efforts have been primarily conducted on an ad-hoc basis. When funding is secured for a class and a start date for the academy is projected recruitment efforts begin. The department then recruits based on that immediate need. Currently there is one officer assigned as a full-time recruiter who performs additional duties as well. The department does use other personnel assigned to its Human Resources Division to assist in the recruiting effort.

There has been no set budget established for recruitment. Funds are made available from various sources but no advance recruitment plan is used in a systematic effort to determine funding needs.

C Has the department used a variety of methods to recruit officers, including newspapers, trade publications, the Internet, billboards, television, radio, posted announcements/brochures, word of mouth, job fairs, out-of-state targeted recruiting, and presentations at community meetings, colleges/universities, and military installations?

- The department does use a variety of advertizing mechanisms to attempt to attract potential employees. It has especially focused on venues that are popular with minority candidates in an effort to increase the diversity of the candidate pool.

D Has the department determined the most effective forms of advertising and communication in terms of bringing recruits with the desired attributers to the department?

- The department has only anecdotal evidence about the most effective methods of advertising and communication. More systematic information is expected to become available through the “NEOGOV” personnel system that Indianapolis-Marion County is implementing for the entire government.

E Does the department assign officers to the recruiting unit that match the characteristics the department is seeking in recruits?

- The single full-time recruiter is an African American male which does match one of the minority populations that the department is trying to recruit to have a diverse workforce that matches the community’s demographics.

#### RECOMMENDATIONS: RECRUITMENT

1. The department should establish recruitment targets for the type of people it wants to make up the IMPD. Consideration should be given to such characteristics as diversity, life experiences, age, education, military experience, and prior work experience. Characteristics of those that will make good patrol officers should be considered as well as aspects that may define candidates that may be suited over time for specialty and promotional positions. The department will need to compete for well qualified minorities including African Americans, Latinos and females.

The new performance management system that is being implemented may provide a source of information to determine the characteristics of those best suited to the IMPD job. Those who are

assessed as the highest performers should be examined to determine the extent to which they have common characteristics which can be sought through the recruitment and selection process.

2. The department should implement a continuous recruitment and selection process. The department can lose good candidates when it accepts only “interest” cards when it has no set academy class start date because of budgetary limits. By establishing funded “cadet” or “police service officer” positions the department will have the opportunity to hire the most highly qualified candidates and begin to integrate them into the department prior to the start of an academy.

3. The department should use the “Recruiting Plan Discussion Paper” as a blueprint for enhancing its recruitment efforts. This document lays out sound principles for bringing new employees into the IMPD. Key enhancements should include the following.

- Creating a full time recruitment effort to include individuals that match the ethnic and gender diversity the department wants for its work force. It is important for potential candidates to see people like them in the positions that are being recruited for. Additionally it is important for potential candidates to see a diverse recruitment team as a mirror of the department. The appearance of the recruitment team is of critical importance. They should be exemplary in fitness and dress. They should have first rate equipment and be examples of the department at it finest.
- Developing a recruitment plan that integrates both the continuous effort that the department should conduct and the accelerated effort needed when a class is forthcoming. The plan should be partly based on an analysis of the recruitment venues and methods that have been the most productive in term of producing candidates that are successful through the selection process and who become police officers.
- Providing dedicated funding for recruitment in line with the plan. Both the continuous and accelerated recruitment efforts should be planed in sufficient detail that needed expenditures can be anticipated and budgeted.

## Selection

A What selection processes does the department use to choose the best applicants to become IMPD Officers? What is the sequence of steps in the selection process?

- There are two phases used in the IMPD selection process. The first phase is composed of a written exam, a physical agility test and an oral screening board. Those that pass this first phase enter a second, more intensive phase composed of a thorough background investigation, a polygraph examination, a psychological screening and a medical examination. Candidates successfully completing each step are presented to the Police Merit Board for approval and offers of employment.
- PHASE ONE: The written examination. If the department uses a written exam to screen applicants is it offered frequently? How has the passing score been determined? How often may an applicant retake the exam?
- Prior to the recent “no application” period resulting from the city’s budget shortages, IMPD would establish written testing dates far enough from the start of the next academy to allow for sufficient time for applicant processing and selection. For the 7th sworn recruit class that began on February 22, 2010 applications closed a year earlier on January 10, 2009. The written exam was scheduled some two months later over a four day period from March 12 through March 15, 2009. For the 8<sup>th</sup> recruit class, which has been postponed due to budget constraints, the application closing date was July 31, 2009 and the written test was scheduled to begin October 2, 2009, again a two month gap.

The department has been using a written exam developed by a local consulting firm (Institute for Public Safety Personnel, Inc – IPSP) that provides public safety agencies with personnel testing and evaluations services. The exam used by IMPD is designed to have both content and criterion related validity. The department has used a long

established passing score of 80%. Those not achieving a passing score may take the exam the next time it is offered, in advance of a new academy class.

Beginning with the 8<sup>th</sup> recruit class process, the department offered Written Exam Tutoring approximately two weeks before the exam.

#### PHASE ONE: The Physical Fitness Test

B Does the department use a physical ability test as part of the selection process? Is it composed of work sample elements as well as general fitness tests? If such an exam is used how is it scored? With what frequency can it be retaken?

- The IMPD uses the Indiana Law Enforcement State Fitness Standards for entrance to the IMPD Training Academy. Entrance standards include the dimensions of resting blood pressure, trigger pull with both dominant and non-dominant hand, a vertical jump, sit-ups, push-ups, a 300 meter run and a 1.5 miles run. Academy graduation requirements include increased performance in most of these standards in addition to standards for body fat, flexibility and bench press.

The department's website describes the basis for these standards as being rooted in job tasks. For the 7<sup>th</sup> recruit class the fitness test was administered two weeks after the written exam with only those passing the written being invited to the physical test. For the 8<sup>th</sup> class the physical fitness test and the written exam were administered the same day for candidates to lessen the burden on those that come from out of town. The fitness test was administered first; only those passing were eligible to take the written test.

For both classes the Interim Physical Fitness Test was administered a second time approximately three months before the academy began to ensure that those still in the process maintain an adequate level of fitness.

PHASE ONE: Oral Interview

C Does the department use a screening oral interview? If such interviews are used do they include community members, how are interviewers trained and how are such interviews scored?

- Those that pass the written and fitness exams next go before an Oral Interview Board. The Oral Interview process is scheduled a month after the completion of the written and fitness segments.

Oral interview panels are made up of three to five line officers usually including one supervisor. Board members are drawn from those that volunteer in response to a department wide announcement. Depending of the staffing needs of their units, some volunteers may not get released by their supervisors. Typically as many as five oral boards may be running at the same time. Board members receive four hours of training.

Seven to eight oral board questions are drawn from a bank of some 400 police job related questions maintained by the department's vendor, IPSP. Typically there has been no management review of the questions to be asked. Each panel asks the same questions in the same sequence and allows the same time for response. Each member of the panel scores the responses. IPSP reviews the findings of the board and works with the department to set appropriate cut-off levels and to ensure statistical validity of final decisions.

Shortly before the oral process (two days for Class 7 and a week for Class 8) the department offers an Oral Interview Tutoring session.

Beginning in 2010 the department started a series of recruitment activities designed to increase the number of potentially successful candidates. These include a mixer/information session, military drill, a team building exercise and the Pre-Applicant Recruit Program (PAR) designed to help candidates meet the fitness standards. The PAR sessions include monthly meetings to

provide candidates with fitness information (nutrition, injury prevention, etc.) and personal instruction on performing the vertical jump, sit-ups and push-ups according to the required fitness examination standards.

#### PHASE TWO: The Background Investigation and Polygraph Exam

D When does the department request a formal application including a personal history form from potential candidates and a screening interview with a background investigator?

- Those that remain in the process after Phase One begin an intensive background phase which includes a detailed personnel history, an initial interview with a background investigator, a thorough background investigation, drug screening, a polygraph examination, psychological testing and a medical examination. The time allotted to complete Phase Two has been from 3 ½ months to 4 months.

E What process does the department use to conduct background investigations? How are background investigators trained? What are the time goals to complete a background investigation? What information discovered through the background investigation can lead to disqualification?

- The department has five full time background investigators. Depending on class size and the number of potential candidates, additional personnel may be detailed to assist. The number of investigations per investigators has ranged, in the recent past, from 22 to 40. Most of the training received by the background investigators is on the job. Most are veterans at performing this function.
- One key aspect of the background investigation is to confirm that the candidate meets the minimum standards required by the department. A candidate, in order to be eligible to be appointed to the department:

- Must be a resident citizen of the United States;
- Must be 21 years old and not have reached their 36th birthday by date of appointment;
- Must have a high school diploma or GED certificate;
- Cannot have a felony conviction;
- Cannot have a misdemeanor conviction involving domestic violence under [18 USC §922 (g)];
- Must possess a valid driver's license from their state of residence;
- Must be a resident of Marion County, Indiana or one of the seven adjoining counties at the time of appointment to the Department;
- Cannot have been dishonorably discharged from the military; and
- Must pass a mandatory drug screening test.

The background investigations seek to discover those who meet the minimum qualifications. Interviews with friends, neighbors, former and current employers, credit history, driving record, work history, and educational background are considered during the investigation. The better candidates emerge as those that meet all the basic criteria with favorable results.

- F When does the department make a “conditional offer of employment?”
- G Does the department use as part of the selection process, a psychological test battery and/or a clinical interview, a polygraph test and a medical examination? Are these steps in the selection process offered in a sequence to best utilize the information gained in each step in the process?
- H How does the department ensure that the psychological tests used undergo constant assessment and review to ensure their reliability and validity?
- The point at which a “conditional offer of employment” is made varies. This is due more to the volume of candidates than to the desired departmental preference. An ideal sequence would be as follows:
    - Determine if the candidate meets the minimum standards including drug screening;
    - Assess the suitability and character of the candidate;
    - Make a conditional offer of employment;
    - Conduct a polygraph examination
    - Administer psychological testing and clinical interview

- Conduct medical examination
- Presentation of candidates to the Merit Board

The preferred sequence is to provide the polygraphists with the completed background investigation so that any anomalies or discrepancies between the application and the background investigation can be examined either by the background investigator or during the psychological examination. The standard for polygraph examination used by the IMPD is either “no significant reactions indicated” or “significant reactions indicated.” Polygraphs exams are monitored by the background investigator and are audibly and visually recorded.

Conditional offers of employment (issued by the Chief of Police) are made during the background investigation when an investigator has sufficient evidence to indicate that the candidate is likely to pass to the next step in the selection process or at the completion of the background investigation. Because there are only two polygraph operators, scheduling all of the candidates for polygraph examination can be difficult. If all candidates had to have background investigations completed prior to the polygraph a substantial bottleneck would likely be created.

