



STATE REPRESENTATIVE
Garey Bies
1ST ASSEMBLY DISTRICT

**Testimony of Representative Garey Bies
Assembly Committee on Criminal Justice
Assembly Bill 482 –Law Enforcement Training Standards**

Chairman Kleefisch, committee members. Thank you for the opportunity to submit testimony on Assembly Bill 482, relating to Law Enforcement Training Standards.

Under current law, the Law Enforcement Standards Board establishes minimum educational and training standards for law enforcement officers, tribal law enforcement officers, jail officers, juvenile detention officers and constables. The 15-member board is appointed by the Governor and among its many duties is certifying individuals who meet the standards as qualified to be officers.

We're introducing this bill with guidance from the Department of Justice, to make several changes to the training and educational standards for law enforcement students, recruits and temporary or probationary employees.

Many professional standards that improve public safety haven't been updated for some time. This bill gives the board the flexibility to determine the specific training curricula necessary for each category of officer including: required subjects, number of training hours, and measures of performance.

It further allows the board to amend the curriculum as needed to be responsive to technological changes or conditions affecting the public interest.

Important provisions of the bill include:

- Requires fingerprints of law enforcement students to be used to conduct background checks
- Prohibits persons convicted of a felony or of a misdemeanor related to domestic violence from participating in basic training
- Requires the board to establish model standards for use by law enforcement agencies in the areas of police pursuits and handgun proficiency
- Greater flexibility for determining how agencies are reimbursed for expenses for the training and education of officers
- Doesn't preclude any law enforcement agency or sheriff from setting higher standards than the minimum established by the board

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We've also introduced an amendment to clarify a couple things that were omitted in the original draft. Those include:

- Requiring fingerprints/background checks of jailers and detention officers
- Prohibiting prospective jailers and detention officers from taking part in a preparatory program if they've been convicted of a felony

Once again thank you for the opportunity to testify on Assembly Bill 482. I am happy to answer any questions you may have.



**STATE OF WISCONSIN
LAW ENFORCEMENT STANDARDS BOARD**

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December 12, 2013

**WRITTEN COMMENTS OF THE WISCONSIN LAW ENFORCEMENT STANDARDS BOARD ON
ASSEMBLY BILL 482**

Honorable Members of the Assembly Committee on Criminal Justice:

My name is Teresa Hook, and I am the Chairperson of the Wisconsin Law Enforcement Standards Board. I am here today to testify in support of Assembly Bill ("AB") 482.

First, I want to thank Chairperson Kleefisch for holding a public hearing on AB 482. I also want to thank Representatives Bies, Ballweg, Larson, Ott, Richards and Thiesfeldt, along with Senators Petrowski, Taylor and Lehman for their sponsorship of AB 482.

Wisconsin Statute § 165.85 establishes the categories for training and standards of criminal justice professionals in Wisconsin. These include:

Law Enforcement and Tribal Law Enforcement Officers
Jail Officers
Secure Juvenile Detention Officers

The Law Enforcement Standards Board ("Board"), a 15-member body appointed by the Governor, sets minimum employment, education and training standards for Wisconsin's criminal justice professionals. The Board certifies criminal justice professionals who meet the standards as qualified to be officers. Since its creation in 1969, the Board has consulted with other governmental agencies and associations regarding the development of training schools and curriculum for preparatory law enforcement, jail and secure juvenile detention officer training. It conducts research to improve the training and standards of Wisconsin's criminal justice professions. The Board also monitors and evaluates compliance with its standards.

To assist in establishing curriculum requirements, the Board appoints a 13-member Curriculum Advisory Committee comprised of 6 police chiefs, 6 sheriffs and the training director of the Wisconsin State Patrol Academy. The Curriculum Advisory Committee advises the Board in the establishment of curriculum for law enforcement, tribal law enforcement, jail and secure juvenile detention officers. The Training and Standards Bureau acts as the staffing arm of the Board. The Training and Standards Bureau utilizes topical advisory committees comprised of subject matter experts from across the state to develop curriculum that is then considered by the Curriculum Advisory Committee and, eventually, the Law Enforcement Standards Board.

