

CACP Professionalism in Policing Research Project

Recommendations

Introduction

As we noted at the end of Chapter 3, very strong indicators of professionalism are already embedded in policing practices and programs across the country. Most supervisors engaged in helpful supportive behaviours with police officers under their command. Rewards are fair. Relationships with the community are strong. Ethics training is almost universal. And the front line, when well informed, gives positive evaluations of Early Intervention Systems and the work done by Professional Standards.

What we found, generally speaking, is that discretionary behaviour, manifest in management and leadership practices, is the strongest driver of sustaining front line officer commitment to professionalism. To a great degree, these management and leadership practices can be easily improved by more effective communication. Unquestionably, the better informed the front line, the more committed they are to professionalism.

In the recommendations below there are three key messages:

1. Spend more time communicating about your agency's programs and expectations.
2. Demonstrate support for employee's well-being and development.
3. Consult on and clarify the basis on which decisions are made.



A. Executive Leadership

Setting Standards

Senior leadership is responsible for setting, communicating, monitoring, and securing compliance with organizational standards. Standards ought to include rules and values to mitigate ethical risk. Our research into 15 values statements of agencies across the country revealed a lack of attention to how professed values ought to guide discretionary judgement.

1. Canadian police agencies should review agency values to ensure values are:
 - meaningful to front line officers,
 - appropriate standards of conduct to guide discretionary judgement,
 - easily internalized, and
 - mitigate ethical risk.

80% of respondents said they were familiar with their agency's values. On the other hand only 27% agreed with the statement "My attachment to this police service is primarily based on the similarity of my values and those represented by the organization". Most respondents were either neutral or opposed to the statement that their personal values had become more similar to organizational values over time (76%). Our survey questions did not differentiate between official and informal organizational values. Respondents could be saying that their values and the organization's informal values have differed over time. Or they could be claiming that their personal values have differed from formally expressed organizational values. Either interpretation could suggest that opposing subcultures with different values have developed within an agency.

One way to test the effectiveness of organizational values is to ensure that they are congruent with personal values of police officers.



2. Development of appropriate organizational values should assess congruence of personal and organizational values.

One way to assess the informal values of an agency is to conduct a values gap analysis (Barrett, 2006).

3. Agencies may wish to develop a values gap analysis as a way of assessing informal values of agency culture.

Interview data shows front line officers are unaware of agency values and unclear about how such values might help guide their behaviour. In a review of values of 15 agencies, we found that some agencies did not define their values, others defined values but not accurately, and values were defined differently across agencies. Survey results support interview findings. In our measure of internalization of organizational values only 24% of respondents had internalized organizational values. This finding suggests values are not salient or not clear or not sufficiently communicated.

It is important, and police officers have said this in the past, a police service ought to have a “set of agreed-upon foundations for behaviour” (IACP Ethics Training Subcommittee, 1997, p. 6). The IACP survey also noted that most agencies did not provide a basic definition of ethics.

4. Values need to be well defined and discussed in recruit and ongoing training to generate a shared understanding of how values appropriately guide discretionary judgement.

Out of fifteen agency public websites only one had clearly defined expectations associated with their values.

5. Behavioural expectations associated with rules and values should be clear, understandable, well communicated, and applied consistently throughout the organization.
6. In total the fifteen agencies researched highlighted 31 different values. Values will often differ according to whether they are public, private, or not for profit, and may differ in accordance with mission. It is doubtful that the core values of policing in Canada differ to the degree reflected in fifteen agencies. Further research needs to be done to identify the half dozen or so core values of Canadian policing.
7. Consistency in value definition between agencies would foster wider shared understanding throughout the Canadian policing community.



Managing Ethics

Informal organizational practices are part of organizational culture and may not align with organizational values. The result is confused messaging about “the way things are done around here.” It also results in confused messaging about practices that are absolutely not tolerated. On the other hand, there are positive outcomes associated with an ethical culture, especially a values-based one. These positive outcomes include perceptions of improved decision-making, perceptions that one’s integrity remains intact, and willingness to deliver bad news to management (Weaver, et. al., 1999).