The background investigations and the polygraph results are both used as input into the psychological examination process. The psychological examination is composed of both written tests and a one-on-one interview with a psychologist through a contract vendor (IPSP). The evaluation is designed “to determine if an applicant will likely be able to adapt to the social, emotional and psychological demands” required of a police officer. The current battery of psychological tests has been in place for a number of years and is assumed to retain their validity.

The next step in the process is a medical examination. Again, because of scheduling difficulties, some candidates may get their medical examination prior to the psychological examination.

I What process does the department use to review the complete qualifications and test results of the applicants? Who is involved in this process? How are final decisions reached?

- During the 3 ½ to 4 month Phase Two process, the packages of those who are deemed not qualified are presented for review to the Merit Board at one of their monthly meetings. When the process is over the packages of all of those who have successfully completed each element of the process are presented to the Police Merit Board for final review. The Merit Board makes the final offer of employment.

J What selection process does the department use in its lateral hiring program?

- The department's website indicates that "individuals who have completed a state certified law enforcement training course that would permit them to be a paid full-time officer will be considered for an abbreviated training curriculum with the IMPD." The department has not recently hired lateral transfers but they would be expected to meet the same requirements as beginning recruits.

Probationary Period: An additional component of the selection process is a probationary period for new employees. The IMPD has a one year probationary period from the time the recruit graduates from the academy before the recruit achieves full job protection via civil service and the union contract. During this period the recruit can be dismissed at will. Comparable departments have varying probationary periods. The Baltimore County Police Department mirrors IMPD – one year after finishing the academy. The Charlotte Mecklenburg Police Department has a one year period that starts at the date of hire. The Denver Police Department has a probationary period that extends nine months from academy graduation. In San Francisco, the probationary period is a year long but begins when the candidate completes the field training program.

In Indianapolis the post academy field training program lasts 20 weeks. Probation from academy graduation means that the employee is still an at will employee for some 32 weeks, or about seven months of solo work activity. As long as both the academy and the field training program

are appropriately rigorous this should be an adequate time to determine the fit of the employee to policing and to the IMPD.

#### RECOMMENDATIONS: SELECTION

1. The department should use the hiatus in hiring new officers to revise the recruitment and selection process. Funding shortages and the lack of a timetable for the next IMPD academy provide an opportunity to enhance and upgrade the recruiting and hiring process. As indicated earlier, many of the recommendations in the “Recruiting Plan Discussion Paper” circulated in the department are worthy of implementation.

As described in the discussion paper the department should develop a consistent Brand Image and Recruiting Message for the IMPD. This includes development of profiles for the type of officers the department wants to police the city and county. This profile of the “ideal officer” should guide the entire process including recruitment and each phase of the selection process. The effort should be made to select “in” the best candidates and weed “out” those that do not meet the standards. Looking to select “in” those who best meet the profile may cause some re-consideration of the background investigation process. Some candidates who match the ideal officer standard may be those who have overcome early adversity in their lives and may not meet every element of the strictest standards. There should be discussion whether such candidates should proceed further into the process rather than be immediately disqualified.

Once “ideal officer” standards are developed all members of the recruiting and hiring process should be provided refresher training on the characteristics that are being sought. The command staff, all members of the Human Resources Division team – administrative personnel, recruiters, background investigators, polygraph operators, and contract psychological and medical examination personnel should be included in this effort. Additionally, members of the Police Merit Board should be made aware of the desired recruit characteristics.

Already described above is the recommendation to create an expanded full time recruiting unit. The discussion paper describes well the need to create a recruitment plan and the wide range of activities that a full time recruiting unit should conduct.

The integration of the IMPD Human Resources Division into the city-county HR section coupled with the organization-wide implementation of “NEOGOV” present the department with a great opportunity to substantially upgrade the police recruiting and selection process. Having police personnel integrated into the larger HR section will help to ensure that the unique recruiting and hiring needs of the police department are continuously met.

Additionally the department should fully embrace the features available from the NEOGOV personnel system. The department can still maintain a uniquely featured website but NEOGOV can be use to improve the recruitment and selection process. The department’s HR personnel should be given an immediate opportunity to learn NEOGOV and to consider how it elements can be used by the IMPD. For example, through the use of the testing capabilities of NEOGOV the department may be able to develop valid in-house examinations that could save the expense of using an outside vendor.

NEOGOV includes features that can be used for recruiting, testing, selection and applicant tracking. An outline of NEOGOV features as described in its website <[www.gov.org](http://www.gov.org)> are listed in the Appendix

2. If the selection process continues to use the oral assessment panels in Phase One, the department should include at least one community member on each panel. New officers will serve the people of the city and county and community members will add additional perspective on potential candidates beyond those presented by all-police assessment panels. There should be a management review of the questions being asked and the proposed “best” answers. This part of the selection process again offers the department the opportunity, by using NEOGOV features, to replace a contract vendor with in-house resources.

3. The selection process needs to be shortened. For Class 7, applications closed on January 10, 2009 and the academy class was slated to start on February 22, 2010 – a gap of over a year. For Class 8, applications closed on July 31, 2009 with the end of the background phase scheduled for April 16, 2010, a gap of 8 ½ months. The start of Class 8 was postponed due to funding issues. Times lags like these result in good candidates getting jobs in other law enforcement agencies because they need employment and are uncertain about their progress in the IMPD process. This issue may be partially solved if the department has the opportunity to employ promising candidates as cadets as is recommended above.

4. As part of its adoption of NEOGOV the department should dramatically enhance its recruitment website. A good model is that use by the City and County of Denver. The Denver police officer website

<http://www.denvergov.org/Recruit/EmploymentDenverPoliceOfficer/tabid/393387/Default.aspx> tabs includes the following:

- The Hiring Process at a Glance
- Qualifications DPD Test Preparation
- Women in the Denver Police Department
- Lateral Information Salary and Benefits
- Academy Training Career Path
- Out of State Applicant Information
- Blog DPD Jobs DPD Recruitment Video
- Denver Civil Service Commission Rules
- Detective Sheri Duran, Police Recruiter
- DPD Test Prep Materials
- Written Test Study Guide
- Sample Written Test
- Police Officer Applicant Self Review
- Already applied to DPD Check My Status
- Emily Griffith Opportunity School Tutoring Services
- Fee Based Practice Tests
- GED Practice Tests
- Physical Fitness and Nutrition
- View the DPD Physical Ability Test
- Visit your local Denver Police Station for ride-a-long information.
- Contact a Denver Police Officer Employee Group
- Pre-assess your background by conducting a Denver County Records Check

Also there is a diversity tab that allows potential candidates to investigate further items including Census Data, Department Statistics, Women in the Denver Police Department, Denver Police Employee Groups and Department of Safety Diversity Initiatives.

## **TRAINING**

### Recruit Training

A How does the department train new recruits?

The governing body for police training in the State of Indiana is the Law Enforcement Training Board with the assistance from its Advisory Council. All members of the Board and Council are appointed by the Governor. The Board is responsible for oversight of police in-service and basic training including the seven certified Basic Academies throughout Indiana: the Indiana Law Enforcement Academy, the Northwest Indiana Law Enforcement Basic Training Academy, the Indiana University Bloomington Law Enforcement Basic Training Academy, the Indianapolis Metropolitan Police Department Basic Training Academy, the Fort Wayne Police Department Basic Training Academy, the Indiana State Police Basic Training Academy, and the Southwest Indiana Law Enforcement Training Academy. An Academy Basic course for new police officers is mandated to consist of over 600 hours of training in a variety of areas. Courses of study are designed to incorporate practical and classroom exercises so officers have a better idea of how they will react to situations they will encounter as a police officer in the field.

The Indianapolis Metropolitan Police Department Basic Training Academy falls under the authority of the Training and Professional Standards Division's Deputy Chief. The Training Branch Captain serves as the Academy Commander who according to the IMPD Recruit Administrative Manual for Recruit Class 7 is, "responsible for providing comprehensive training programs for IMPD Recruit Officers and in-service personnel." The Academy Commander is also in charge of advanced training in specialized areas given to members of the IMPD and other law enforcement agencies.

The Academy Commander is assisted by full-time and part-time staff assigned to one of four areas: Training Academy Administration, Recruit Class Training Cadre, Firearms Training Unit and the Field Training Officer Section. There are three full-time lieutenants assigned to the academy, one assigned as the permanent Assistant Academy Commander; a second, who is also an attorney, serves as the legal instructor; and a third who supervises all physical training. There are three sergeants and six officers assigned full-time to the Academy that work directly with

recruits. The sergeants rotate as Class Commander with the other two acting as Assistant Class Commanders. The officers provide classroom instruction and physical training. While they specialize in specific areas, these officers have the ability to fill in as instructors in most topics as necessary. Firearms training is conducted at the IMPD Range Complex which is a separate facility from the academy. A lieutenant is responsible for developing and overseeing all courses on firearms for recruit and in-service training. The lieutenant oversees two permanent sworn instructors along with a number of officers that perform firearms instruction at the range as an ancillary duty. Stated roles of academy instructors are to serve as trainers, role models and evaluators.

The Academy provides Recruit training primarily four-days per week, ten hours per day, Monday through Thursday during daytime hours. On Fridays, remedial and make-up training may be conducted. Days and hours are adjusted as necessary to accomplish necessary Recruit training. This is routinely done for nighttime practicals and when it is necessary to subdivide the class into platoons to accommodate the need for smaller class sizes for such training as combatives, arrest techniques, defensive driving and firearms training.

Based upon PERF's review of materials, interviews and personal observations at the police academy, the Indianapolis Metropolitan Police Department uses a stress/disciplinary philosophy to train recruits. A thorough Recruit Administrative Manual is updated for each class and provides policies, operating procedures and academy standard recruits are expected to comply with. Included in the manual is a Disciplinary Statement which reads in part:

“The Chief of Police has delegated the authority to conduct and supervise Recruit training to Academy staff members. In addition to teaching, a primary objective of Academy staff is to instill a sense of self-discipline with Recruit Officers, as well as the discipline required to perform as a team member.”

... **“Recruit Officers are individually responsible and accountable** for their performance and conduct at all times, which will comply with Training Academy and Department standards.”

As with other police academies employing this philosophy, recruits must speak to staff in a certain manner (IMPD Recruit SOP III. Addressing Academy Staff, Police Officers and

Instructors; XIV. Reporting to Academy Staff) and expected behavior is strictly adhered to.