As the chairperson of the Board, I appear today at the request of the Board and the Training and Standards Bureau to request your support of AB 482. This bill serves important public safety interests by modernizing

the professional requirements for Wisconsin's criminal justice professionals. The principle changes in the bill include:

- AB 482 requires the completion of preparatory law enforcement officer training by constables and marshals who hold law enforcement duties and who meet the definition of a law enforcement officer as defined in § 165.85(2)(c).
- AB 482 gives the Law Enforcement Standards Board the ability to decertify law enforcement, tribal law enforcement, jail and/or secure juvenile detention officers who falsify information to obtain or maintain certification status; who are certified as the result of an administrative error; or who are convicted of a felony or of any offense which if committed in Wisconsin could be punished as a felony; and/or who are convicted of a misdemeanor crime of domestic violence.
- AB 482 requires fingerprinting of law enforcement students for the purpose of criminal background checks. Without this change, we cannot access important FBI records, such as criminal arrests and convictions that occurred outside Wisconsin.
- AB 482 increases the minimum preparatory training hours for law enforcement and tribal law enforcement officers to 600 hours. The current minimum standard is 400 hours, however the Board approved a 520-hour academy in 2002, and all Board-certified training providers have provided the 520-hour academy since 2004. On December 3, 2013, the Board approved competencies and learning objectives for a 700-hour law enforcement officer training academy. According to the U.S. Department of Justice - Bureau of Justice Statistics, the national average for basic law enforcement officer training is 761 hours, or about 19 weeks.
- AB 482 increases the minimum preparatory training hours for jail and secure juvenile detention officers to 160 hours. The current minimum standard is 120 hours of preparatory training for jail and secure juvenile detention officers. All Board-certified training providers of preparatory jail officer training currently provide a 160-hour academy.
- AB 482 removes reference to specific training topics. The training topics mentioned in § 165.85 were not added by the Board. AB 482 permits the Board to establish the specifics of the training curriculum for preparatory law enforcement, tribal law enforcement, jail and secure juvenile detention officer training by written policy of the Board. This provides the Board the ability to update curriculum as needed, and in a timely manner, as opposed to having to wait for statute or administrative code changes.
- AB 482 decreases the time allowed for completion of preparatory training to a standard 12 months. Currently, full-time law enforcement and tribal law enforcement officers have up to 24 months and part-time employees have up to 36 months to complete preparatory training. The 12-month time period may be extended by the Board upon a showing of good cause by a recruit or a recruit's employer.
- AB 482 adds an annual handgun qualification training requirement for law enforcement and tribal law enforcement officers. The curriculum for the handgun qualification course shall be based upon model standards established by the Board.

If this legislation is passed, it will result in significant improvements to training, standards and the process of development and delivery of professional criminal justice services leading to a safer Wisconsin.

I along with the members of the Board and the Bureau support AB 482, and I urge you to do so as well.

testimony



To: Members of the Criminal Justice Committee
Date: December 12, 2013
From: Tony Gibart, Public Policy Coordinator
Re: AB 482

Wisconsin Coalition Against Domestic Violence
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Chairperson Kleefisch and Members of the Committee, thank you for the opportunity to provide testimony on AB 482. My name is Tony Gibart, and I represent End Domestic Abuse Wisconsin. End Abuse is the statewide membership organization that is the voice for survivors of domestic violence and local domestic violence victim service providers. I am testifying today for informational purposes.

AB 482 reorganizes law enforcement training standards and gives more authority to the Law Enforcement Training and Standards Board. We believe the legislature should amend the bill and retain the current statutory requirement that law enforcement recruits be trained on how "to deal effectively with domestic abuse incidents, including training that addresses the emotional and psychological effect that domestic abuse has on victims." AB 482, as currently drafted, repeals this standard.

Although we understand the intent of the authors and the Department of Justice is certainly not to do away with law enforcement training on domestic abuse, we believe there is no reason to repeal the emphasis that this legislature previously placed on ensuring that Wisconsin officers receive at least minimal training on this critical issue.

