



## Enhanced Education for Police Recruits in Ontario (EPRO)



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## Project Background

- Driven by strategic discussions of the OPC Advisory Committee
- The project charter identified a two phase project:
  - Phase One: Scope and Vision – entailed a literature review, data collection, jurisdictional scan, and “quiet” consultations
  - Phase Two: Development and Design
- Phase One commenced April, 2013



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## Project Purpose

- Modernize the policing profession in Ontario through:
  - Examining the benefits and risks of enhanced education/entry requirements
  - Exploring the development of a governing body for the policing profession
  - Consider additional entry streams to allow movement into the profession
  - Consider impacts to existing BCT program



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## Literature Review

Academics have concluded that officers with post-secondary education:

- Use less physical and verbal violence; receive fewer public complaints and reprimands; are promoted quicker (McLean, 2013, Manis et al, 2008);
- Demonstrate higher performance in training and better performance with: (Peterson, 2001)
  - Problem analysis and creative problem-solving;
  - Written and oral communication;
  - Relationship building and public relations;
  - Critical thinking; and
  - Adaptability to change within police environment and beyond.
- Are more tolerant of ambiguity; have effective interpersonal skills and assertiveness (Blum 2002)
- Have increased credibility and legitimacy in the eyes of the public (Manis et al, 2008)
- Bring a different perspective and set of interpretive tools to resolve mental health calls (LeGrange, 2003)
- Are more comfortable with the notion that there is more than one way to solve a problem (Bostrom, 2005)
- Demonstrate increased conduct, model behaviour, high moral resolve, insight, problem-solving, use authority and force appropriately, and understand the boundaries of authority (Eterno, 2008)

Researchers found that enhanced communication skills are the most significant benefit of post-secondary educated officers (Perin, 2009; Paoline and Terrill (2007))



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# Ontario Qualifications Framework

Bachelor's Degree will provide graduates with:

- Ability to gather, review, evaluate, and interpret information relevant within a discipline;
- Developed critical thinking and analytical skills;
- The ability to apply learning from areas outside the discipline;
- Evaluate the appropriateness of different problem-solving approaches;
- The ability to communicate information, arguments and analysis verbally and in writing accurately to diverse audiences; and
- The skills necessary for community involvement, personal accountability, and to work reflectively with others in complex decision making contexts .



DESCRIPTIONS			
Level	Level 1	Level 2	Level 3
Level 1	Level 2	Level 3	Level 4
Level 4	Level 5	Level 6	Level 7
Level 7	Level 8	Level 9	Level 10
Level 10	Level 11	Level 12	Level 13
Level 13	Level 14	Level 15	Level 16
Level 16	Level 17	Level 18	Level 19
Level 19	Level 20	Level 21	Level 22
Level 22	Level 23	Level 24	Level 25
Level 25	Level 26	Level 27	Level 28
Level 28	Level 29	Level 30	Level 31
Level 31	Level 32	Level 33	Level 34
Level 34	Level 35	Level 36	Level 37
Level 37	Level 38	Level 39	Level 40
Level 40	Level 41	Level 42	Level 43
Level 43	Level 44	Level 45	Level 46
Level 46	Level 47	Level 48	Level 49
Level 49	Level 50	Level 51	Level 52
Level 52	Level 53	Level 54	Level 55
Level 55	Level 56	Level 57	Level 58
Level 58	Level 59	Level 60	Level 61
Level 61	Level 62	Level 63	Level 64
Level 64	Level 65	Level 66	Level 67
Level 67	Level 68	Level 69	Level 70
Level 70	Level 71	Level 72	Level 73
Level 73	Level 74	Level 75	Level 76
Level 76	Level 77	Level 78	Level 79
Level 79	Level 80	Level 81	Level 82
Level 82	Level 83	Level 84	Level 85
Level 85	Level 86	Level 87	Level 88
Level 88	Level 89	Level 90	Level 91
Level 91	Level 92	Level 93	Level 94
Level 94	Level 95	Level 96	Level 97
Level 97	Level 98	Level 99	Level 100