Examples of required conduct outlined in IMPD Recruit SOP's include:

IV. Maintaining a Professional Appearance

- G. Walk at attention to the right of the hallway, at a distance of 12 inches from the wall, squaring corners.
- H. **Not initiate** contact or mingle with sworn officers or other personnel, **including relatives and friends**, who are on academy grounds, including the parking lot. This will also include relatives or family members not on the department while detailed on assignment.
- N. Not talk on the second floor of the Training Academy, unless spoken to.
- O. Stand at attention while waiting outside the main office or conference room.
- P. Stop and yield right of way at any intersecting hallway or entry way

Once a school, the Indianapolis Metropolitan Police Department Law Enforcement Training Academy is a stand alone, two story multi-use facility with over 95,000 square feet of usable space. The facility is shared with the Marion County Courts and Sheriff Department's Police Academy. It also includes IMPD investigative offices for arson and auto theft detectives along with quartermaster and property room annex storage.

B What process does the department use to select and retain academy staff?

When a vacancy occurs in the Academy, a Position Opening Announcement is posted. Academy command and supervisory staff may "recruit" personnel they feel are strong candidates. Seeking minority members of the department to fill a vacancy has not always met with positive results. Candidates' past performance is taken into consideration during the selection process. A study of several performance indicators is conducted including reviewing each candidate's Internal Affairs files, Early Warning System activities and attendance records including sick time usage.

Three to five current members of the Academy staff make up a board that conducts an oral interview and a form of assessment center for applicants. Candidates are asked a series of questions. They must conduct a presentation on a topical issue so their instruction skills can be evaluated. Members of the board rate the candidates and a recommendation is made to the

Academy Commander of the individual that is thought to be the most qualified. Upon approval through the chain of command, the selection is made. Successful candidates are sent to the ILEA Instructors Course as funds and schedule permits. Of the 28 current Master Instructors in the state, three are members of the IMPD assigned to the Academy. Academy staff provides feedback to those unsuccessful candidates that wish to have their interview and presentation critiqued for personal knowledge and growth.

C How does the IMPD academy compare, in terms of curriculum and graduation requirements to state mandates?

As with all academies throughout the state, IMPD submits their proposed curriculum to the Indiana Law Enforcement Academy (ILEA) for approval before the beginning of each Recruit Academy. The below table compares the most recently approved IMPD Recruit Class curriculum with ILEA standards.

**Comparison of Recruit Academy Training Hours**

Subject Area	ILEA	IMPD*	Difference
Administration	17.00	85.00	68.00
Criminal Justice and Related Matters	21.50	27.75	6.25
Human Behavior	61.50	123.50	62.00
Law	89.00	108.00	19.00
Patrol Procedures & Traffic Services	117.00	113.00	-4.00
Criminal Investigation & Forensic Science	59.00	18.00	-41.00
Emergency Vehicle Operations	47.00	45.00	-2.00
Emergency Medical Service Awareness	12.00	7.00	-5.00
Use of Force	97.00	268.50	171.50
Police Skills	37.00	47.50	10.50
Physical Conditioning	37.00	89.50	52.50
Examinations	15.00	27.25	12.25
<b>Total Hours</b>	<b>610.00</b>	<b>960.00</b>	<b>350.00</b>

\* IMPD Recruit Class 7 Curriculum (February 22, 2010 – August 5, 2010) as approved by ILEA

In total, IMPD Recruit Class 7 exceeds the minimum number of academy hours as recommended by ILEA by 36 percent, or 350 additional hours. There are four categories in which ILEA approved less training hours. The greatest difference is in the area of Criminal Investigations and Forensic Science (41 hours less) followed by EMS Awareness (5 hours less), Patrol Procedures and Traffic Services (4 hours less) and Emergency Vehicle Operations (5 hours less).

It is IMPD Academy staff's philosophy that recruits are provided further training in investigations and forensics during their subsequent FTO program following their academy graduation and therefore time is better spend in other areas.

In all other categories, IMPD has a greater number of hours than recommended by ILEA, four areas where the difference is significant. The greatest increase of hours is in the area of Use of Force. In this category alone, IMPD's curriculum calls for 171 more hours than recommended by the state. The department has 68 more hours than recommended for Administrative functions; 62 hours more for Human Behavior and 52.5 additional hours for Physical Conditioning.

PERF analyzed the graduation rate of the IMPD Recruit training compared with the state. In 2005, ILEA reported graduating a total of 383 recruits out of 420 that started the Basic Academy for a graduation rate of 91.2 percent. In the ILEA class graduating in 2009, 64 of 66 successfully completed the Basic Training and 100 of 104 successfully completed the class finishing in April of 2010, a graduation rate of 96 percent for the last two classes.

PERF was able to obtain extensive graduation information for Indianapolis maintained by the IMPD Academy. This information is for the six Basic Academy Recruit Classes since the Marion County Sheriff's Office and Indianapolis Police Department last merged. The number of recruits beginning the Academy varied from 73 in Class #3 to 24 in Class #5. In total, IMPD has graduated 272 of 338 recruits during this time period for a success rate of 80 percent. Graduation rates range from a high of 86 percent in IMPD Academy Class #1 to a low of 75 percent in the smallest Academy Class #5.

**Retention Data of IMPD Recruit Academy Classes 1 - 6**

	Total Recruits	M/W	M/B	M/O*	Total Males	F/W	F/B	F/O*	Total Females
<b>IMPD Academy Class # 1</b>	58								
Recruits Graduated	50	31	13	1	45	4	1	-	5
Percentage	86%	62%	26%	2%	90%	8%	2%	-	10%
Recruits Did Not Graduate	8	6	1	-	7	1	-	-	1
Percentage	14%	75%	12%	-	88%	12%	-	-	12%
<b>IMPD Academy Class # 2</b>	53								
Recruits Graduated	44	26	8	6	40	3	-	1	4
Percentage	83%	59%	18%	14%	91%	7%	-	2%	9%
Recruits Did Not Graduate	9	4	1	-	5	3	-	1	4
Percentage	17%	44%	11%	-	56%	33%	-	11%	44%
<b>IMPD Academy Class # 3</b>	73								
Recruits Graduated	61	38	12	3	53	7	1	-	8
Percentage	84%	62%	20%	5%	87%	11%	-	-	13%
Recruits Did Not Graduate	12	11	-	-	11	1	-	-	1
Percentage	16%	92%	-	-	92%	8%	-	-	8%
<b>IMPD Academy Class # 4</b>	68								
Recruits Graduated	52	34	4	5	43	5	3	1	9
Percentage	76%	65%	8%	10%	83%	10%	6%	2%	17%
Recruits Did Not Graduate	16	7	5	-	12	4	-	-	4
Percentage	24%	44%	31%	-	75%	25%	-	-	25%
<b>IMPD Academy Class # 5</b>	24								
Recruits Graduated	18	8	4	1	13	4	1	-	5
Percentage	75%	44%	22%	6%	72%	22%	8%	-	28%
Recruits Did Not Graduate	6	4	2	-	6	-	-	-	-
Percentage	25%	66%	34%	-	100%	-	-	-	-
<b>IMPD Academy Class # 6</b>	62								
Recruits Graduated	47	36	3	5	44	3	-	-	3
Percentage	76%	77%	6%	11%	94%	7%	-	-	7%
Recruits Did Not Graduate	15	14	1	-	15	-	-	-	-
Percentage	24%	93%	7%	-	100%	-	-	-	-
<b>Cummulative Total</b>	338								
Recruits Graduated	272	173	44	21	238	26	6	2	34
Percentage	80%	64%	16%	8%	88%	9%	2%	0.7%	12%
Recruits Did Not Graduate	66	46	10	-	56	9	-	1	10
Percentage	20%	70%	15%	-	85%	14%	-	2%	15%

\*Other than White or Black (ethnic terminology used in IMPD data)

Classes #1 through #3 combined for a graduation rate of 84.2 percent while the rate in the three most recent classes has slipped to 75.9 percent.

PERF compared the gender and ethnicity of those recruits that graduated against those that did not. A comparison of this data speaks to the equity of treatment of recruits by Academy staff during the recruit training but does not address the effectiveness of recruitment of minorities and women. A similar success rate of the two groups compared to other candidates is an indicator that recruits are treated in the same manner regardless of gender or ethnicity.

In studying the success of recruits attending these six classes, males made up 86.9 percent of the classes and accounted for 88 percent of those graduating and 85 percent of recruits that did not graduate. Reviewing the subgroup of males, the combined classes were composed of 64.8 percent White males, 16 percent Black males and 6.2 percent minority males other than Black. Comparing graduating versus failure to graduate, of the male subgroups attending the academy revealed male whites made up 64 percent of the recruits graduating compared to 70 percent of those that did not; Black males comprised 16 percent of graduating recruits and 15 percent of those that did not graduate; male minority recruits other than Black made up 8 percent of the six classes and all 21 graduated.

Females attending IMPD recruit Academy Classes 1 through 6, females made up 13 percent of the classes and accounted for 12 percent of those graduating and 15 percent of recruits that did not graduate. Reviewing the subgroups of females, the combined classes were composed of 10.3 percent White females, 1.8 percent Black females and 0.9 percent minority females other than Black. Comparing graduating versus failure to graduate, of the female subgroups attending the academy, female whites made up nine percent of the recruits graduating compared to 14 percent of those that did not; all six Black female recruits graduated making up two percent of all successful recruits; and female minority recruits other than Black made up 0.7 percent of the six classes and two percent of those that did not graduate.

Finally, PERF looked at the timing of recruits separating from the Academy either on the own initiative (resignation) or action taken by IMPD Academy staff (withheld/held over for a future class). The latter circumstances most often occur due to an injury or excused absence which prohibits the recruit from completing all training but has demonstrated the ability to successfully pass the Academy.

**When Recruits Left IMPD Academy Classes 1 -6**

<b>When Recruit Left Academy*</b>	<b># of Recruits</b>	<b>Percentage</b>
Day 1 - 14	27	45%
Day 15 - 28	10	17%
Day 29 - 60	11	18%
Day 61 +	12	20%

\* Resigned or withheld/ held over for future academy class

IMPD Academy information revealed in classes one through six, 75 percent of recruits separated from they Academy did so by resigning while the remaining 25 percent were held over to a future class by Academy staff. The vast majority of separations of recruits, 45 percent, come during the first two weeks of the Academy. During this time Academy curriculum focuses on physical training and combatives. This is strategically planned by the Academy to eliminate those recruits that do not possess the physical ability, temperament or discipline required of an Indianapolis Metropolitan Police Officer. The Academy also has the option of referring a recruit to a Field Training Officer if a deficiency is identified in an area where in the opinion of staff may be resolved with one-on-one training.

The remaining unsuccessful recruits are somewhat evenly distributed throughout the second two weeks of the Academy (17 percent), the second month of the Academy (18 percent) and after the second month (20 percent). The equal distribution of separations after the first two weeks of Academy training may be partly due to the ILEA policy that any recruit attending police academy training that fails three times in five designated areas is prohibited from attending future training and is therefore unable to become a police officer in Indiana. In many instances, recruits facing their second or third failing area elect to resign from the academy and work to improve their deficiencies so the option of a career in law enforcement remains.