Domestic abuse constitutes an enormous volume of the total incidents that require law enforcement attention.

- Battering of women constitutes the largest category of calls screened by police each year.¹
- Nationwide, 15 to 40 percent of all calls for police assistance are family disturbances.²
- Annually, Wisconsin police departments report approximately 30,000 domestic abuse incidents.³

Domestic abuse incidents have life and death consequences for victims, their children and law enforcement officers.

- Police officers are the gatekeepers of the criminal justice system. Their response to domestic violence victims greatly affects how the rest of the system will respond. Recent tragedies, including the Anaza Spa shooting in Brookfield, demonstrate how inadequate police responses lead to tragic failures and fatalities.
- Each year in Wisconsin, approximately 50 people are killed in domestic violence incidents.
- According to the FBI, more officers are assaulted or injured during domestic disturbance calls than during any other circumstance, by far (30%).⁴ These situations sometimes turn deadly. Over a ten year period, 81 officers were killed in domestic violence incidents throughout the country.

Therefore, we ask that you amend AB 482 and retain the legislative statement that domestic abuse training for law enforcement officers is an essential component of officers' education.

¹ Paul C. Friday et al., *Evaluating the Impact of a Specialized Domestic Violence Police Unit*, Research Report: U.S. Department of Justice, at 9 (May 25, 2006).

² Breci, Michael G., *Chapter 4: Police Response to Domestic Violence*, Crisis Intervention in Criminal Justice/Social Service 102, 102 (4th Ed. 2006).

³ Wisconsin Dept. of Justice, *Domestic Abuse Incident Report*, found at: <http://www.doj.state.wi.us/ocvs/not-crime-victim/domestic-abuse-incident-reports>

⁴ National Law Enforcement Officers Memorial Fund, *Domestic Violence Takes a Heavy Toll on the Nation's Law Enforcement Community*, available at <http://www.nleomf.com/media/press/domesticviolence07.htm>.

Testimony of Rex Reed, Assistant Professor
Criminal Justice Department
University of Wisconsin—Platteville
December 11, 2013
Regarding Assembly Bill 482

Mr. Chairman and members of the committee, my name is Rex Reed. I am an assistant professor for Criminal Justice at the University of Wisconsin—Platteville, but I speak for myself in opposition to Assembly Bill 482 as currently written for several reasons. The bill in conjunction with the Law Enforcement Standards Board's proposed curriculum discourages four year Criminal Justice graduates from pursuing a career in Wisconsin law enforcement. Some of our students have already explained how the proposed training tied to this bill would force them to pay twice for training they have already mastered. But there is more.

The current 520-hour course fits neatly within a summer break. A university student can comfortably fit an academy into their educational timeframe between their junior and senior years. Increasing an academy to the proposed 700 hours, a 35% increase, will force students to sit in the academy rehashing much of what they already know until October. Such a consequence is an expensive redundancy. Adding to the student's expense, they will miss the September opening of the university's fall semester delaying their graduation by at least a full semester. If, instead, students wait until the summer after they graduate, they no longer qualify for student loans; they have to begin paying their student loans; and they face additional cash flow problems for rent, utilities, and transportation expenses. Neither alternative is without major expense.

AB 482 also threatens to reduce the number of available academy slots. Assuming 50 weeks in a teaching year, an academy has 2000 hours per year to run its academies. Therefore, a 520 hour course allows for 3.8 academies per year. If an academy runs 700 hours, there are only enough hours for 2.8 academies per year. Therefore, there will be about 25 percent fewer academy openings for students.