Senior management is accountable for developing and sustaining a supportive ethical organizational culture aligned with organizational values.

1. Senior management should develop an organizational ethical infrastructure to foster discussion, promote advice seeking, welcome disclosure, and foster ethical decision- making.

Senior management is also accountable for managing ethics, measuring, monitoring, reporting, and improving ethical climate.

2. To discharge this accountability senior management should form an ethics office or ethics committee to manage ethics.

One sure way to strengthen commitment to values and ethics within an organization is to embed measurement of values based behaviours within executive performance agreements and personnel evaluation reports. Two government agencies have either adopted this practice or in the midst of doing so, Indian and Northern Affairs Canada and Correction Services Canada.

3. Behavioural expectations associated with rules and values should be embedded in the reward system – recognition and promotion.

It is clear that employees expect inappropriate behaviour to be sanctioned. Failure to do so sends an implicit message that formal standards are not taken seriously (Trevino, 1999). Only 28% of respondents believe that senior management disciplines police officers who violate ethical standards.

4. Appropriate sanctions or corrective measures should be applied to breaches of ethical standards.



The Hong Kong Police has taken integrity planning seriously by decentralizing integrity planning and reporting. This practice helps to embed ethics in organizational practices and processes.

5. In medium to large police agencies development of integrity planning should be assigned to functional and or geographical areas. Integrity planning and follow-up should be reported to a central ethics/integrity office or committee.

Ethical Leadership

Most front line officers know very little about senior leadership, especially in larger organizations. In large organizations failure to be proactive about values and ethics is a high risk. Research has shown that in large, results driven organizations senior leadership is most likely to be perceived as non-committal about values and ethics (Trevino, et. al., 2000; Trevino, et. al., 2003). Application of Trevino's research to group work with hundreds of senior leaders across the country invariably results in the realization that failure to be proactive about ethics has the same organizational consequences as unethical leadership. This risk is compounded by the likelihood of senior management to having a rosier picture of the organization than is merited (Trevino, 2008). Hence there is a significant risk of under communicating the importance of values and ethics and inadvertently undermining commitment to professionalism.

1. Senior leaders must be proactive in discussing and communicating the importance of values and ethics.

Contemporary theories of leadership often overlook ethical leadership (Langton, et. al., 2010) and neglect the impact of ethical leadership on sustaining commitment to professionalism. A *COPS* study (2008) recommended training in organizational integrity for the command team but neglects the role of ethical leadership in sustaining professionalism. Aggregate results of our survey show that ethical leadership is one of the key predictors of organizational commitment, integrity of supervisors and front line officers, and the willingness of front line colleagues to report wrongdoing. 14% of respondents thought that their senior command exhibited ethical leadership.

2. Workshops on ethical leadership should be offered to everyone at the rank of inspector and above.

When members of the executive team violate organizational values yet insist on appropriate behaviour from junior officers and front line members they endorse a double standard and lose ethical credibility (Trevino, 2000; Kouzes and Posner, 2003).



3. The executive team should model appropriate behaviour and welcome upward feedback on values based behaviours.

Qualitative research shows that senior leaders are at risk of employees developing incongruent perceptions of the commitment of senior leaders to ethics (Trevino, 2003) Incongruent perceptions can undermine the impact of ethical leadership on integrity, organizational commitment, and willingness to report wrongdoing. One way to counter incongruent perceptions is to seek opportunities to meet front line staff.

4. Senior leaders should seek opportunities to enhance their visibility within their agency.

Important aspects of ethical leadership include listening to employees, acting on what they say and explaining decisions (Brown, 2005). Adopting such practices will also mitigate risk of incongruent employee perceptions of senior management commitment to ethics.