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## Ontario's Police Recruit - Demographics

- OPC has conducted an intake survey of recruits since 1996
- 17,305 recruits and 700 First Nation Police Service (FNPS) recruits attended OPC between 1996 and 2012

Levels of education reported are:

	OPP and Municipal Recruits		FNPS recruits	
University Degree	36%	83%	12%	56%
College Diploma	47%		44%	
No Degree/diploma	17%		44%	



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## Jurisdictional Scan – Entry Requirements

Agency	High School Diploma	Post-Secondary	Associate Degree/ College	University Degree
CSIS		x		
RCMP	x			
Vancouver		(30 credits)		
Calgary	x			
Edmonton	x			
Regina	x			
Winnipeg	x			
Quebec (province wide)			x	
Halifax	x			
Atlantic Canada (excluding Halifax)			x	
Newfoundland (RNC)		(15 credits)		
Boston	x			
Chicago		(60 credit hours)		
Dallas		(45 credit hours)		
Houston		(48 credit hours)		
Los Angeles	x			
New York		(60 credits)		
Miami	x			
Michigan State	x			
Minnesota State			x	
Pennsylvania State		(60 credits)		
Washington		(60 credit hours)		
Alcohol, Tobacco, Firearms				x
Central Intelligence Agency		x		
Drug Enforcement Agency				x
Federal Bureau of Investigations				x
US Secret Service				x
Civil Police (Police Service), Brazil			x	
Federal Police Brazil			x	
New South Wales, Australia			x	



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## Advice on Increasing the Education Requirement

Pros	Cons
Many believe a degree should be required for policing – divided on liberal arts or a specific police science degree	Unsure how this would make the profession better?
Concern “cookie cutters” (all with the same education) would lead to diversity, knowledge depth and retention issues	Belief that those with post-secondary education are achievement oriented with little life skills
Opportunities to attain post-secondary education far greater than in past	Impacts to promotion system – unattainable for those without, those with may get impatient
Compensation alone warrants raising the bar	Impacts to diversity and inclusive workforces
Canadian Forces MP – minimum entry requirement is PF	If 80% of recruits have post-secondary education why bother?



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## Professional Wage Comparison - Ontario

Profession	Wage (\$/hour)			Minimum Education	Self-regulating
	Low	Median	High		
Police officer	17.50	36.06	45.00	Grade 12	X
High school teacher	23.08	38.46	47.80	Degree	✓
Urban planner	16.00	36.06	52.88	Degree	✓
Registered nurse	20.83	35.96	42.50	Degree	✓
Elementary teacher	19.67	35.71	47.80	Degree	✓
Physiotherapist	16.00	35.58	43.59	Degree	✓
Civil engineer	21.33	32.48	51.28	Degree	✓
College, vocational instructor	15.50	30.77	50.00	Varies	X
Librarian	16.00	30.22	47.18	Degree	X
Social worker	18.50	30.11	42.38	Degree	✓
Financial auditor, accountant	16.82	28.25	51.28	Degree	✓
Early childhood educator and assistant	10.25	15.00	26.54	Diploma	✓
<b>Compared to two, non-professionalized, police-related vocations</b>					
Forensic scientist (Level-4)	39.69	DK	49.09	Degree	X
CSIS analyst	34.31	DK	41.75	Degree	X

All wages have a reference period from **2010 to 2011** and come from Statistic Canada's Labour Force Survey. Median police wage January 2, 2014 is a minimum of **\$39.13**.