I can go on with other reasons that the current bill creates problems, but in order to save time I want to move to other thoughts. First, Wisconsin has a wonderful system to train and educate law enforcement officers. The state's community colleges, universities, and academies teach and instill unique skills in the police workforce. Setting standards that discount what the universities contribute to Wisconsin's criminal justice system is wasteful and inhibits a well rounded and educated police force. Secondly, if a university or community college is accredited, its teaching staff should be de facto certified to train in their areas of expertise. Thirdly, all players should be at the table when determining training standards. I suggest that both the community colleges and universities be given a voice on the curriculum advisory committee referenced in Section 18 of AB482. Lastly, I suggest that university representatives



WISCONSIN SHERIFFS & DEPUTY SHERIFFS ASSOCIATION

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Memorandum

To: Members, Assembly Committee on Criminal Justice
From: Wisconsin Sheriffs & Deputy Sheriffs Association
Date: December 12, 2013
Re: **AB 482, relating to law enforcement standards and requiring the exercise of rule-making authority**

The Wisconsin Sheriffs and Deputy Sheriffs Association (WS&DSA) supports vigorous training of future law enforcement officers. While WS&DSA supports the goal of increasing law enforcement standards, WS&DSA does have specific concerns with how AB 482 was written and therefore respectfully requests that the bill be amended before it moves forward. As currently written, WS&DSA believes that AB 482 will have adverse and unintended consequences for some law enforcement agencies.

Specifically, WS&DSA believes that increasing the law enforcement recruit training from 120 hours and preparatory jail officer training hours from 120 hours will financially affect those agencies that sponsor recruits. Some of the increased costs are the wages of the recruit and overtime associated with filling vacant shifts.

In addition, some of our applicants are individuals seeking career changes who attend the academy at their own expense. Some of these individuals are working and raising families at the same time. This additional training time could negatively affect this segment of the population.

If the intent is to raise the bar for the law enforcement profession, some form of mandated field training with certified instructors would go much further than adding additional "classroom" time. Currently there is no requirement for field training, although many agencies do already place great emphasis on the new officer demonstrating such knowledge and providing correction on the street.

Decreasing the timeframe required for completing academies can also have a negative financial effect on law enforcement agencies. While it would be ideal to require all training on the front end, the reality is that isn't possible and sometimes law enforcement agencies need the boots on the ground.

Conclusion

WS&DSA appreciates the opportunity to voice its specific concerns with AB 482. WS&DSA believes Wisconsin has great law enforcement officers and we recommend keeping it that way without adding additional costs.



UNIVERSITY OF WISCONSIN
PLATTEVILLE
DEPARTMENT OF CRIMINAL JUSTICE

December 12, 2013

Good morning.

I am Dr. Michael Dalecki, currently serving as Chair of the Department of Criminal Justice at the University of Wisconsin–Platteville.

Ours is the largest department of Criminal Justice, in terms of students enrolled, in the state of Wisconsin.

The proposed 700-hour Law Enforcement Academy provides us with a number of significant concerns that affect not only our students but the state and taxpayers of Wisconsin.

In the state there are 12 colleges and universities that offer either a BS degree in Criminal Justice or a concentration or minor in the area. Schools such as UW-Oshkosh, UW-Parkside, Viterbo, and Edgewood have indicated, as are we, that they are troubled by issues surrounding the proposed 700-hour Academy.

Our concerns center around five areas:

One: costs of the new academy are expected to result in much higher student expenses. Estimates range as high as \$5000 for a student to enroll in and complete the 700-hour academy. On top of that are living expenses that likely run hundreds per month for 4 ½ months, plus the opportunity cost of going to school instead of being employed.

Two: Programs such as those at UW-Platteville prepare students in many areas that overlap with academy training: interviewing, constitutional law, cultural competence, crime and criminology, deterrence theory, and a variety of other areas. We believe that students should not have to pay twice for this information, once as part of their BS degree and once again in redundant presentations during the academy.

An increased academy results in increased costs. It is wasteful to have the state subsidize educational costs at the university only to repeat those efforts and costs in an Academy.

Three: Students are eligible for financial aid while in school. Once they graduate they are no longer eligible for financial aid to cover the costs of Academy and living expenses, with the exception of expensive unsubsidized loans. Their education while at University is covered by financial aid.

Four: A system such as this will result in fewer slots for 4-year graduates. In an era when policing is becoming increasingly more complicated, involving more diverse populations than ever before, ensuring a good mix of Academy graduates, some 4-year, some 2-year, is paramount if we wish to maintain professional policing.

