

**Recruiting and Retention  
of Public Safety Professionals**

**CCJS 498F  
Spring 2022**

**Dr. Kristina  
Hedgepeth**

[KJA5535@umd.edu](mailto:KJA5535@umd.edu)

**Class Meets**

Wednesday

12:30PM-1:45PM

Bldg. III, Room  
4211

**Office Hours**

By appointment

**Teaching Assistants**

none

**Prerequisites**

N/A

**Course  
Communication**

Time sensitive information will be sent via ELMS announcement. To discuss questions, absences, or accommodations,

**Learning Outcomes**

This course is designed to address the historical understanding of issues that both positively and negatively affect the pre-employment process for public safety agencies. The predictive factors of hiring through the utilization of recruitment techniques and the pre-employment investigation process will be examined. Upon completion of the course, students should possess an understanding of the importance that recruitment and retention, selection, training, and legal issues has in an agency's future success. Students will also develop an understanding of the predominant factors affecting applicant attrition rates.

After successfully completing this course you will be able to:

- Demonstrate an understanding of the various phases of the pre-employment investigative process.
- Examine and evaluate the effectiveness of the pre-employment screening process.
- Identify the challenges of recruiting; investigating, hiring and retaining qualified candidates.
- Demonstrate effective methods of recruiting and retaining qualified candidates.

· Address the multitude of legal issues in the hiring process through an examination of federal and state laws.

you may contact me via email (listed above) or via ELMS. Here is a link with helpful guidance on writing professional emails: [ter.ps/email](mailto:ter.ps@email)

## Required Resources

Course website: [elms.umd.edu](http://elms.umd.edu)

Pre-Employment Background Investigations for Public Safety

Colarprete, F.

First edition (2012).

ISBN # 978-1439893852

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

\*\*Information on emergency closings: We do not follow College Park for closing information but rather USG. Here is the site with that information:

<http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts>

## **Activities, Learning Assessments, & Expectations for Student**

This class will consist of class discussion, videos, a research paper, guest speakers, exams, lecture, a final Research paper and 5 minute Powerpoint presentation about the final paper. There are two writing assignments, which will be assigned during the semester. The first is a Millennials in Public Safety Research Paper. The second is a Recruitment and Retention Research Paper. Below is the general outline for both assignments.

### Millennials in Public Safety Research Paper

Students will research the subject of millennials in public safety and answer the following questions. With each question, defend your position with source support.

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1. What do you believe is the primary benefit that millennials bring to public safety-related professions? Elaborate on this point.
2. What do you believe is the primary recruiting and retention concern of hiring millennials? If you oversaw recruiting and retention, how would you address this concern?

All papers must be submitted via ELMS. Papers will only be accepted for full credit when they are received by the beginning of class on the due date assigned. For every day that a submission is late, 10% will be deducted from the total score (starting on the due date after the time deadline). All papers must be the original work of the student.

### Recruitment and Retention Research Paper

Students will be required to complete a research paper. Students will select and research the recruitment process for 3 different police departments. Students will describe each departments recruitment efforts (web site information, events, salary, etc), criteria, screening process, length of the process, steps in the process. Students will also identify how many officers their departments have lost within the last 2 years. Students are also encouraged to contact their selected departments for any follow up or more detailed information needed to complete the paper. Students will then compare and contrast the different departments selected and discuss the strengths and weaknesses of each department in their recruiting/retention efforts. Students will make recommendations for improvement if needed as well as discuss whether they think the recruitment/retention efforts will be effective against the defunding police movement fallout. Each student will present a 5 minute powerpoint presentation in class summarizing their findings for each of their departments and will provide recommendations for how they would try to retain police officers currently thinking about leaving the job.

APA style format, 150 total points, refer to the *Recruitment and Retention Research Paper* in the assignments section for further directions.

### Exams

There will be two exams, a midterm and a final, each worth 100 points. The exams will be posted at midnight the day of and due by midnight the same day. The format of each exam will consist of essay or short answer questions. The final exam is not cumulative per se; however, students must demonstrate a command of all material. Exam dates are posted on the course calendar. Unless prior permission is given, all students are required to take the examination on the day it is administered. If prior permission is not obtained, students will receive a zero ("0") for that examination. The instructor is not bound to provide the same examination/format for make-up examinations. All students must ensure that their login for ELMS is current and operational.

### Quizzes

There will be six in-class quizzes, each worth ten points. Unless it is an excused absence, there will be no opportunity to make up a missed quiz. The lowest quiz score will be dropped. If all six quizzes are taken, then the sixth quiz score will serve as a bonus.

### Writing Assignments / Submissions

All assignments shall be submitted via ELMS by the start of class on the assigned due date. For every day that a submission is late, 10% will be deducted from the total score (starting on the due date after the time deadline). This syllabus does not provide specific instructions for writing assignments. The syllabus simply provides an overview. The two primary writing assignments are “Millennials in Policing” and the “Recruitment and Retention Research Paper.” For specific instructions regarding the writing assignments refer to the assignments section.

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### Participation and Attendance (also see link above)

Students are expected to arrive on class on time. Arriving late and leaving class early is disruptive. While participation is not graded per-se, class participation, to include discussion, group and individual class work, and respectful interaction between the instructor and students are emphasized in this course. Each student is expected to be prepared for, and participate in, the recruitment project.

