

International Association of Directors of Law Enforcement

Standards and Training Resolution

WHEREAS: “The complexity of the police task is as great as that of any other profession”. (President’s Crime Commission) “They have larger discretion than prosecutors, judges, and legislators ... They are the communities’ most important social workers.” (Norval Morris) and

WHEREAS: “We must first improve the police offices to improve policing.” (Charles Saunders). The caliber of police service rendered to any given community is dependent on the competency of the policemen. (Lee Brown), and

WHEREAS: Numerous national commissions and other authorities have found that a college education is essential to understanding and properly performing the complex duties and major responsibilities of a police officer, including four Presidential Commissions between 1965 and 1970, plus prior and subsequent commissions (Wickersham, 1931 and Standards and Goals, 1973), and

WHEREAS: The Federal Courts have ruled on the duties and requirements to be a competent police officer. “Thus, police officers are left with their more essential task which includes social control in a period of increasing social turmoil, preservation of our constitutional guarantees, and exercise of the broadest discretion – sometimes involving life and death decisions – of any government service. The need for police officers who are intelligent, articulate, mature and knowledgeable about social and political conditions is apparent... “college education develops and impart the requisite level of knowledge”. (emphasis added). “...Where the employee would be entrusted with the “lives and well being” of the public, the employer ‘must continually strive to employ the most highly qualified persons available’ ..., the responsibility and potential for danger and abuse inherent in the position ...,” (Davis v Dallas) an

WHEREAS: Research has demonstrated that college educated officers not only perform their duties in a superior manner when compared with non-college educated officers, but also have fewer acts of abuse of authority, and.

WHEREAS: The Federal Government has recognized the importance of higher education for law enforcement officers by previously funding the Law Enforcement Education Assistance Program and currently the Police Corps; and.

WHEREAS: The International Association of Directors of Law Enforcement Standards and Training committed to establishing state-wide standards to ensure that law enforcement officers are qualified to perform their solemn and complex duties in a proper manner and without abuse of powers, as well as complying with the legal standards set forth by the Federal Courts to avoid potential negligent hiring training, and failure-to-train litigation.

NOW THEREFORE BE IT RESOLVED:

The International Association of Directors of Law Enforcement Standards and Training is committed to the following policies:

Member state directors are encouraged to promote and facilitate, with their respective criminal justice agencies, the implementation and/or maintenance of higher education standards.

To facilitate the implementation of the above policies, a task force will be established to assist the various member state directors and to facilitate this assistance through coordination with the Police Association for College Education (formerly the "Improving Policing through College Educated Officers."

An initial activity for the task force should be to conduct a survey through the Member State Directors to ascertain their status and plans for a higher education requirement in law enforcement agencies in their respective states.

To coax, encourage, support, and urgently and unrelentingly request that the U.S. Department of Justice fund higher education for qualified law enforcement officers through either the Police Corps, reinstatement of the Law Enforcement Assistance Program (LEAP) or through some other appropriate program.

The task force shall request the assistance of the U.S. Department of Justice to: Procure, compile and assess any and all scholarly documents, journals or survey(s) that may directly or indirectly measure the impact of higher education on criminal justice practitioners, and where applicable develop, implement, and direct research activity to determine quantitative fiscal and/or additional impacts, including budgetary concerns, impacting higher education and its correlation with criminal justice. The findings of said research and development would be published in such fashion that would best inform and educate administrators on the potential of increased professionalism and standards as a result of higher education in criminal justice career fields,

The International Association of Directors of Law Enforcement Standards and Training adopted this Resolution on May 28, 1998.