5. Senior leaders should consult, listen, act appropriately on employee suggestions, and explain their decisions.



B. Supporting Supervisors

Interviews revealed that when supervisors receive supervisory training it was often several years after becoming a supervisor. Hogan's research in police agencies (2010) shows that management training is one of the top three characteristics that differentiate ineffective from effective managers. For this reason alone it is important to provide supervisory training as soon as possible. Our survey provides further support for this requirement. Our survey results conclusively demonstrate that appropriate supervision is the key predictor of maintaining integrity of front line officers. It is of the utmost importance that supervisors receive appropriate training at the earliest opportunity.

1. Supervisors should be afforded supervisory training within six months of assuming a supervisory role.

Our survey results show that supportive supervision is the key predictor of front line integrity. Our interview data revealed that supportive supervision was not part of formal supervisory training. Despite this deficiency survey respondents ranked supportive supervision very well (58.9%). Nonetheless, a large percentage was either neutral or did not agree that their supervisors were supportive (41.1%). Given that this style of supervision is by far the most important predictor of front line integrity, supportive supervision must become an essential and emphasized part of supervisory training.

2. Supportive supervision should be part of supervisory training.

Interviews revealed that some officers had been in acting positions for over a year. Indefinite terms in acting positions undermine perceptions of fairness (distributive justice and procedural justice) in the organization. Our survey shows that distributive and procedural justice are key predictors of supervisory integrity and the integrity of front line officers. To ensure that supervisors get training as soon as possible and to ensure that supervisors in acting positions have no cause to question the fairness of agency processes, acting positions should be limited to a



three month term. This provides ample opportunity to oversee a fair appointment process.

3. Agencies should adopt a policy that all acting positions are limited to a three month term.

Maintaining a firm commitment to expeditious action on acting term appointments strengthens perceptions of perceived organizational support. Perceived organizational support is the only key predictor across all organizational outcomes measured in our survey. It is the second most important predictor of organizational commitment, the integrity of supervisors and front line officers, fourth most important in one's own willingness to report wrongdoing and the third most important predictor of the willingness of colleagues to report wrongdoing. The aggregate results show that police agencies do not score well on this vital predictor of integrity and commitment. On one of the items of perceived organizational support only 25% of respondents believed that their agency "strongly considers my goals and values." Only 27% of respondents believe their agency "is willing to extend itself in order to help me perform my job well". Hogan's survey (2010) of 22 Canadian police agencies found that "most respondents (72.6%) felt that their agency does not adequately prepare officers for promotion to middle management positions, or allow officers to develop to their full potential (80.5%)".

If supervisors were responsible for developing their people, they would necessarily have to consider a constable's goals and values. They would be responsible for assessing skills and providing feedback to help constables do their jobs as well as they can. They would be responsible for developing people to their full potential and identifying and preparing candidates for promotion.

4. Supervisors should be responsible for developing subordinates.
5. Supervisors should be responsible for identifying and preparing candidates for promotion.

Once candidates have been identified, assessed, and qualified for promotion, agencies ought to provide supervisory training to candidates before they assume a supervisory role. This practice may only be possible in larger agencies that have sufficient resources to send candidates for extensive training. Nonetheless given the importance of supervision and supportive supervision in particular, there is no question that this practice will pay integrity dividends.



6. Constables being groomed for supervision should be offered supervisory training before promotion if possible.

Interview and research data confirm that the average level of experience of front line officers on patrol is between three to three and a half years (Hogan, 2010). The average level of experience of front line patrol officers has declined dramatically in the last decade as a wave of new recruits has replaced a surge in retirements. Supporting the development of young officers is of paramount importance. Supportive supervision is the most important predictor of integrity of front line officers. Supportive supervision presupposes close and regular face-to-face contact with officers so as to provide the foundations of mutual trust and a shared commitment to policing. Corrective action arising within such a context is more likely to sustain a commitment to professional self-development.