Students who miss a single class for a medical reason must make a reasonable effort to contact me in advance by email or phone, and upon return to class, present me with a self-signed note which acknowledges that the information provided is accurate. A student’s failure to provide an accurate statement is a violation of the honor code. What to do if you must seek to be excused from class: Excusal will be granted, at my discretion, and make up work and late assignments accepted in these emergency cases as contracted and documented in email between the student and instructor. In case of absence, students are responsible for requesting missed material from me or another student. Three or more absences for medical reasons require medical documentation from a health care provider. In the event a student is absent for a major grading event, (which consists of the midterm exam, the final exam and the recruitment project), the student must provide documentation of illness from a health care provider as well as notify me in advance. Students with written, valid excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student.

## **Course-Specific Policies**

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. I have also found this to be the case. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for

ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: [youtu.be/WwPaw3Fx5Hk](https://youtu.be/WwPaw3Fx5Hk)

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

## Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [tutoring.umd.edu](https://tutoring.umd.edu) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting [terps/writing](https://terps/writing) and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see [go.umd.edu/assistance](https://go.umd.edu/assistance)), and if you just need someone to talk to, visit [counseling.umd.edu](https://counseling.umd.edu) or [one of the many other resources on campus](#).

Most services free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

### Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit [go.umd.edu/basic-needs](https://go.umd.edu/basic-needs) for information about resources the campus offers you and let me know if I can help in any way.

# Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

Students may review their progress at any time by entering the “grade-book” feature in ELMS. You will have an ongoing opportunity to evaluate your progress in this course and decide if you need to make any adjustments (additional study, tutoring, conference with instructor etc.) to assure your success in this course. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet. You may also contact me at any point during the semester. ELMS can be accessed via the following link: <https://myelms.umd.edu/login>

Unless previously arranged, late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it.

You may consider seeking assistance from the Center of Academic Success, located on the Shady Grove campus.

Mission: The Center for Academic Success (CAS) at USG empowers undergraduate and graduate students to develop effective learning strategies, self-efficacy, persistence, and leadership through customized academic and disability support.

CAS offers the following services:

- Writing appointments for feedback on assignments and personal statements
- Statistics and Research Methods assistance with course work, projects, and presentations
- Academic coaching on time management and study strategies
- Disability support services for students registered with accommodations

- Peer-led programs for targeted courses including Guided Study Sessions and Writing Fellows

<b>Learning Assessments</b>	<b>#</b>	<b>Points (Each)</b>	<b>Category Total</b>	<b>Category Weight</b>
<b>Quizzes</b>	6	5	30	5%
<b>11 Discussion Submissions</b>	10	10	100	20%
<b>Millennials in Policing Research Paper</b>	1	75	75	15%
<b>Exams</b>	2	100	200	40%
<b>Powerpoint Presentation</b>	1	50	50	10%
<b>Recruitment and Retention Research Paper</b>	1	100	100	20%
<b>Total Points:</b>			<b>555</b>	

### Final Grade Cutoffs

+	97.00%	+	87.00%	+	77.00%	+	67.00%	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F <60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	

Final letter grades are assigned based on the percentage of total assessment points earned.

### Course Schedule

<b>Weeks</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments</b>
1	Jan. 26	Introduction to the course and begin discussing Chapter 1, <b>Zoom class meeting</b>	Chapter 1  Chapter 1
2	Feb. 2	Continue with Chapter 1, <b>Zoom class meeting</b>	<b>Discussion Submission 1- Due 2/2</b>



			Chapter 2
			<b>Quiz 1-2/09</b>
3	Feb. 9	In class Lecture and Discussion-Chapter 2	<b>Discussion Submission 2- Due 2/09</b>
			Chapter 2
4	Feb. 16	Class Lecture and Discussion-continue with Chapter 2	<b>Quiz 2-2/16</b> <b>Discussion Submission 3-Due 2/16</b>
			Chapter 3
5	Feb. 23	Class Lecture and Discussion-continue with Chapter 3	<b>Quiz 3-2/23</b> <b>Discussion Submission Due- 2/23</b>
			<b>Millennial Paper Due-2/23</b>
6	Mar. 2	Classroom Lecture and Discussion finishing Chapter 3  MID TERM Review	Chapter 3 <b>Discussion Submission 5-Due 3/2</b>
7	Mar. 9	MID TERM EXAM- Covering Chapters 1-3	<b>MID-TERM EXAM –</b> <b>Wednesday, Mar. 9th</b>
			Chapter 4
8	Mar. 16	Classroom Lecture and Discussion. Being Chapter 4	<b>Discussion Submission Due- 3/16</b>
	<b>Mar. 23</b>	<b>SPRING BREAK-NO CLASS</b>	
9	Mar. 30	Classroom Lecture and Discussion	Chapter 4

			<b>Discussion Submission 7-Due 3/30</b> Chapter 4-5
10	Apr. 6	Classroom Discussion and Lecture	<b>Quiz 4-4/6</b>  <b>Discussion Submission 8-Due 4/6</b> Chapter 5
11	Apr. 13	Classroom Discussion and Lecture	<b>Quiz 5-4/13</b>  <b>Discussion Submission 9-Due 4/13</b> Chapter 6
		Classroom Lecture and Discussion	<b>Quiz 6-4/20</b>
12	Apr. 20		<b>Discussion Submission 10-Due 4/22</b>  <b>RECRUITMENT AND RETENTION RESEARCH PAPER-DUE 4/20</b>
13	Apr. 27	Classroom Lecture and Discussion	Chapter 6
14	May 4	Student Powerpoint Presentations	<b>Presentations</b>
15	May 11	Student Powerpoint Presentations	<b>Presentations Conclude</b>  Final Exam Review
16	May 18	<b>FINAL EXAM</b>	<b>Covers Chapters 4-6</b>

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.