

Book Review

Colin Rogers and Bernhard Frevel (eds) (2018). *HIGHER EDUCATION AND POLICE: AN INTERNATIONAL PERSPECTIVE*.

Switzerland: Palgrave MacMillan/Springer.

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The occupation of a police officer is no longer a 'cradle to grave' career. Contemporary police practice requires a flexible and mobile labour market in the same way professions such as law, teaching, social work, and medicine requires. An important initiative to support current police practitioners, and the police services that employ them, is to develop a professionalized model of policing that ensures individual practitioners gain educational qualifications and are exposed to continuing development. Rogers and Frevel provides a comprehensive edited collection that offers insightful, international, perspectives of police professionalization in the form of police education within higher education (HE).

This edited collection is split into the three parts: *professionalization* that considers the challenges faced in the plight of establishing and delivering HE programmes for police officers; *innovation* in which various approaches to policing HE is provided and finally *application*, a reflection on 'what works' in HE policing programmes. While this text highlights the complexities of developing and delivering police education at this level, whether that

is due to political will and commitment or academic snobbery that regards policing as having no place in HE to name but a few, a common theme that features throughout Rogers and Frevel's collection is how HE can improve police practice in terms of ethical conduct, engagement with the community, enhancement to wellbeing, and investment in future police leaders.

The various authors from the various countries who have contributed to this body of work, whether that be Andresen and Jon from Norway, Chen from China, or Heinen and Peeters from the Netherlands, recognize that 21st-century policing places a high demand on police standards, training, skills, and expertise. Contemporaneously, police encounter an increasing level of pressure to work within environments that contain complex technologies and surveillance, more sensitive forensic procedures, and crimes that impact not just local but global communities (i.e. cybercrime). A partnership between police services and HE institutions such as universities can support police practitioners and their organizations in meeting these demands through HE programmes, but also through police research as a subsidiary outcome.

The case for the development of a professionalized policing model which involves police HE programmes, is made throughout this text, in which the many benefits to rank and file police, the other law enforcement agencies, the community as well as State/Federal Governments alike is strongly made. The professionalization of police is a global discussion, Rogers and Frevel's collection neatly illustrates this dialogue in an accessible format with many examples of world innovators in the area. Much the same as law, medicine, teaching, and

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nursing, the debate is not about centralizing police practice, but about professionalizing practitioners, ensuring an occupation becomes a rightfully recognized profession. The consideration of police education within a HE context provided by this text is balanced, both the challenges and successes of such an approach are presented, yet a case is clearly evidenced throughout the book that recognizes 'the police' and 'policing' as worthy of academic attention. Policing can be viewed in the same light as the disciplines of law, social work, and medicine e.g. and like these disciplines, the role of practitioners in the delivery of such programmes is important, as Tracey Green outlines in her chapter through the Australian experience.

In sum, Rogers and Frevel's text highlights that the 'professionalization' of police practitioners is a global

debate, one in which there are a number of models for HE policing programmes that exist within various criminal justice frameworks. This book is a must read for a range of academic disciplines that could and should be contained within a HE policing programme, such as law, criminology, psychology, IT, management and forensic sciences, as well as police organizations and governments responsible for the delivery of policing. This edited collection is both timely and welcomed as the global debate on police professionalization continues.

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