Five: A system such as the 700-hour academy, with its redundant education and increased costs, creates a disincentive for students interested in law enforcement to pursue a 4-year degree prior to entrance in the Academy. A well-educated police force, with a good mix of 2- and 4-year degreed officers, is a benefit to the citizens of Wisconsin. Disincentives for completion are not functional for those citizens.

We oppose this bill as currently written. Three things we believe will make this bill, and the subsequent police force in Wisconsin, much better are:

1. Advanced standing for students completing a 4-year degree who also pass proficiency exams in the relevant areas, eliminating the waste and redundancy currently embodied in the proposed 700-hour curriculum. This should result in a return to an approximately 530-540 hour Academy.
2. A seat on the Curriculum Advisory Committee for both the 4-year universities and 2-year colleges. We were never notified of these pending changes; only by happenstance did we become aware of them.
3. Instructors at accredited 2- and 4-year programs recognized as certified instructors in relevant areas. It flies in the face of common sense that faculty with law degrees and doctorates are somehow unable or unqualified to teach subjects which have long found a home in our universities.

Further, our courses are done in much greater depth than the academy. Those instructors, provided the students can pass the proficiency exams, will have demonstrated their competence by students' ability to pass those exams.

We would all like to thank you for your attention to these issues. We very much appreciate a process whereby concerns previously unknown may be noted and registered. Thank you.



WISCONSIN STATE SENATE
DALE W. SCHULTZ

December 12, 2013

Good Morning Chairman Kleefisch and Members of the Assembly Committee on Criminal Justice.

I am Sheryl Albers, here to share Senator Dale Schultz's concerns, brought to his attention by a number his constituents, regarding the potential consequences of AB 482 as introduced.

I note at the onset, that in recent weeks, the UW Extension's recently unveiled flex-degree program, has been praised for its attribution of value to the life experience's and classes completed by adult students who aspire to attain a degree, where this bill, as before you, appears to be headed in the opposite direction.

Richland Sheriff Darrell Berglin's comments to Senator Schultz's office, mirrored the thoughts expressed by Dr. Patrick Solar. Berglin, who serves on the Curriculum Advisory Committee, maintained that certain characteristics desired of law enforcement officers are further developed during one's four year college studies. For example, Berglin credits his 4 year college experience with his ability to approach problems thinking outside the box; another benefit mentioned, was gaining an understanding of other cultures. Upon learning from us that UW Platteville maintains that it would not be possible to fit the additional training time required under the bill into a summer, as is now offered at UW Platteville per the cooperative efforts of SW Technical College and UWP, and that UWP had not been consulted prior to the introduction of this bill, Berglin felt that that further vetting of the measure was warranted.

Senator Schultz is similarly concerned for those students who aspire to become a police officer who anticipate paying for their education with the existing military tuition reimbursement. Should it be the case that additional hours are required, students who have served our country in the military, will be very disappointed if forced to choose between being enrolled in either the technical college's academy and attending classes at a UW 4-year institution. The current law prohibition on "double-dipping" is better addressed by a county veteran service officer or someone from Veterans Affairs, so suffice it to say, that here, a likely consequence of having to complete additional training hours at a training academy during a spring or fall semester in addition to the summer session, could deter many students with military backgrounds from choosing a law enforcement career.

A third concern is the expectation that all constables will need to meet some minimum training standards, presumably once the board determines what those standards should be. According to one Legislative Council attorney, were this bill to become law, constables too must satisfy the 600 hour requirement. Because the bill contains no specific dates by which the board must approve of training standards for constables and no grandfathering language applicable to this group, it is not clear what a town who relies on a constable to issue citations for violations of town zoning ordinances is to do, to give legitimacy to those individuals they hire to serve in this capacity. The outcome here, results from

repeal of Section 165.85 (4) (d), absent any replacement language. While it may not have been the intention to undermine town zoning, the bill raises a number of questions that must be addressed before the bill is advanced.