D Does the department periodically review instances where recruits have not completed the academy to determine whether any patterns exist?

The Academy does not have a formal system to debrief recruits that leave the Basic Academy prior to graduation. However, there is an informal system of the Assistant Academy Commander interviewing recruits who submit their resignation. Though not documented, common reason for

a recruit to resign include: not wanting a second or third failing score in the five mandated areas; the academy was not what they thought it would be; not in good enough physical condition; does not like the physical contact; unrealistic expectations; and spouse does not support a policing career. To address some of these issues, the Academy has developed a Spouse Academy and posted video of prior classes on the IMPD's web-page so potential candidates can view to see what life in the Academy is really like.

E In what areas has the department customized the training to fit the Indianapolis/Marion County context?

PERF found the IMPD Basic Police Academy distinguished itself from other such training in three major areas: replacing self-defense training with a program referred to as “combatives”; implementing a cross-training philosophy to physical training; and incorporating Spanish instruction for all recruits who have the option of continuing language training after their graduation and throughout their career.

#### Combatives

Beginning with Academy Class #3 in October of 2007, the Indianapolis Metropolitan Police Department changed from traditional “defense tactics” training to a program referred to as “combatives”. The approving authority for integrating this program into the Academy is not clear and written authorization cannot be produced. However, the combatives training is well thought out, developed and researched; taught by experts in the field, and is re-evaluated after every Academy class to incorporate changes as appropriate. The notion of combatives is to better teach officers how to defend themselves against suspects with Mixed Martial Arts (MMA) skills who are becoming more prevalent with the increased popularity of MMA and cage fighting.

According to IMPD Academy materials, the goals of combatives are to, “introduce and educate recruit police officers to the tactics and techniques that can be employed when the need for subject control arises.” Academy instruction is designed to provide recruits the knowledge and skill of gaining and maintaining control of suspects. Recruits are

taught at full contact. Combatives incorporates the progression of techniques including the presence of an officer, verbal commands, empty hand control, and the use of impact weapons. Instruction is provided in the following areas: balance, basic control through joint/nerve manipulation, empty hands techniques, weapons retention, handcuffing, baton, and prisoner/suspect searching and handling. The course is designed not only to teach correct techniques but to teach recruits to make the proper use of force decisions based upon current laws and the Resistance Control Continuum.

Instruction in combatives is delivered in a progressive manner. The approach uses the three main techniques of vertical (strikes, counter-strikes, strike defense, fighting stance and movement), transitional (take-downs, take-down defense, standing escapes, the use of balance and leverage), and horizontal (method used when the fight is taken to the ground – ground positions, rolls, escapes, joint locks and other escape techniques that can be applied from the ground or horizontal position). Once these three skills are mastered, integrated and multiple combatives may be taught which combine the above three techniques in situations where an officer must fight with multiple suspects or more than one officer is used to gain the control of a single resistor. During PERF's second Site Visit to Indianapolis, two members of the team witnessed the instruction of a platoon of recruits in multiple combatives. Academy staff indicated injuries to recruits have increased with the teaching of combatives as compared to the former defensive tactics curriculum.

There are four levels of combatives instructors ranging from Level-I to a Level IV Master Instructor. As an instructor progresses through each level, 40 hours of additional training is required and a higher level of skills must be demonstrated. The department has scheduled instruction of introductory levels of combatives to all members of the department beginning with in-service training in 2010.

### Cross-Fit Training

In 2009, the IMPD wanted to develop a plan to improve the conditioning of members of the department. Cross-Fit training was selected as the program the department would

implement. Its flexibility and use of a number of functional core exercises designed to increase cardio-respiratory endurance and stamina was seen as a good match for police work. The IMPD Recruit Academy began experimenting with Cross-Fit training as the preferred method for physical training in Class #5 that same year. The Academy immediately achieved a significant increase in conditioning as measured by the existing physical conditioning examinations. Cross-Fit training has also been credited with decreasing injuries to recruits by reducing the risk of harm from repetitive strain or overuse. The class had no injuries during physical fitness training, down from an average of 25 percent in past years.

Cross-Fit training conditions different muscle groups, develops a new set of skills, and varies the stress placed on specific muscles and the cardiovascular system. It uses a training routine that involves several different forms of exercise and limits the stress that occurs on a specific muscle group because different activities use muscles in slightly different ways. Benefits of Cross-Fit training are that it:

- Produces a higher level of all around conditioning
- Conditions the entire body, not just specific muscle groups
- Reduces the risk of injury
- Works some muscles while others rest and recover
- Allows continued training while injured
- Improves skill, agility and balance

### Spanish for Law Enforcement

When Indianapolis hosted the Pan American games in 1987, there were only two officers on the police department that spoke Spanish. Officers received training so they could perform basic police and traffic functions in Spanish. As the Spanish speaking population has grown in Marion County to an estimated eight percent of the current population, the need for additional bi-lingual IMPD officers has increased. In order to meet the needs of the Latino communities, the Recruit Academy began teaching “Introductory Survival Spanish for Law in Enforcement” in 2005. Spanish speaking

scenarios are also included in practicals to test their ability to use classroom instruction in the field. The training consists of 24 hours of Spanish which is broken into six sections:

1. Introductory Spanish and Useful Law Enforcement Vocabulary
2. Arrest/Command Expressions
3. Interview Questions and Report Information
4. Specific Questions for Incidents
5. Family Members and Surnames
6. Miranda Warnings, Danger Expressions, Gang Slang, Drug Terminology, and Weapons

The courses, contents and handouts for this law enforcement course were developed by Patterns in Training Consultants, Tucson, AZ and are the exclusive property of that organization.

The Spanish class taught in the Academy has been made available to all members of the department wishing to participate. After the initial 24 hours training, officers may self-select to continue training to achieve a higher degree of conversational Spanish competency. A six month class is provided for personnel, four hours per week, and attendance is either on-duty or overtime compensation is provided if scheduled during off-duty hours. Those that successfully complete this course have the equivalency of second year college language skills. Students that complete this program have the option of participating in a ten-day Spanish speaking immersion class in the community that is coordinated with assistance from the Mexican Consulate. A second immersion opportunity is offered to those completing the ten-day program in which members of the department spend three weeks in a Spanish speaking country, usually Mexico at no cost to the officer. Funding for this international visit is provided by Badges Without Borders.

## **Field Training**

When the Indianapolis Police Department and Marion County Sheriff's Office merged, the two Field Training Officer Programs were evaluated to identify the strengths and weaknesses of each. A single section emerged in October of 2006 which incorporated the advantages of both agencies' programs and is commanded by the FTO Coordinator that holds the rank of lieutenant.

F What steps does the department take to closely integrate the field training program with the academy and recruit training?

The Field Training Officer Program is under the authority of the IMPD's Training Branch Captain/Academy Commander and is physically located at the Police Academy. This allows for the close and consistent interaction between the FTO Section and Academy staff so they can support one another. Training Officers serve as evaluators during scenario training and perform as classroom instructors for the Basic Academy. This provides the opportunity for training officers to become familiar with the academy curriculum and the recruits. Equally important, the recruits are exposed to training officers before they graduate the Academy and begin their field training.

FTO's are assessed by the academy through several methods. They are subject to a formal training program as described below and through annual updates. Their performance as academy instructors and as scenario participants and assessors is reviewed. Finally, they are evaluated by their trainees. Negative reviews can lead to dismissal from the FTO program.

The FTO program is also responsible for the training of reserve officers.

G How does the IMPD's field training program compare in terms of curriculum and graduation requirements to state mandates?

A Field Training Unit Operations Manual has been developed by the department and is updated on an annual basis. The manual thoroughly describes IMPD's training philosophy for

Probationary Officers and the expectations of those members of the department selected to be Field Training Officers. The Manual identifies the nine objectives of the FTO program:

1. To provide a highly trained and motivated employee capable of meeting or exceeding standards of performance required by the organization.
2. To improve the Department's selection process through on-the-job observation of each new employee's performance and their desired training.
3. To build on the foundation of skill and knowledge acquired in the basic training experience through the creation of an environment in which the trainee may enhance those skills and increase the proficiency in all aspects of job performance.
4. To establish an appraisal system, which is valid, reliable and job related, utilizing a standardized and systematic approach to the documented measurement of probationary performance.
5. To provide equal and standardized training to all newly hired members and to provide remedial training in those areas where the Probationary Officer is deficient.
6. To establish an additional career path within the organization by providing qualified members (FTOs) with advanced training opportunities to develop leadership skills.
7. Ultimately to increase the overall efficiency, effectiveness and reputation of the organization through the modeling of professional, competent and ethical behavior.
8. To provide experienced Field Training Officers who may be used to re-introduce or re-orient veteran officers to field duty.
9. To provide a system to train and evaluate the performance of police services.

The FTO Coordinator oversees a cadre of over 150 training officers and is assisted by seven sergeants, one Assistant FTO Coordinator assigned to the Academy and six patrol sergeants, one in each of the police districts. These patrol sergeants are referred to as "FTO Specialists" and coordinate the training and paperwork of those training officers assigned to their district. They are responsible for interacting with the FTO Coordinator, completing the trainees Weekly Evaluation and conducting the trainee conference at the completion of the trainee's final rotation. Training Officers are compensated \$1,300 per year as well as receive an additional \$2.50 per hour while a trainee is assigned to them and they are actively performing training duties.

Qualifications for becoming a training officer are: four years field experience; previously certified training officers must have completed at least two years "beat patrol" with a previous agency and two years "beat patrol" with IMPD; work history indicative of above average initiative; positive recommendations by past and present supervisors; positive review of attendance record within the past year; positive review of discipline record with no more than one suspension day within the past year; demonstrated ability to write clear and accurate reports;

and ability to pass the FTO Assessment Center. Selected FTOs must successfully pass a 40 hour FTO School before being activated.

The Assessment Center is made up of three components: a written test, an in-box exercise, and a structured interview by a board comprised of current FTO's. Candidates are scored and ranked on each process as well as their cumulative score and ranking. Supervisors are provided a questionnaire to obtain information on their work performance. Candidates that pass all steps of the process are placed on an eligibility list by ranking score. Selection of FTO's follows the order of the list and consideration of gender and ethnic representation of FTO's is given in determining how many are to be appointed.

In addition to mandatory attendance and completion of a 40 hour FTO School put on by IMPD, trainers are required to attend eight hours of in-service training each year.

