



**MINNESOTA STATE**

## **MN State Taskforce on Law Enforcement Education Reform Meeting Summary**

**Meeting date:** Wednesday, November 25, 2020 from 12:00–2:00 p.m. via Zoom

**Taskforce conveners:** George Soule, Dennis Olson, and Satasha Green-Stephen

**Meeting adjourned:** 1:56 p.m.

### **Ideas and Concepts**

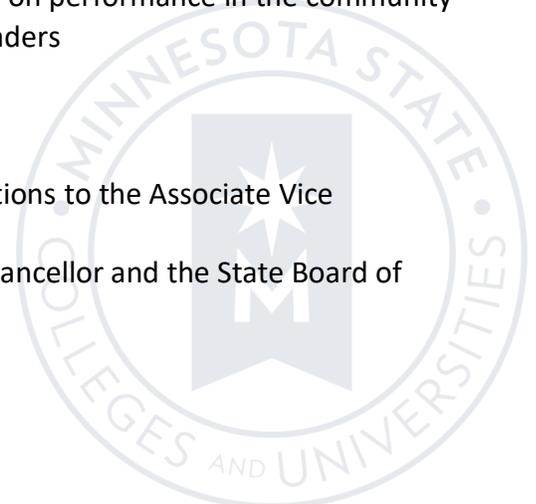
A draft list of recommendations within Outcomes 1-2 and Buckets 1-3 were shared. These recommendations summarized ideas and concepts from previous Taskforce meetings. The Taskforce had a discussion regarding the shared list of recommendations and provided additional recommendations.

### **Proposed Recommendations:**

- Provide needed funds and/or resources to assist in hiring people of color in law enforcement programs
- Diversify faculty, attract and retain effective faculty of color
- Professional development for all faculty in cultural competency
- Add 3 credit cultural diversity/literacy course into the curriculum
- 2-year and 4-year programs provide immersive community experiences for students
- Survey students upon entry into the program(s)
- Complete rigorous research on what is working or not (assessment of the programming)
- Require an internship or experiential learning experience upon degree completion (working with professionals in the real world, be intentional)
- Assess cultural competence not only on a test but also on performance in the community
- Leadership skills: provide training opportunities for leaders
- Incentivize recruiting practices

### **Action items:**

- Taskforce members will send additional recommendations to the Associate Vice Chancellor for Academic Affairs
- Finalized recommendations will be shared with the Chancellor and the State Board of Trustees



## **Strengthening Career and Technical Education (aka Perkins V) for the 21<sup>st</sup> Century**

Minnesota State in partnership with Minnesota Department of Education presented on recruiting students of color in Law Enforcement Programs.

- There are 26 consortia in Minnesota
- The Perkins V is funded by federal dollars. The vision, mission, and principles are:
  - **Vision:** Advancing career and technical education empowers every learner to realize a rewarding career.
  - **Mission:** Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.
  - **Principles:** An equity lens for decision-making; Inclusion of all stakeholders; Being bold, innovative and focused on continuous improvement; and Responsiveness to the evolving labor market.
- Perkins V must include recruitment and retention of diverse/special/non-traditional populations and to increase gender equity and racial ethnicity in programs
- The law enforcement and criminal justice typically is considered non-traditional based on gender (predominately male industry).
- The work of Perkins V is about quality programs of study, learner success, workforce development, and economic vitality.
- This is accomplished by programs and services that begin with career exploration and authentic career connected learning for students (e.g. recruitment, retention, support, and development of professional educators).

### **Action item:**

- Taskforce members may send additional questions/concerns/feedback about the presentation to the presenters.

### **What is anti-racist education?**

Dr. Debra Leigh, Interim Vice President for Diversity and Inclusion at St. Cloud Technical and Community College presented to the Taskforce on *What is anti-racist education?* Her work in this space started with participating in a workshop offered by *The People's Institute of Survival and Beyond* out of New Orleans. Her training and growth continued with the *Crossroads Antiracism Organizing and Training* and *Minnesota Collaborative Antiracism Coalition (MCARI)*.

Dr. Leigh defined and described **Antiracism Education** as:

- Teaching based on conscious efforts and actions
- Teaches students to rethink systemic power and understand privilege
- Students learn how to act against racism by acknowledging personal privileges, confronting acts of racial discrimination, and working to change personal bias
- It is education that helps students move past “guilt” or “feeling bad” about generations of oppression and encourages them to notice, process, and break down their own racial beliefs
- Teaches students to analyze and reframe how they see the value, worth, and stories of other cultures

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- Teaches students about their own identities and sense of place.

In order to effectively implement anti-racist pedagogy, faculty will need to be aware of their social position to begin and continue critical self-reflection. The three components needed:

1. Incorporating the topics of race and inequality into the course content
2. Teaching from an anti-racist pedagogical approach
3. Anti-racist organizing within the campus and lining our efforts to the surrounding community

There are questions educators should ask themselves:

- Will I work to be antiracist? (Self-work)
- Will I continue allowing racism to affect my classroom, school, and community?
- Should I actively take a stand against racism to end racism's systemic grasp? (Organizing)

**Action item:**

- The presentation will be shared with the Taskforce members.
- Dr. Leigh will be invited to come back and present to the Taskforce to expand the discussion on anti-racist education.

**Experiential Learning Programs**

- Metropolitan State University (MSU) offers degreed programs in Criminal Justice and Law Enforcement and a certificate program in law enforcement.
- MSU instituted a racial studies graduation requirement that all students must take a racial studies/issues course.
- The course *Diversity in Criminal Justice* was one of the first courses accepted to meet this graduation criteria.
- MSU offers a program called *Policing one2one* that is an experiential learning program that provides students with real world experiences.

**Action item:**

- Taskforce members may send additional questions/concerns/feedback about the presentation to the faculty or department chair of the program at MSU and/or the Associate Vice Chancellor for Academic Affairs.

**Next meeting date:** December 23, 2020

**Action items:**

- Taskforce members can continue to send any materials, resources, articles, or discussion topics to the Associate Vice Chancellor for Academic Affairs.