Once repeal of statutes occurs, until other direction comes to be provided, police commissions and constables will be in limbo, given statutory responsibilities of police commissions to devise certified lists of qualified candidates and obligated to be the forum where citizen complaints as to inappropriate conduct of a law enforcement officer, are heard; as to constables, their duty, is to enforce town ordinances (in those towns which have opted to establish town zoning).

The anticipated additional cost to attain minimum standards is of concern as well. In years past, many police departments and county sheriff departments had available funds for new recruits to complete the academy; however, today, that is no longer the norm, which means most law enforcement recruits pay out of pocket or look to financial aid available, to cover costs of the education that is mandated as a minimum standard.

The bill sends the message the training afforded our law enforcement officer workforce to date, has been grossly inadequate. That message contradicts Wisconsin's experience and its leadership role in advancing community oriented policing which is now respected and recognized throughout the nation.

At a critical juncture as we look to improve our state's economy, we are quick to focus on jobs and having a well-trained workforce. This proposal, because it would appear to devalue the significance of a 4 year degree, is one which Senator Schultz feels, needs further vetting.

Even as we embrace the concept and culture of constant learning, the goal should be to harmonize the efforts of our technical colleges and 4 year colleges as both of these educational institutions have a proud tradition of producing graduates who are ready to protect and preserve the peace.

Senator Schultz suggests that the Legislature not create additional hurdles that could deter many from pursuing their education in Wisconsin or becoming a law enforcement officer, and that in the future, UWP be given a seat at the table as they have a great deal to contribute to such discussions.

Dr. Patrick J. Solar, Ph.D.
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Good Morning. My name is Patrick Solar and I am an Assistant professor of Criminal Justice at the University of Wisconsin- Platteville. I am a retired as Police Chief and have nearly 30 years of policing and police management experience. My teaching experience includes Northwestern's School of Police Staff & Command, Western Illinois University's Police Executive Institute and The Illinois Law Enforcement Officers Training and Standards Board. I currently serve on the Illinois Accreditation Council, the body that sets the standards for Professional Law Enforcement in Illinois. I am also a life member of the Illinois' Association of Chief of Police and a graduate of the FBI National Academy.

I am here today to express my concern about the logical impact of this legislation. In today's policing environment we can not afford to create disincentives for aspiring police officers to obtain their undergraduate degree. Policing is infinitely more complex today than it was when I started my career, without a degree, nearly 35 years ago. My experience speaks directly to the research on the value of an undergraduate degree summarized here, in part, by Chief Theron Bowman, of the Arlington, Texas Police Department in an article published by the International Association of Chiefs of Police in August of 2006.

"The college experience provides officers with opportunities to equip themselves with meaningful skills and personal attributes necessary for today's police work. Officers must be able to understand and apply the law; to dissect complex social problems; and integrate the knowledge of human needs and development with the psychology of persons whose attitudes toward the law may be different from their own. Often the quality of an officer is measured by his or her ability to resolve problems without using force or other suppressive tactics.

"Through college, individuals become better communicators who are then able to use those skills to explore new ideas to forge community partnerships that improve empirical safety and citizens' sense of safety. Today's officers are expected to be computer literate and technologically savvy, conduct community meetings with PowerPoint presentations, and to read, interpret, prepare, and analyze statistical data. The results are very well-reasoned, high-quality, and data-driven decisions, attributable to a well-educated work force."

"Building a diverse police workforce involves hard work and planning and should never involve lowering standards or expecting less from candidates than is required to perform the job of a police officer. Structured classroom experiences engender an appreciation for differences by providing opportunities for students to communicate with people from all walks of life. Officers begin to understand the concepts of community justice and the dignity of individuals, a hallmark of professional policing; that trust must be earned through respect."

"A college degree promotes a culture of constant learning, where change is accepted and managed, and where creativity in solving problems is sparked by exposure to diverse ideas and alternative explanations. As the nature and function of police work changes, adaptability, fostered by a culture of continuous learning, will become an essential need in the police profession. Education must be ongoing; and better policing a constant pursuit."

Why do we want police officers with college degrees?