The IMPD Field Training Officer program integrates the San Jose model using a seven point Likert scale to measure the performance of trainees. Each trainee remains in the FTO program for a minimum of 20 weeks. Daily evaluations are completed electronically by the FTO and weekly appraisals are submitted by the district sergeant, FTO Specialists. Trainees are rotated at five, four week intervals changing shifts and districts. Trainees are evaluated in the following 23 standards:

1. Control of conflict - physical skill
2. Officer bearing and voice commands
3. Problem solving and decision making
4. Driving skill – non-emergency conditions
5. Driving skill – emergency conditions
6. Officer safety general
7. Officer safety with irrational subjects/suspicious persons and prisoners
8. Orientation – non-emergency conditions
9. Orientation – emergency conditions
10. Self-initiated field activity
11. Patrol procedures
12. Field investigations
13. Radio communications
14. MDT and other communication devices
15. Forms and report writing
16. Knowledge of department policies and procedures

17. Criminal code and procedures
18. Motor Vehicle Code and Municipal Ordinances
19. Acceptance of feedback
20. Attitude toward police work
21. Relationship with department members
22. Relationship with citizens
23. General appearance

Following successful completion of their FTO program, officers are required to attend 40 hour Crisis Intervention training.

H Does the department periodically review instances where recruits have not completed field training to determine whether any patterns exist?

According to staff, Trainees are given every opportunity to succeed during their probationary period. Attempts are made to match FTO's and Probationary Officers. If a personality or other conflict arises between the two, a change in FTO's may be made. If a Probationary Officer is having difficulty and risks failing training, a FTO that has demonstrated strength in that area may be assigned to the Trainee in an attempt to bring the officer up to acceptable standards.

In the six recruit Academy classes since the merger of the IPD and MCSO, 93 percent of Probationary Officers have successfully passed their Field Training Program. As seen in comparing the graduation rate of Academy Recruit Classes #1 through #3 to Classes #4 through #6, the percentage of Probationary Officers completing their Field Training program decreased. During the first three classes, the success rate of Probationary Officers was 96.7 percent compared to a rate of 89.6 percent of officers from Classes # 4, 5 and 6.

**Probationary Officers Success Rate in the FTO Program**

Academy Class	# of Trainees	# Completing FTP Program	% Completing FTO Program	Resigned from FTP Program	Terminated from FTO Program
Class 1	52	48	92%	4	
Class 2	44	43	97%	1	
Class 3	59	58	98%	1	1
Class 4	48	45	94%	2	1
Class 5	20	17	85%	3	
Class 6	47	41	87%	5	1
<b>Totals</b>	<b>270</b>	<b>252</b>	<b>93%</b>	<b>16</b>	<b>3</b>

The three Probationary Officers terminated from the FTO program were based upon either unacceptable conduct or the inability of the officer to be trained. A portion of those resigning from the FTO program did so in lieu of being terminated. Of those initiating a resignation from the department, separation was the result of their inability to multi-task; failure to react in field situations; unable to navigate throughout the city; avoidance of engagement and self-initiated activity; or inability to meet the physical challenges of the job. This information is reviewed for patterns or trends to determine if the Academy training should be modified.

The FTO program and associated training are assessed in three areas through the use of a confidential on-line. This information has been collected for recruits, Training Officers and the IMPD Academy for the six Basic Academy classes since the merger of the IPD and MCSO. Mid-way through the FTO program, Trainees complete a survey of ten questions to provide feedback on the training they received in the Academy.

1. My overall academy experience was: Excellent – Very Good – Good – Poor – Very Poor
2. The most valuable activities or subjects in the academy were:
3. The least valuable activities or subjects in the academy were:
4. Is there anything you would have added to the academy schedule or any subject you would have liked to have had more of?
5. Were there any subjects you would eliminate?
6. Please tell us about any positive experiences you had with specific instructors:
7. Was there any instructor that went the “extra mile” to help you or others succeed?  
Please comment:
8. Please tell us about any negative experiences you may have had with any instructors.
9. What do you think was a key difference between the instructors you enjoyed versus the ones you did not?
10. Were the scenarios in the FTX of valuable to you as you hit the street?

Field Training Officers are asked a series of ten questions to capture information on the FTO program through a confidential survey.

1. Please rate the following:
  - As an FTO, I feel supported and appreciated by administrators.
  - The compensation I receive as an FTO is fair.
  - Our process for selecting FTOs is effective.
  - As an FTO, I feel I have decision making-power when recommending a PO for rotations or special training assignments.
2. Please rate the following.
  - Administrators in our agency sometimes refuse to terminate a trainee for poor performance.
  - Our FTO program is respected throughout our department.
  - FTO selection processes consists of more than submitting a memo for consideration.
  - Our FTO program has a good written policy manual.
3. Please rate the following.
  - Our FTOs are evaluated by the Probationary Officers
  - As and FTO I have received ethics training.
  - There are some cynical and bitter FTOs in our program.
  - Our FTOs thoroughly understand how to train and have great training techniques.
4. Please rate the following.
  - Communication among our FTOs is very good.
  - Training presented by our FTOs is very standardized and consistent.
  - I believe that first-line supervisors support the FTOs.
  - Our program provides FTOs with adequate time to train recruits.
  - Some of our FTOs are unethical or poor role-models and should not be FTOs.
5. Regarding my FTO Specialist, I would rate him the following.
  - Effectiveness.
  - Availability.
  - Role-modeling.
  - Willingness to help.
  - Support.
  - Knowledge of the FTO program.
6. On-going in-service training for FTOs is important. What training would you like to see in the future?
7. The reason I became an FTO was.
8. The most important attribute an FTO can have is.
9. If I could suggest one thing to improve our program it would be to.
10. Proper supervisory involvement at the street level is important. If you could suggest anything to improve the weekly summary reports/meetings/involvement with field supervisors, what would it be?

The third form of data collection by the FTO program is giving Probationary Officers the opportunity to provide confidential feedback of their FTO's and the program through a series of twelve questions.

1. Please rate the following according to your experience.
  - Overall FTO Experience
  - Academy Instruction Provided
  - FTO Orientation Day
  - FTO Material Provided
2. During your tenure in the program, did your FTOs spend the proper amount of time training you? Did the amount of training provided versus evaluation meet your needs?
  - First Rotation
  - Second Rotation
  - Third Rotation
  - Fourth Rotation
3. How would you describe the relationship with your FTOs?
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
4. What kind of example did your FTO set for you?
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
5. How interested was the FTO in providing training material, information, explanation and going on runs to get real world experience for you?
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
6. How would you rate your FTOs knowledge of the training material?
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
7. Please rate the skill of your FTO as a coach/teacher/training.
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
8. As you are aware the IMPD FTO Program is based upon written standards (Standard Evaluation Guidelines). How would you rate your FTO's honesty, fairness and objectivity in rating you and was your feedback on the DOR adequate?
  - Primary FTO
  - Second Rotation FTO
  - Third Rotation FTO
9. Please describe one positive and one negative experience with an FTO. A positive example might describe the extra effort your FTO spent with you as you struggled in a

certain area. A negative example might be that your FTO slept or spent an undue time on break at various locations.

10. Please enter the name of your Field Training Officers.

- Primary FTO
- Second Rotation FTO
- Third Rotation FTO

11. Did your FTO Specialists play an active role in your training?

12. Did any FTO or FTO Specialists go the “extra mile” to help you succeed?

As the site administrator, the FTO Coordinator may sort the data for analysis and take action as appropriate and warranted. A review of the survey site revealed entries for 125 Probationary Officers completed the first survey, 170 FTO’s completed their survey and 267 Probationary Officers filled in the questionnaire asking about their Training Officers and FTO Specialists.

An examination of the answers completed in each survey demonstrates the value of such information. Many completing the confidential survey were extremely candid in their responses, both positive and negative. Specific instructors were named that recruits felt were supportive and not supportive adding examples of negative behavior. In the FTO survey, there are some comments where Training Officers have input to improve the program and critical of the way some FTO’s train. In the Probationary Officers survey some responses reported FTO’s sleeping on duty and on others that had obvious “personal” problems that negatively influenced their ability to train. This information has organizational value only if acted upon. According to IMPD staff, the subjects of positive entries receive suitable commendation and negative entries are acted upon as appropriate.

### **In-Service Training**

In-service training by the IMPD is overseen by a sergeant assigned to the Academy. In-service training may be categorized as either mandated or optional. Mandated training is established by ILEA which directs both the types of courses that must be included as well as the number of hours of instruction. Currently, ILEA requires 24 hours of General Continuing Education Requirement annually per IC 5-2-1-9(g), of which two hours in firearms, two hours in physical tactics/use of force and two hours in police vehicle operation must be included. The other hours of instruction vary based upon legislative requirements and organizational needs of the department.

I How does the department determine in-service training needs

J How does the IMPD address career and professional development and the attainment of knowledge, skills, and abilities that make members of the department more effective in order to bring value to the department and to the public?

Optional training is developed by the Academy staff based upon input from members of the department, especially officers and detectives, as to what training is desired and needed. Some specialty training requirements of the agency are also identified to meet the needs of staff promoted or transferred to a new assignment requiring new skills. Topics are also identified by analyzing where the department needs to improve. One example of this strategy is reviewing the most frequent Internal Affairs complains and law suits against the police (both local and national) for patterns of behavior and teaching opportunities. A recent example is identifying factors contributing to officers' on-duty traffic collision then designing a backing and swerving driving course to address and strengthen those skills.

K Does the department identify and prioritize areas for improvement as well as areas of strength in existing training?

In 2009, the Training Branch hosted 34 different in-service training sessions, some of which were repeated several times during the year to accommodate all members of the department. Training included: an 80 hour Basic Detective Training course, 44 hour Narcotic Detective School, 40 hour Crisis Intervention Team Training, 40 hour Combatives Level I Instructor Course, Basic Police Motorcycle Training, as well as a number of mandated courses such as Ethics, Missing Persons, Emergency Vehicle Operations, Excited Delirium/Use of Force, Forfeiture Procedures, Building Searches, Active Shooter, CPR, Taser, Radar Operating, Digital Camera and Basic Evidence Technician Course. The Training Branch also put on 16 non-mandatory training courses including: Instructor Development, FBI UCR Reporting Summary Reporting System, Internet Safety – Train the Trainers, All-Terrain 4x4 Vehicles (ATV) Training, Advanced Vehicle Contraband Concealment, Ethics Training, Off-Duty Survival and

Office 2007. The Firearms Unit was responsible for teaching a 40 hour Patrol Rifle School at the IMPD Range. It was noted that while the range staff designed this training and course of fire, they are not consulted on which members of the department should be approved to deploy the weapon in the field.

During the year, the department also provided career and professional development training including Supervisory Specials Training, New Sergeant Training, and Lieutenants Leadership Training. Two courses, Performance Management and Community Policing Training were designed for exclusively for captains and above.