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## Other Advice/input

### Perspectives and advice on models:

1. OPC becomes degree granting – BCT program provides credits towards undergrad
  - Prior learning assessments and senior officer training also contribute to the degree
  - Canadian Forces College, Master's Program; JIBC, Certificates to Degrees
  - Forensic Identification Training/Laurentian University, BSc, Forensic Science
  - FBI National Academy; ENPQ; Atlantic Police Academy; Saskatchewan Police College; Royal Newfoundland Constabulary
2. Competencies should drive minimum requirements
3. Two plus two – Two years of university and two years of college



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# Governance

- Over 40 self-governing bodies in Ontario, 26 in the health sector
- Ensures that professions that are important to the public are conducted to the highest standards
- Relieves government of the costs, responsibilities, and liabilities of regulation
- An Act grants the professional body the authority/privilege to self-regulate
- Functions can include:
  - develop/maintain standards of practice including a code of conduct;
  - establish entry requirements;
  - accredit training, education, and professional development;
  - ethics, complaint investigation, discipline;
  - registration, licencing, and certification;
  - adjudicate who can bear the “designation”; and
  - create rules for how/when the designation can be revoked.
- Overseen by a Board of Directors/Council with representatives from the sector and public



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Colleges	Membership	Revenue	Governance	Certifies, licenses members	Standards of practice	Code of Ethics	Receives, investigates complaints	Accredits learning programs	Provides professional development	Minimum education
Ontario College of Teachers (est 1997)	235,000 teachers	Registration \$140 Annual dues \$138	Council: 35 members, 14 public	✓	✓	✓	✓	✓	X	University Degree
College of Nurses of Ontario (est 1963)	113,298 RNs 43,306 RPNs 2,275 NPs	Registration \$232 Annual dues \$175 NP Exam \$1130	Council: 21 members, 18 public	✓	✓	✓	✓	✓	X	University Degree
Law Society of Upper Canada (est 1797)	44,000 lawyers 4,200 paralegals	Lawyers: Annual dues \$2090 Licence \$2560 Exams \$600-750  Paralegals: Annual dues \$996 Licence \$165 Exam \$1075	Board: 45 members, 8 public	✓	✓	✓	✓	X	✓	University Degree
Certified General Accountants of Ontario (est 2010)	22,000 CGAs	Annual dues \$900 Tuition \$750 Courses \$250-2500	Board: 13 members, 3 public	✓	✓	✓	✓	✓	✓	University degree
Ontario College of Early Childhood Educators (est 2007)	45,000 ECEs	Annual dues \$150	Council: 14 members, 10 public	✓	✓	✓	✓	X	X	College Diploma
Police Officers	23,000	N/A	Police Service Boards SIU OIPRD	x	✓	x	SIU OIPRD	OPC	✓	Grade 12

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## Policing self-governance in Ontario?

### Benefits:

- autonomy to control standards of practice and entry requirements without an act of parliament
- ability to oversee advancement in the profession (movement through constable classes)
- prestige/legitimacy in the eyes of the public
- provides public with information about the member's qualifications
- administer alternative entry streams
- financially self-sustained through revenue generated from registration fees, annual dues and other revenue streams
- the ability to track officer training and credentials would be an asset especially if a continuum of policing model were adopted

### Challenges:

- authority to practice comes from being sworn-in and receiving a warrant card, not a licence or designation
- comparatively small membership base may be difficult to financially sustain
- oversight of complaints and discipline well regulated through PSA, OIPRD, SIU



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## Initial Observations

- Literature and data support raising the minimum entry requirements:
  - 83% of recruits have completed post-secondary education
  - Implications and the approach for FNPS education requirements needs to be considered within the context of the FN policing review underway
- 1970 Police Act required two years of secondary school
- 1990 Police Services Act requires successful completion of four years of secondary school
- Planned on raising the legislative requirement in 2000 to successful completion of the PF (college) – barriers arose and plans were deferred
- The opportunity to move to higher education requirements in Ontario was recommended 21 years ago
- Benefits and risks of a self-governing body for policing in Ontario needs to be considered in the broader context of the Future of Policing



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# Questions?

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