


Chapter 6

Integrating Artificial Intelligence in Police Education: An Analysis of the Top-Down Approach at Taiwan's Central Police University

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ABSTRACT

This chapter explores the integration of artificial intelligence (AI) in police education by examining the case of Taiwan's Central Police University (CPU). It focuses on the institution's top-down approach to implementing AI technologies within its curriculum and training programs. The findings indicate that as the landscape of law enforcement evolves with rapid technological advancements, CPU has aimed to modernise its educational offerings since 2023 to better prepare future police officers for contemporary challenges. The study highlights the crucial role of institutional leadership in guiding AI adoption among faculty and students, ensuring that educational strategies align with both technological relevance and traditional pedagogical values. By enhancing its capabilities through various projects, conferences, workshops, and guidelines, CPU sets a precedent for other law enforcement vocational education institutions seeking to incorporate AI into their training frameworks.

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INTRODUCTION

The rapid development of artificial intelligence (AI) has permeated nearly every sector globally, profoundly reshaping industries and professions, from healthcare, finance, manufacturing, retail, education, and crime prevention (Longbing Cao, 2022; Holmes, 2016; L. S. Lin, Aslett, Mekonnen, & Zecevic, 2024a; K. Liu et al., 2022; Noorbakhsh-Sabet, Zand, Zhang, & Abedi, 2019; Oosthuizen, Botha, Robertson, & Montecchi, 2021; Saputra, Astuti, Sayuti, & Kusumastuti, 2023). Law enforcement education, a traditionally structured and conservative field, has also begun to experience this transformation, as vocational, professional, and academic programs increasingly need to incorporate AI tools and methodologies at local, national, and global levels to address the growing threat of cybercrime (L. S. Lin, Aslett, Mekonnen, & Zecevic, 2024b). In Taiwan, the Central Police University (CPU) stands at the forefront of this shift, implementing AI technologies within its vocational education and training (VET) programs. This integration reflects a broader strategic initiative to modernize the training of law enforcement professionals in response to evolving societal needs and the unprecedented rise of digital technologies. As a leading institution for police education, CPU's approach to integrating AI emulates a top-down adoption strategy, wherein institutional directives guide technology implementation within an established teaching and training standards framework. This approach brings institutional challenges and practical considerations, particularly in balancing innovation with the traditional values and goals of police training.

This chapter investigates the strategic initiatives and institutional measures undertaken by CPU in response to the rapid development of AI, examining their influence on the university's curriculum, research capacities, and overarching mission in law enforcement education. Specifically, the study aims to understand how CPU's AI adoption addresses the dual imperatives of technological relevance and vocational specificity in its educational offerings. This chapter uses Rational Choice Institutionalism (RCI) as a theoretical framework that views institutions as structures of incentives and rules where rational actors make strategic, utility-maximizing decisions within constraints. With RCI, the study explores how institutional actors at CPU make strategic, cost-benefit decisions to achieve desired outcomes. RCI suggests that institutions create structured environments to guide individual decisions, aligning choices with immediate objectives and the organization's broader mission.

Taiwan's history of police education provides valuable context for understanding CPU's approach to integrating AI. Formalized police training in Taiwan began in the 27th year of the *Guangxu* era during the Qing Dynasty, laying the groundwork for the structured development of police education. The modern structure of police education was formalized in 1960 with the promulgation of the Police Education Act, which led to the establishment of CPU as a four-year police education insti-

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