The department hosts some of its own training which the Training Branch identifies, develops and oversees instruction. This is an effective cost savings strategy especially during tough economic times. The department's allowing outside agencies to attend the courses is a positive revenue generating tactic along with using the Academy to host outside training in exchange for free participation of members of the IMPD.

The Training Branch does not have a separate budget for in-service training. This makes it difficult to assess if the training needs of the department are being properly projected and fulfilled.

### TRAINING RECOMMENDATIONS

1. Members of the IMPD, including Academy staff, should conduct site visits to other police academies to observe best practices that may be incorporated into the IMPD Academy and compare IMPD training practices with other departments.

One of the strengths in law enforcement is sharing information and learning from other agencies' best practices that may be tailored to ones own agency. Such a practice achieves continuous improvement and maintains an environment of excellence in the department. Site visits to other police academies are an effective way to identify best practices that may be modified for use in the IMPD. It also provides an excellent opportunity to share and compare the IMPD Academy's practices including Cross-Fit Training and combatives with others in the field. Based upon

PERF's knowledge of best practices of Basic Recruit training, academies recommended for visiting include. Los Angeles Police Department, Royal Canadian Mounted Police, and Washington State Criminal Justice Training Center Basic Law Enforcement Academy (BLEA). Each has unique training practices and philosophies that provide a wide range to learn from and compare against.

2. Academy staff should reflect the diversity of the City of Indianapolis and Indianapolis Police Department.

Police recruits significant and impressionable early interaction with members of the IMPD comes almost exclusively from contact with police staff assigned to the Academy. Having a team of personnel that reflects the diversity of the City and department exposes recruits to working in a diverse environment and demonstrates a commitment by the department to engage all members of the community. It may also provide an additional support mechanism and mentoring opportunity for the newest minority members of the department. This recommendation is not to suggest the Academy's current staff do not treat all recruits in the same manner. An analysis of the past six Academies reflect that the percentage of minorities graduating from the Academy is proportionate to the number beginning.

3. The IMPD Academy should increase the amount of adult learning principles and scenario based training given to recruits.

A common theme expressed by members of the IMPD of all ranks, including a review of Probationary Officer's survey results, is an increase in scenario based training would improve Academy training. It is PERF's experience that many police academies are using such adult learning principles as a way to improve academy training.

4. The Basic Academy should expand its training curriculum on Community Oriented Policing. This block should be taught earlier in the Academy then reinforced in the remaining months. COP activities should also be integrated more into the Field Training Officer program.

In order to provide expanded time necessary for the instruction of combatives, instructional hours in other areas of Academy training were decreased in the IMPD Basic Academy curriculum. It was felt an introduction to the subject in the academy that is later expanded upon during the FTO program would provide the recruits the information necessary. Minimizing the classroom time devoted to COP does not reflect the department's commitment to the philosophy nor support the statement in the Mayor Ballard's congratulatory letter to recruits in the recruit Administrative Manual which states in part, "Our efforts to reduce crime in Indianapolis through Community Policing begin with you and your training here at the Academy." If the department intends to deliver services within a Community Oriented Policing philosophy, it should be given appropriate instructional time in the Academy. By providing this instruction earlier in the Academy training, it may be reinforced in other classes as well as incorporated into scenario problems.

The FTO program should also further emphasize community policing. Currently only one of the 23 standards, "Relationship with citizens" reflects the relationship between the probationary officer and community. Participating in a community meeting, initiating and completing a problem-solving intervention should be included and documented as activity that must be completed prior to the Probationary Officer being released from the FTO program. This may require remedial training for some or all FTO's.

5. The Basic Academy should expand its training curriculum on Cultural Diversity.

Currently, the Cultural Diversity module in the IMPD Basic Academy is comprised of one-hour instruction by a member of the department. This is not adequate time to expose recruits to other cultures let alone teach them how to interact with persons of different backgrounds. Best practice cultural diversity training of police includes members of the community representing different cultures (ethnicities, gender, sexual orientation ...) participating in the instruction by discussing the group they represent's diversity, background, biases and experiences with the police; how the police may successfully communicate and interact with segments of their communities; etc. Cultural diversity issues should be included in scenario training to evaluate

recruits performance in this important area. This model of community participation may also be used for Cultural Diversity in-service training.

6. The department should establish a line item budget for in-service training.

The lack of an in-service training budget makes it difficult to plan and manage in-service training for the department. Instituting a specific line item for in-service training will provide Academy staff the opportunity to better plan and manage professional and ongoing training. It will also identify and provide funds for the regular attendance of executive training such as the FBI National Academy, Northwestern University's Police Staff and Command School, PERF's Senior Management Institute for Police, and other such nationally recognized police leadership training.

7. The Basic Academy should change from its current 4-10 schedule Monday through Thursday to a 5-8 work week Monday through Friday.

Ten-hour training days do not provide recruits the best environment to learn. Although not all ten hours each day is spent in the classroom, such a work day is not best for recruits to learn and retain information.

8. The department should formalize the debriefing process of recruits electing to resign from the Basic Academy. This information should be added to the data already kept by Academy staff on non-graduating recruits.

The Assistant Academy Commander conducts an informal interview of recruits unsuccessful in completing the Basic Academy. This process should be formalized and records maintained that identify the reason a recruit chooses to resign. This will allow the Academy to identify any trends to base appropriate action.

9. IMPD's combatives training should be renamed to better reflect its intended purpose and be more acceptable in non-police communities.

IMPD's combatives training is an effective system for officers to defend and protect themselves, control suspects and perform in situations involving multiple suspects against a single officer or one suspect against multiple officers. This tactical method may well be the next generation of police defense tactics training. Unfortunately, its name brings about a negative connotation in some policing and non-policing communities and may prevent its use from expanding. This conflict is easily avoidable by renaming the tactics. A suggested alternative is "counter resistance training," or CRT.

10. The increase in hours dedicated to combatives training should be reviewed. This important training area should not be increased at the expense of other worthwhile topics.

While combatives is an effective defense tactic, it takes up a significant amount (28 percent) of all IMPD Basic Academy hours. By reducing the number of hours allotted for other important topics, these areas are not given the appropriate attention. The hours devoted to combatives should be evaluated to determine if they may be reduced without impacting training goals. If this is not possible, the department may consider further expanding the Academy hours to provide appropriate instruction in all training areas. It should be noted many Probationary Officers indicated in completing the survey about their Academy experience that combative training took up too much instructional time in the academy.

11. The Chief of Police should review and approve changes to combatives training conducted at the Basic Academy.

The practice of Academy instructors reviewing the combatives module after every class in an attempt to continually improve training is a sound practice. If changes to the curriculum or hours of combatives training are recommended, the Training Captain should attain approval by the Chief of Police, for such modification before changes are implemented.

12. The Training Branch should look to expand “Train the Trainer” courses in as many areas as possible.

Creating additional “Train the Trainer” classes will pay dividends to the department in many ways. Increasing the number of classes may be provided more in-house courses which will result in easier scheduling with less training expenditures. Such a strategy will provide personnel career development and job enrichment opportunities. Academy staff can expand upon the pool of candidates for consideration when an opening occurs at the Academy.

13. The department should quickly expand field reporting training.

Increasing the number of officers trained in field reporting will decrease the number of officers dictating reports and improve the operational efficiency of the department.

14. The survey instrument completed by FTO’s should include information on the quality of recruits graduating from the Academy.

Field Training Officers complete a survey indicating their opinions of several components of the FTO program. A series of questions should be added to the survey to capture their opinion of the quality of the recruit upon entering the FTO program. This information may provide valuable insight into the strengths of Academy training as well as area that may need improvement.

15. The department should repair or replace its FATS (Firearms Training Simulator) machine for Academy and in-service training.

Use of a firearms simulator is a proven way to train both recruits and officers on both accuracy and judgment. Using this available technology will provide best training practice for the IMPD.

16. The Firearms Training Unit lieutenant should have input into officers being issued a long rifle for deployment in the field.

Members of the Firearms Training Unit have developed the training and course of fire for IMPD's patrol rifle program and possess an expertise in this area. By the nature of his responsibility, the Unit's lieutenant has knowledge of officers' skills, training habits and care of equipment as it relates to firearms. The department would benefit from this knowledge by consulting the Firearms Training Unit's lieutenant when considering the approval of officers' to be issued rifles for field deployment.

## PROMOTION AND SUCCESSION PLANNING

### Promotion

The past IMPD promotional system for sergeants, lieutenants and captains was based on a job task analysis of these positions by the Institute for Public Safety Personnel (IPSP). The IPSP constructed, scored, and validated the promotion process. A Captains Board (a promotion development committee) worked with IPSP to determine the weighting of components, issued a survey to review job descriptions/analysis, reviewed and selected testing materials, reviewed the pool of test questions prepared by the IPSP, and approved each question for the three tests. The Captains Board also determined the eligibility list, created the intent to participate, and created the timeline for the process (2 to 3 months for preparation, and another 2 to 3 months for testing and scoring). The Civilian Police Merit Board approved the testing process.

Interested candidates were required to complete an Intent to Participate Form at IMPD's Human Resources Department. Promotion process booklets were issued for the three positions and provided to candidates along with test dates. Candidates then began their study. IPSP retained all testing materials at their offices, and offered voluntary test preparation and test taking to candidates at the off-site FOP offices. The IPSP trained raters from inside and outside the IMPD for testing boards. IPSP administered the testing materials, scored the tests, conducted test review sessions, and provided opportunities for candidates to review tapes of the interview process.

The Captains Board was also responsible for reviewing appeals of the promotion process. After completing the review, the Captains Board made recommendations to the Police Merit Board regarding actions to be taken for each comment, or requests that were submitted by department members during the review session.

From there, a ranked list of scores was presented to the Merit Board who certified the promotion list (which was good for two years).

Previously, the sergeants promotional process was made up of eight different components with a varied number of points assigned to each component. These components (ranked from the component with the highest possible number of points to the lowest) were.

- An assessment/interview with writing exercises—worth 54 points
- A written (multiple choice) examination—worth 36 points
- Time in service (seniority) —worth 3 points
- Education—worth 3 points
- Field Training Officer experience— worth 3 points
- Military experience—worth 1 point

Prior service infractions would count against the candidate, with points taken off for a variety of infractions, which included.

- Disciplinary issues—A possible 5 points maximum deduction
- Attendance issues—A possible 5 points maximum deduction

The highest possible score for the promotional process was 100 points. According to the IMPD, no one failed the promotional process.

Lieutenants had an identical promotional process in terms of criteria, maximum points possible, maximum points per category, and deductions for discipline and attendance issues. As in the case of the sergeants, no one failed the promotional process.