7. Sergeants should have ample face time opportunities with subordinates to disseminate information, listen to concerns, and provide feedback.



C. Supporting the Front Line

As we have seen two of the most effective ways to sustain integrity of front line officers are executive leadership and supervisory practices. Some of the recommendations below more directly address the close relationship between executive leadership, supervisory practices and integrity of front line officers.

Our research data confirms that supervisors do an outstanding job of praising good work, thereby reinforcing a commitment to excellence in service delivery and professional integrity. Individual agencies do not do as good a job of celebrating achievements and recognizing good work. Only 34% of respondents thought their agencies did a good job in recognizing and communicating accomplishments.

1. The senior management team ought to regularly talk to its members about how many positive interactions its members have with the public contrasted with the small number of complaints.

On site interviews revealed only one outstanding recognition program amongst 11 agencies where interviews were conducted. Recognition is a component of supportive supervision, according to our survey results, the strongest driver of professionalism.

2. Online recognition programs should be developed to reinforce professional behaviour.

A positive relationship with the community is the third most important predictor of the integrity of colleagues. 78% of respondents believe their agencies are doing a good job of cultivating community relationships but only 38.3% believe their agency does a good job of letting the community know of their police service's achievements.

3. Agencies need to improve their communication to the front line of their impact on their community.

46% believe that the community respects their police agency. Although support for local police agencies varies across the country support is



often more than 30% higher than police officers believe it to be. Respect is one of the three drivers of internalization of organizational standards (Tyler, 2003) an essential component of professionalism. Community respect is the sixth most important factor in sustaining a commitment to integrity.

4. Agencies should improve communication of community support in ways that serve to constantly remind front line officers of community support for the work that they do.

Every large community has areas characterized by substance abuse, and higher crime rates. Typically such areas are not supportive of police. In fact, in some neighbourhoods police are subject to widespread and regular abusive behaviours. Abusive treatment of police officers may be worse depending on gender and ethnicity. Given that our survey results show that positive relationships with the community is importantly related to integrity it is important to minimize exposure of police officers patrolling areas low in community support of policing. Interview data confirm survey findings. A policy that sets limits on tours of duty in such areas shows appropriate concern for the wellbeing of its members and minimizes the risk of undermining commitment to professionalism.

Cases will arise, especially in smaller agencies, where it may not be possible to move police officers to a more supportive area. In cases such as this it is important to encourage members to be active in the broader community in order to appreciate and be appreciated by people in their community.

More research needs to be done to evaluate the maximum permissible deployment in areas of low support. Accordingly, our recommendation below is crafted to meet operational contingencies.

5. Officers assigned to neighbourhoods high in disrespectful treatment of police should be rotated to more supportive community areas every 3 to 5 years. The default policy should be rotation. Officers who wish to remain should be permitted to apply to avoid rotation.

In interviews with sergeants across the country sergeants reported their span of control as 14 or higher. Walker (2005) notes that the general standard for a sergeant's span of control is 7 to 1 or 8 to 1. The larger contemporary span of control is coincident with a surge in younger, relatively inexperienced front line officers who do not have senior platoon members to turn to for advice. A larger span of control violates the principles of successful feedback – that it should be timely, constructive,



and provide opportunity for clarification. To do this we need supervisors in the field.

6. Efforts should be made to reduce the span of control of sergeants. Alternatively the adoption of corporal positions or senior constable positions by municipal agencies will help support front line supervision, mentoring, and development of young police officers.

Good report writing provides a foundation for detecting patterns in criminal behaviour and is critical to successful prosecution of suspects. Providing support to young officers to perfect report-writing skills is vital.