- “They tend to have better behavioral and performance characteristics
- Fewer on-the-job injuries and assaults.
- Fewer disciplinary actions from crashes and force allegations.
- Less use of sick time.
- Greater acceptance of minorities.
- Decrease in dogmatism, authoritarianism, rigidity, and conservatism.
- Fewer citizen complaints.”

With regard to the specific goals of Community Oriented Policing, largely developed right here in Wisconsin, college educated officers offer:

- “Better appreciation of their professional role and its importance to the criminal justice system and in a democratic society.
- A more desirable psychological makeup: alertness, empathy, flexibility, initiative, and intelligence.
- Greater range of interpersonal skills centered on their ability to communicate, to be responsive to others, and to exercise benevolent leadership.
- Greater ability to analyze situations, to exercise independent judgment, and to make judicious decisions.”

In conclusion, only a small part of Policing today involves Law Enforcement. The primary function is to serve the public and this function is increasingly complex. This idea has been promoted nation-wide since first articulated from right here in Wisconsin. We need smart, heads-up police officers who are armed with a highly developed intellect.

As I like to preach to my students, “The trained Law Enforcement officer knows how to enforce the law. The Educated Police officer not only knows how, but when to enforce the law; employing sound alternatives to arrest when warranted based on wise judgment.” The most important tool any police officer has is not carried on their belt or in their patrol car, it’s what they have between their ears. Let’s not create incentives for the best and brightest to leave our state.

Bibliography on the Performance of officers with Bachelor's Degrees

It is nonsense to state or assume that the enforcement of the law is so simple that it can be done best by those unencumbered by the study of liberal arts. . Police agencies need personnel in their ranks who have the characteristics which a college education seeks to foster: . a capacity to relate the events of the day to the social, political, and historical context in which they occur. **President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police. Washington, D.C.: U.S. Government Printing Office, 1967.**

College education is positively related to numerous performance indicators, including academy performance, discipline, absenteeism, terminations, and career advancement. **Sanderson, B. E. "Police Officers: The Relationship of College Education to Job Performance." *The Police Chief* 44 (August 1977): 62-63.**

Specific studies indicate that better educated officers choose more ethical actions. **Tyre, Mitchell, and Susan Braunstein. "Higher Education and Ethical Policing." *FBI Law Enforcement Bulletin* 61 (June 1992): 6-10.**

*Police need personnel in their ranks who have the characteristics a college education seeks to foster; intellectual curiosity, analytical ability, articulateness, and a capacity to relate the events of the day to the social, political, and historical context in which they occur. American Bar Association. *The Urban Police Function*. By Herman Goldstein and Sheldon Krantz. Chicago, 1973.*

The need for police officers who are intelligent, articulate, mature, and knowledgeable about social and political conditions is apparent. [A] college education develops and imparts the requisite level of knowledge. ***Davis v. Dallas*, 777 F.2d 205 (5th Cir. 1985).**

Statewide study in Florida found that officers with only high school diplomas accounted for a disproportionately high number of discipline cases. **Cunningham, Scott. "Discipline and Educational Levels of Law Enforcement Officers, an Exploratory Report." Paper presented at the 110th Annual IACP Conference, Philadelphia, Pennsylvania, 2003.**

Recommends bachelor's degrees for officers to reduce corruption. The same recommendation was made for the same reason by the Royal Commission into the New South Wales Police Service. **Committee on Integrity. *Report to Mayor Daly*. Chicago, Illinois: 1997.**

Officers with college degrees are less likely than officers with less education to incur citizen complaints. Higher officer education reduces liability risks for police departments. **Carter, David L., Darrel W. Stephens, and Al D. Sapp. "Effect of Higher Education on Police Liability: Implications for Police Personnel Policy." *American Journal of Police* 8 (1989): 153-166.**

Study of several California police departments found that officers with bachelor's degrees receive fewer complaints than officers with no degrees. **Wilson, Hugh. "Post-secondary Education of the Police Officer and Its Effect on the Frequency of Citizens' Complaints." *Journal of California Law Enforcement* 33 (April.1999).**