The promotional process for captains was somewhat different. While there were still eight categories, some were different than those for sergeants and lieutenants, and categories had different maximum scores. These components (ranked from the component with the highest possible number of points to the lowest) were.

- A written (multiple choice) examination—worth 35 points
- Assessment exercises—worth 25 points
- An oral Interview—worth 15 points

- Writing exercises—worth 15 points
- Education—worth 5 points
- Military experience—worth 2 points
- Time in rank as a Lieutenant— worth 2 points
- Time in service (seniority) —worth 1 point

As with the sergeants and lieutenants, points could also be deducted for prior service infractions.

- Disciplinary issues—A possible 8 points maximum deduction
- Attendance issues—A possible 5 points maximum deduction

The highest possible score for the promotional process was 100 points, and as with sergeants and captains, no one failed the promotional process.

#### Selection of Candidates for Promotion

The Chief of Police would meet with the Public Safety Director to discuss promotional candidates from the three certified promotional lists. Selections would be made from the list in rank order. Name(s) of the recommended candidate(s) would then be sent to the Civilian Police Merit Board, which certified the promotion.

Critics of the former promotional process noted that attendance points given to candidates did not take into account time off for extensive injuries. Some applicants also believed selected candidates did not always represent the racial makeup of the community. Other applicants alleged “reverse discrimination,” and believed that candidates were not selected in rank order, while less-qualified candidates were selected instead.

In order to improve the promotional process, in 2008, the IMPD established an Office of Career Leadership Development, which drew up four stages of IMPD career development.

Establishment (recruitment and retention), Advancement (assisting employees in defining their career goals, Maintenance (compensation/recognition for niche positions) and Withdrawal (retirement and transition counseling for veteran officers). An Internal Advisory Committee was

also established in 2008 to assist in researching best promotional and career development practices. An External Advisory Board was also established, which was made up of internationally renowned subject matter experts from labor, law enforcement management, occupational and assessment research, international law enforcement training, and military and business leadership development.

In 2008, an Internal Employee Assessment Survey of sworn police officers was administered, with a 63% response rate. Common themes gleaned from the survey were the desire for personnel decisions to be made based on performance, and the need for enhanced development of leadership skills throughout the organization.

#### New Promotional Process

To address the shortcomings of the IMPD promotional process, changes are being implemented. There is now a minimum longevity requirement as prescribed for each merit rank (5 years for sergeants, 2 years as sergeant for lieutenants, and 2 years as a lieutenant for captains). There is also a “gateway” eligibility prerequisite in that, regarding performance evaluations, the candidate must have an overall satisfactory performance for the 12 months prior to the promotional process.

The new written test addresses critical job knowledge, and is based on criminal law, rules and regulations of the IMPD, general orders of the IMPD, and legal updates provided by the Marion County Prosecutor's Office. The passing score for sergeants is 80%, for lieutenants 85% and captains must achieve at 90% score to pass.

As before, study materials are made available to candidates. The new materials will cover management and supervision topics valued by IMPD. Training courses will be given to candidates by both internal and external instructors based on the study material provided. The materials and class should prepare candidates for the assessment center, which is administered to the candidates based on the following best practices. three or more job related exercises with one being a simulation, a measurement of multiple skills and abilities (called dimensions) across exercises, utilization of multiple assessors to evaluate performance, and assessor training

provided on behavioral criteria and the aforesaid dimensions. Each weighted exercise/demonstration is calculated resulting in the candidate's component score.

Employees receive an orientation to the assessment center prior to undergoing this phase of the promotional process.

The Human Resources Division then calculates the final score by taking the component score and deducting points for discipline and absences. Disciplinary issues are based on five years of previous discipline with deductions from the component score of 1/2 point for each written reprimand, and a deduction of one point for each day of suspension up to a maximum of five total points deducted. Regarding deductions for attendance issues, the deduction from the component score is based on the past three years, with a 1/2 point deduction for each day sick (though candidates are permitted three sick leave occurrences without any points being deducted from their promotion score). Line of duty injuries, approved absences, FMLA leaves of absence, or ADA related accommodations involving sick leave are not to be counted towards the attendance score. No more than five points is to be deducted from a candidate's promotion component score based on attendance.

There is on-going discussion among stakeholders about how best to use all of the information collected to determine who gets promoted. A variety of options are being considered. Different departments weigh different components of the process differently. Most tend to give more weight to assessment centers that strive to measure a candidate's preparedness for the new rank.

A new consultant for the promotional process was slated to be hired by July 1, 2010.

Interviewed employees noted that they did not know about valid and reliable instruments for the new tests, nor did they know about the use of job and task analyses for the new tests. It was noted that predetermined cut scores can be problematic with any information on the test.

The new performance appraisal and management process is to be used as an eligibility prerequisite before the candidate can take the written examination. The candidate must have an

overall satisfactory performance evaluation score for the 12 months prior to the promotional process

RECOMMENDATIONS: PROMOTIONS

1. The department should ensure the new consultant uses a valid and reliable testing instrument. New instrument and process is not constructed
2. The department should ensure the new consultant utilize a job task analysis in development of the new promotional exam
3. The department should review the written predetermined cut score of 80% for sergeant, 85% for lieutenant, and 90% for captain to ensure that these scores are valid and reliable measures of future performance.
4. The department should consider creating a banding system rather than a strict point system. Any point system is subject to challenge and interpretation. When the difference of a fraction of a point determines whether someone is promoted or not, each numerical score, some of which are the product of human judgment, can be problematic. Creating bands using such categories as Exceptionally Well Qualified, Well Qualified, Qualified and Not Yet Qualified may be an alternative to consider. No promotions would be made from a lower band until a higher band was exhausted.
5. The department should ensure the Civilian Police Merit Board reviews the new process and approves it. The rationale for each step should be fully explained and justified to the board.
6. The IMPD should have a separate board for each rank – sergeant, lieutenant, and captain to validate the process.
7. Each board and assessment panel should include at least one community member. It is important to include the judgment of the people being served in determining the supervisory and command personnel of their police department.
8. The IMPD should have a SOP on the new promotional process.

## SECIALITY POSITIONS AND ASSIGNMENTS

General Order 2.9 describes transfers and reassignments. Within the IMPD, specialty assignments are not considered a promotion. The FOP contract provides that management rights include the ability “To transfer, promote, and demote employees from one classification, division, or shift to another under applicable laws.” It further states under this section “To hire, assign, and direct the work of employees, including the right to assign work and overtime.” Merit detective positions have a pay differential according to the FOP contract. All other detective positions do not. Merit detective positions are paid \$600 dollars on an annualized basis, while all other detective positions do receive any extra pay.

Field Training Officer (FTO) positions are compensated according to the FOP contract. FTOs are paid \$1,300 on an annual basis and an additional \$2.50 an hour for each hour the FTO works with a trainee.

Specialized officer positions including motorcycle, SWAT, Explosive Ordinance Disposal, horse patrol, K-9, helicopter observer, firing range, negotiator and other functions in technical rating position are compensated according to the FOP contract, specifically by being paid \$529 annually.

When a position opening occurs within a division, as indicated by the department manning table, the Chief of Police, or the deputy chief of that division, will decide which of the following personnel actions will be taken.

- Allowing the position to remain vacant (or eliminating the position entirely by notifying the Human Resources office);
- Reassigning an individual from a position within the same division to fill the open position (intra-divisional reassignment); or
- Transferring or reassigning an individual who has applied for the position in response to a Position Opening Bulletin issued department-wide (intra-department transfer).

If the deputy chief decides to fill the position following approval from the Chief of Police, notification must be made to the Human Resources office. The deputy chief must provide the

relevant information necessary for the Position Opening Bulletin. The deputy chief must specify if the Position Opening Bulletin is to be for an intra-division (same division) reassignment. If the bulletin is for inter-divisional transfer, the bulletin must be sent to all officers in the department.

The purpose for intra-division reassignment is to give emphasis to career paths within a division and to provide those personnel with an opportunity for job preference within that division. However, a deputy chief is not required to make intra-division reassignments in all cases, but rather, can use appropriate discretion.

The Position Opening Bulletin must contain the following information. the position title; the assignment identification by division, branch, section, and unit; position qualifications and requirements; general duties and responsibilities of the position; working hours and conditions; the closing date for receiving requests for transfer or reassignment; and any additional pertinent information.

Any officer who qualifies for a posted position and desires a transfer or reassignment to that position must submit a Request for Transfer/Reassignment form to the Human Resources office prior to the closing date indicated on the bulletin. Any officer who has previously placed such a request with the Human Resources office will also be considered as a candidate for transfer/reassignment. Requests are kept on file for a period of one year. All officers are responsible for verifying with the Human Resources office that their request is still on file and that all information remains accurate.

The Human Resources office will review and screen all applications to determine that the candidates meet the qualifications and requirements outlined in the Position Opening Bulletin. The Human Resources office will then submit a list of those eligible candidates to the deputy chief of the division from which the bulletin originated, for final selection. The applicant must come from the list of those who submitted a request, unless otherwise approved by the Chief of Police.

Responsibility for the final selection of best qualified candidate to fill the position belongs to the deputy chief. The deputy chief must take into consideration such factors as previous assignments, disciplinary actions, manpower needs, sick days, commendations, affirmative action and federal consent decree commitments. The Human Resources office is responsible for establishing additional factors relating to procedures for candidate selection.

The Human Resources office will establish procedures such as. personnel profiling; written examinations; structured interviews; and performance evaluation analyses to aid in the determination of the best qualified for the position opening selection. In the event two or more officers appear to be equally qualified for the position, prior experience, personnel profiling, and personal interviews will be used to break a tie. Each deputy chief will be required to submit written justification on the basis of these factors to the Human Resources office. After the selection procedures have been completed, the deputy chief will have two weeks to make his selection. The deputy chiefs will be responsible for notifying the Human Resources office of all personnel actions 24 hours prior to the action being taken.

Following the selection of the candidate, the Human Resources office will. notify all candidates that were not selected for the position that the position was filled and that their Request for Transfer/Reassignment form will be kept on file for a period of one year in the event of a future opening for that position; prepare a Personnel Assignment Form for signature of the respective deputy chief and/or Chief of Police. If the action was a transfer (inter-divisional), both deputy chiefs will sign the form. A Personnel Order regarding the personnel action taken is then issued.

#### Position Transfer and Reassignment

The Human Resources office will maintain all requests for transfer or reassignment on file, including. individual officer requests not related to position announcement bulletins; and officer requests for transfer or reassignment related to a specific Position Opening Bulletin. Each request will be kept for a period of one year from the date it was submitted, unless otherwise withdrawn by the officer submitting the request.