7. Models of exemplary reports should be made available on an agency's intranet.



D. Risk Mitigation

In the past decade early intervention systems have been adopted by police agencies in the United States (Walker, 2005). Early Intervention Systems (E.I.S.) are computer systems designed to track a number of high-risk performance indicators. These indicators typically include use of force, charging suspects with resisting arrest, public complaints, overtime, exposure to critical incidents, number of sick days, high speed pursuits, and so on. A formula measuring frequency of occurrence of one indicator or occurrence of a number of indicators results in flagging an officer's performance as "at risk". These systems are not disciplinary in nature. Their purpose is to identify supportive interventions customized to an officer's needs. In the U.S. no formal record of an intervention appears in a police officer's service record.

Qualitative research in the United States shows the effectiveness of an E.I.S. in identifying and correcting patterns of behaviour which may jeopardize careers and most certainly undermine public trust (Walker, 2005). Without correction of such patterns of behaviour agencies are at high risk of litigation. Early intervention systems are an effective risk mitigation strategy for the agency and an effective development tool for officers in the field.

1. Agencies should adopt early intervention systems.

Qualitative research in the U.S. shows that front line officers may perceive early intervention systems as punitive rather than supportive of professional conduct (Walker, 2005). Our survey results show that if discussions of the purpose of early intervention systems accompany the introduction of the system the number of respondents who believe the E.I.S. is supportive rather than punitive rises from 35% to 60%.

2. Agencies should hold discussions with front line officers about the purpose of Early Intervention Systems.
3. In the absence of an Early Intervention System agencies should develop a mechanism for ensuring and reviewing use of force.



In some agencies professional standards conducts meetings with front line officers to report on common past mistakes and how to avoid such mistakes in the future (internal outreach). Internal outreach reduces the risk of members repeating common mistakes and may also help break down silos by reducing negative perceptions of professional standards.

Our research confirms that internal outreach improves perceptions of professional standards. Officers who attended internal outreach sessions were much more likely to believe that Professional Standards was fair and open minded (41%) than those who did not attend (21%). Our research also shows that favourable perceptions of professional standards are significantly correlated with officer integrity. We conclude that internal outreach is an effective risk mitigation tool that has a measurable impact on police professionalism.

4. Agencies should encourage professional standards to deliver information sessions to members. Alternative measures to communicate how to avoid mistakes of the past may also be effective.

Although perceptions of professional standards improve through internal outreach interview data shows that lengthy investigations of complaints undermine morale of those being investigated as well as colleagues of the alleged offender. Lengthy investigations may have an impact on perceptions of perceived organizational support, a key predictor of supervisor and officer integrity. This risk ought to be minimized.

5. Whenever possible professional standards should identify and adopt strategies to expedite investigations.
6. During internal outreach presentations Professional Standards should communicate its efforts to expedite investigations. Where investigations are unavoidably lengthy Professional Standards should explain the process that must be followed.

If a committee rather than one person resolves contentious issues, people are more likely to perceive the process as fair. A committee is open to different perspectives and hence is more likely to make a fair and balanced decision. If different ranks of officers participate in resolving contentious issues more and different perspectives are likely to be heard. This deliberative process is a component of ethical leadership that is a key predictor of supervisory and front line officer integrity.

7. A committee representative of different ranks should be used in deliberations concerning alleged misconduct.



E. Training

"Ethics is our greatest training and leadership need today and into the next century."

(Ethics Training Subcommittee of the IACP, 1997)

93% of survey respondents had ethics training. 57% thought the training stimulated their thinking about ethical issues. 68% thought the training was applicable to the work they do. 55% thought the training helped them understand how ethical values related to discretionary judgement – but only 51% found the ethics training helpful.

On the other hand 43% did not find the training stimulating. 49% did not find it helpful.

This suggests a significant minority were not engaged. This is a troubling result if we consider the importance of learning engagement for enhancing the effectiveness of training and development (Noe, et. al., 2010, p. 298).

Interactive learning (small group exercises, scenario analysis, plenary discussions, etc.), applicability of subject matter to job, and having discretion to apply learning to job performance enhance learning engagement (Noe, et. al., 2010). A learning environment in which instructors are respectful and fair also enhances cooperation and internalization of policing values (Tyler, 1999, 2003).