The Chief of Police retains the authority to fill and/or create positions or effect transfers. Transfers may be made by the Chief's administrative discretion for any reason, including the following. To fill existing vacancies requiring essential personnel; to deal with substandard performance of an officer in an existing assignment; as a result of disciplinary problems; and other reasons reflecting that the transfer or reassignment would be in the best interests of the department. The Chief of Police also retains the authority to allow a position to remain vacant, or eliminate a position entirely, if it is determined to be in the best interest of manpower allocation and deployment for the department.

There is an SOP for K-9 transfers and reassignments according to the FOP contract. No other position or assignment has an SOP

#### Recommendations

1. The department should create an electronic job opening board posted on the intranet for any position in the department. This should help expand the awareness of vacancies.
2. The department should create an intra-based on-line application process for vacancies. This will expedite the process and may be most quickly achievable through the NEOGOV system.
3. The IMPD should create intra-department SOPs on duties and responsibilities of each specialty position. This will help officers to determine their eligibility for vacancies and provide a standard basis to assess the qualification for applicants.

#### **SUCCESSION PLANNING**

The only merit positions within IMPD are sergeant, lieutenant, and captain. All others are appointed. Officers move in and out of their appointed positions throughout their career, but always revert back to the previous merit position. Police Chiefs, Assistant Chiefs, Deputy Chiefs, Majors, and Command Officers replaced return to their previous merit position. Both lieutenants and captains are eligible for any appointed position above their current rank. Job descriptions appear to have little bearing on succession planning. The FOP contract permits under city rights. "To transfer, promote and demote employees from one classification, division,

or shift to another under applicable laws.” Also, under city rights, the contract states. “To select employees for promotion or transfer to supervisory or other positions and to determine the qualifications of employees to perform available work.”

As stated previously, the Office of Career Leadership and Development (CLD) was established in 2008 to create a structured approach for members of the IMPD “to achieve their career goals through ongoing professional development and personal growth. Accordingly, the IMPD is committed to providing the opportunity for sworn and civilian personnel to continuously improve by investing in their performance, allowing for specialization, and enhancing their leadership qualities.” The CLD is commanded by a lieutenant and is located within the Training and Professional Standards Division and reports to the Professional Standards Branch. There is no Captain over the branch from the May 5, 2010 organizational chart.

Four stages of career development were researched by CLD. The final stage, withdrawal, is related to retirement/transition counseling planning. The CLD is developing a proactive planning cycle during the 5-7 years prior to an officer's planned retirement. During this time officers will have the opportunity to participate in a structured process to explore departmental retirement options, professional financial planning and retiree mentoring from those that have transitioned from service before them. Nothing has been developed on succession planning or withdrawal from the agency.

The CLD has no developed career development ladder with opportunities for experience such as job rotation or job enlargement. Potential candidates gain experience through self-selection. There is no requirement for experience within areas of the department for eligibility for promotion. CLD has raised the time in grade from three years to five years for promotion to sergeant. This change must be negotiated with the FOP with the next full contract scheduled to expire on January 1, 2011.

CLD also recommends implementing the ranks of master detective and master patrolmen, but there are limited funds to do so. There are specific requirements addressing experience, time in grade within certain investigative and traffic divisions and performance, training, and education

levels for master detective. Similar requirements have been outlined for the rank of master patrolman. These also must be negotiated with the FOP.

The CLD recommends minimum specialized training courses for specialized investigative responsibilities as well, but as in the case of instituting new ranks, limited funds are available. State and Federal grants will be sought for the funding. The average cost of a course is \$300. CLD must also do an inventory of existing courses that officers have attended. As above, this must be negotiated with the FOP.

#### Recommendations for CLD Enhancements

1. The department should establish a job rotation plan for specialty units. Such plans typically result in improved performance as experienced officers rotate back to patrol and as officers with new perspectives take on specialty assignments. Most rotational plans prescribe a maximum stay before rotation of from three to five years.
2. The department should seek funding for the master patrolman and master detective programs.
3. The IMPD should create a career development ladder for each position in the agency.
4. The department should seek funding the specialized investigative assignment training

## APPENDIX 1. SELECTED NEOGOV FEATURES

From the NEOGOV Website

[www.neogov.com](http://www.neogov.com)

### **RECRUITMENT**

NEOGOV Insight provides your staff with the tools they need to maintain your recruitment plan information online, creating a central repository of recruitment information that is accessible anywhere, anytime.

Agencies nationwide are leveraging the power of the Internet to attract and hire qualified applicants. Our customers are receiving upwards of 75% of their applications online, which creates a valuable applicant repository and increases online visibility.

Boost the efficiency and effectiveness of your recruitment efforts by increasing the visibility of your job announcements and reduce the effort it takes to create and manage them.

#### **Key Features**

- Recruitment and examination planning
- Create and post job announcements quickly
- Post job descriptions to your website
- Automatic online job interest cards
- Accept job applications online

#### **Key Benefits**

- Improve agency image and applicant satisfaction
- Manage recruitment plans in a centralized, online repository
- Build and maintain a powerful applicant database
- Reduce effort and costs of paper application processes
- Eliminate data entry of applicant data

#### **Additional Benefits and Functionality**

**Accept Applications Online** Allow your applicants to submit applications directly from your website 24 hours a day, 7 days a week. When new applications are submitted, data is automatically entered and immediately accessible.

**Job Announcements & Descriptions** Maintain a central repository of job announcements and job descriptions and enable your users to quickly search, copy and edit existing material.

**Seamless Integration** Easily customize the look & feel of your online job application to match your agency website. You can also modify the information fields to ensure that you get all the necessary and relevant information.

**ADA/Section 508 Compliant** All online application forms and interfaces are designed to meet the highest level of ADA/Section 508 compliance (Level III and AAA Bobby certified).

**Track Advertising Costs** Accurately capture, track and report on advertising costs within the recruitment plan.

## TESTING

With Insight, you can automatically scan in and capture applicant written test score information using the Scantron Interface (SI), creating the platform to generate detailed test and item analysis reports.

Gain insight into your testing process by visualizing and analyzing results from any test. This helps limit liability and ensure that you fill your vacancies with the right candidates. A systematic selection and testing process will help you build and retain a much more productive workforce.

### Key Features

- Plan tests, process scores and analyze results
- Define tests, test keys, answers and locations
- Pass point analysis and statistics
- Online item bank and item analysis
- Schedule written, oral, performance and other tests

### Key Benefits

- Complete test statistics
- Analyze results more quickly
- Determine pass points quickly
- Perform simulations to help determine pass points
- Create a bank of questions that can be reused

### Additional Features and Functionality

**Test and Item Analysis** Analyze test results to perform pass point analysis, check for adverse impact and applicant flow. Quickly perform test analysis on mean and standard deviation of test items, item discrimination, reliability (inter-correlations, length of the test, etc.), standard error of measurement and more.

**Test Scoring with Statistics** Scan, score and analyze applicants tests including overall scores and sub-scale scores for each test taker by ID number, basic descriptive statistics (mean, standard deviation, etc.) for the entire group of test takers, and descriptive statistics for demographic variables (Gender, Ethnicity, etc.).

**Pass Point Determination and Rescaling** Insight allows you to quickly determine pass points and simulate pass/fail rates using different cut scores. Once a pass point has been determined, you can use built-in tools to rescale the scores.

**Optional Test Management System (TMS)** Create tests and answer keys, track scores over time and administer tests with optional Computer Based Testing (CBT) module. Applicant scores will be immediately stored within the system and will be available for statistical analysis.

## **SELECTION**

Your agency's success is directly related to your ability to identify and hire the most qualified applicants. A critical piece to this success is your ability to effectively and efficiently find the most qualified candidates.

Insight facilitates the applicant selection process by providing your staff with the tools necessary to quickly and accurately screen and identify the most qualified applicants.

Provide your staff with proven tools to proficiently screen applicants, helping them to identify the most qualified candidates.

### **Key Features**

- Create and manage pre-screening questions
- Pre-screen applicants automatically, as they apply
- Define and store scoring plans
- Training and experience evaluation
- Subject Matter Expert Review
- Score, rank and refer applicants

### **Key Benefits**

- Reduce administrative time and effort
- Quickly identify most qualified applicants
- Easy-to-use query tools
- Maintain your own supplemental question item bank
- Generate powerful reports
- Easy-to-use reporting tool

### **Additional Features and Functionality**

**Create and Manage Supplemental Questionnaires** Quickly and easily create job specific supplemental questionnaires by adding them to your online announcement from the supplemental question item bank.

**Automatic Scoring** Reduce the time it takes to review and screen applications with automatic scoring. Based on your design scoring plan, applications can be screened for education, experience and other desirable qualifications.

**Skills Tracking & Matching** Provide your agency with a way to seek out and identify qualified applicants within your applicant database. Instantly locate and contact previous applicants to reduce recruiting time, effort and costs.

**Item Bank & Item Analysis** Create and manage a central repository of supplemental questions using your own item bank. Questions are created in and stored once so they can be leveraged for future recruitments.

## **APPLICANT TRACKING**

Agencies nationwide are making the switch from their existing systems to Insight Enterprise Edition because Insight provides them with the tools and usability that they have been without for years.

Insight provides a user-friendly, intuitive interface that your staff will quickly adapt to. Not only will you receive the powerful applicant tracking functionality that your agency demands, but you'll also feel secure in knowing that your applicant data is maintained with integrity.

### **Key Features**

- Track applicants by step/hurdle
- Generate e-mail and hard copy notifications
- Maintain detailed applicant history
- Establish and manage eligible and certified lists
- Eliminate data entry with ICR scanning

### **Key Benefits**

- Access applicant information online anytime, anywhere
- Automatically generate applicant notifications
- Ensure timely follow up with your applicants
- Reduce administration time and effort
- Rescue costs associated with manual processes

### **Additional Features and Functionality**

**Track Applicants by Step/Hurdle** Insight's refreshing web-based interface makes it easy to clearly view applicant progress throughout the entire recruitment process.

**Generate E-Mail and Hard Copy Notifications** Easily generate applicant notifications in Word or WordPerfect. For applicants who provide an email address, you can generate and distribute email notifications, significantly reducing postage, printing and mailing costs.

**Schedule Written, Oral and Other Exams** Easily schedule and track applicant exam dates and locations.

Insight's user-friendly interface makes it easy to manage applicant exam information electronically.

**Automatically Maintain Detailed Applicant History** With all of your applicant information in one repository, Insight makes it easy to clearly view the applicant history for any of your applicants in the system.

**Track Applicant Skills** When trying to fill a position, the information stored in your database is crucial. With  
Insight, you can effectively gather and search applicant information, qualifications and skills.

**Scanning Applications and Other Documents** Easily scan in all hard copy application material. With Intelligent Character Recognition (ICR), you can eliminate all manual data entry of applicant demographic information.