1. Ethics sessions should have an interactive format.

Canadian business schools have debated whether business ethics should be a stand-alone course or integrated throughout the business curriculum. Universities have adopted different approaches. At the university level the downside of integrating ethics throughout the curriculum is inconsistency of messaging, analysis, decision-making, and assessments of the importance of ethics to business success. The major reason for an inconsistent approach to ethics is lack of subject matter experts.



2. Agencies and police colleges should invest in developing in-house subject matter ethics experts.

The advantage of a stand-alone ethics session is its capacity to highlight the importance of ethics to professionalism and effective policing.

3. Ethics awareness sessions should highlight a stand-alone session at different career levels (recruit training, field training officers, supervision, executive leadership).

It is important that ethics sessions be customized to specific functions (IACP, 1997). To enhance psychological engagement ethics sessions embedded in different aspects of policing should be relevant to the particular job of the trainees (Noe, 2010).

4. Stand-alone ethics sessions should be customized to the particular challenges, operational content, and responsibilities of recruits, field training officers, supervisors, and executive leaders.

A major advantage of incorporating ethics into all in-service training is the constant reinforcement of the importance of professionalism in all aspects of policing, so long as the ethics session is interactive and designed by in-house subject matter ethics experts.

5. Ethics awareness should be embedded in all police training at police colleges and in-house.

49% of survey respondents did not find their ethics training to be helpful. Perhaps relating professionalism to career success would enhance the meaningfulness of ethics training. Ethics instructors could partner with Professional Standards to identify and avoid common errors and pitfalls of policing.

6. Ethics instructors may benefit from partnering with Professional Standards to develop relevant course material.

Situational demands of policing require all officers to assume leadership roles until a more senior officer can take charge. Often leadership initiative is most needed in emergency situations but the relevance of leadership permeates all aspects of the moral dimension of policing. Interview data support this finding.

7. Leadership should be part of recruit training.



F. Promotions

In our study we used the measure of procedural justice to evaluate job decisions. Procedural justice, we discovered is the second most important key predictor of the integrity of supervisors, colleagues, and organizational commitment. It is a major driver of sustaining professionalism.

The promotional arena is a contentious issue in any organization. There will always be unsuccessful and disappointed candidates for job assignments and promotions. Given how strongly correlated fair and balanced job decisions are to the integrity of the front line, it is extremely important to have a fair promotional system as well as one that is seen to be fair.

In the aggregate results of our study the promotional system is not seen as fair. 19% of respondents agreed with the statement, “Job decisions in my agency are made in an unbiased manner”. Only 11.7 % agreed with the statement, “All job decisions are applied consistently across all affected officers”. 17% agreed with the statement, “Senior management team makes fair and balanced decisions”. 16.7 % agree with the statement, “To make formal job decisions senior management collects accurate and complete information”. To foster better understanding of job decisions it is important to clarify the basis on which job decisions are made.

1. Criteria on which job decisions are made should be clear, well communicated, and easily accessible.

One way of reducing the perceived negative consequences of failing to be successful in the promotional arena is to personally explain to short listed unsuccessful candidates the reasons why they were not successful. The meeting can also focus on how unsuccessful candidates could improve their skills, knowledge, and experience to be successful in a future competition. Interview data suggests that a voluntary practice of offering explanations to unsuccessful candidates is widespread in policing. Given the importance of explaining decisions and the importance of fair and balanced decisions as components of ethical leadership and procedural justice the risks associated with leaving



explanations of unfavourable job decisions as a voluntary practice are too great to ignore.

2. Candidates short-listed for promotion or job decisions but unsuccessful in their application should be required to attend a debriefing session. This should be a mandatory practice.

Perceptions of fairness of the promotional system will be heightened if the decision-making committee is representative of differences in rank, gender, and ethnicity.

3. Committees representative of different ranks, gender, and ethnicity should adjudicate promotional decisions.

There is no question that an education in the humanities, social sciences, or management introduces greater sensitivity to issues which are now a regular component of the increasingly complex environment of policing: dealing with the most vulnerable in our society – children, the disadvantaged, and the mentally ill, dealing with people under stress or temporarily vulnerable such as victims of crime, dealing with an increasingly multi-cultural society some of whom, because of cultural influences, historically distrust the police, and dealing with increasingly complex investigations many of which require cooperation with other police agencies including international partners. Finally, as officers are promoted into higher levels of police management and represent their service to community stakeholders, the press, and international partners, the importance of post secondary education cannot be underestimated. The Task Force on Governance and Change in the RCMP (2007) recommends that a post-secondary degree be a condition of employment for all new recruits based on similar reasoning. At present most agencies have a minimum standard of high school education.

There is also modest support for hiring those with a post secondary education on the basis of use of force. Rydberg and Terill's study (2010) found that during an officer-suspect encounter a college education does "significantly reduce the likelihood of force occurring" (p. 92). The authors used a sample size of 3,356 encounters where wrongdoing was suspected and ensured that these encounters occurred in similar socio-economic neighbourhoods. Although similar results have been found in other studies (Aamodt, 2004; McElvain & Kposowa, 2008; Terrill & Mastrofski, 2002), Rydberg and Terill are critical of previous methodologies. Their conclusion is that more study is required to confirm their findings.



In the meantime the results are sufficiently promising to suggest that risk may be substantially reduced by hiring recruits with some college education or a four-year degree.

Finally, policing needs to keep up with the highly educated communities they serve.

In 2010, 67.9% of those aged 25 to 44, and 57.3% of those aged 45 to 64, had obtained some form of post-secondary certification (Stats Can, 2011).

On the other hand changing expectations suddenly may jeopardize the capacity to adequately replace departing personnel. Also fairness to candidates who are currently being recruited argues for changes in employment expectations to be phased in.

4. Consideration should be given to establishing minimum education requirements for recruits as successful completion of at least one year of post-secondary education. Within five years minimum entry level standards should include post-secondary certification.

We concur with the Task Force on Governance and Change in the RCMP (2007), which recommends that the RCMP identify and support members in seeking post-secondary education. We recommend this practice be adopted by the RCMP, provincial, and municipal police agencies. It is already in practice by some police services in the U.S. Los Angeles County Sheriff's Department is a good example,

5. Police agencies should identify and support qualified candidates in seeking post-secondary education.

Provided the above recommendation is adopted, police agencies should require advanced post-secondary education as a condition of promotion.

6. Consideration should be given to requiring increasing levels of successful completion of post-secondary education as an important consideration in promotion decisions.



G. Support of Research and Training in Policing

In late 1960's the U.S. federal government began funding research in policing. The Office of Justice Programs and the National Institute of Justice were created to fund research to support policing. The President's Commission on Law Enforcement and Administration of Justice (1967) was quite clear about the importance of funding research:

"The Commission has found and discussed throughout this report many needs of law enforcement and the administration of criminal justice. But what it has found to be the greatest need is the need to know" (Feucht & Zedlewski, 2007).

Similar support for research in policing does not exist in Canada. Without such support, progress in developing research relevant to social, technological, financial, and legal change is seriously undermined. Given the importance of public confidence in Canadian policing, funding research would help Canadian police agencies keep abreast of changing needs important to Canadians. Funding research would also help Canadian police agencies take a leadership role in establishing practices and standards of excellence that can be shared with our international partners, particularly those in developing countries who seek Canadian assistance.

1. The federal government should fund research relevant to the needs of Canadian policing at a level proportionally comparable to the funding provided by the U.S. Department of Justice.
2. The federal government should provide sufficient funding to the Canadian Police College to establish the college as a national and international centre of excellence in training and research in policing.

