



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

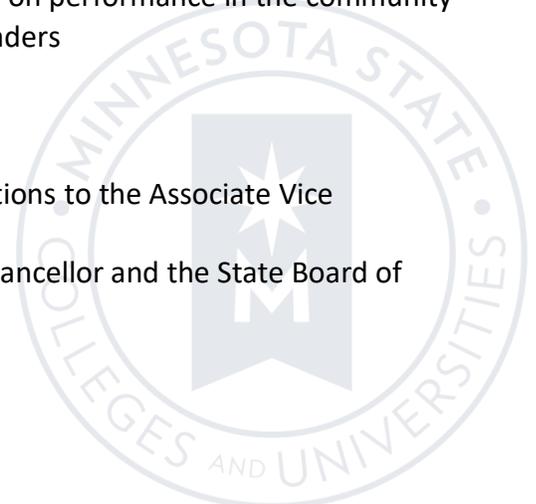
A draft list of recommendations within Outcomes 1-2 and Buckets 1-3 were shared. These recommendations summarized ideas and concepts from previous Taskforce meetings. The Taskforce had a discussion regarding the shared list of recommendations and provided additional recommendations.

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 21st 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

Minnesota State is an affirmative action, equal opportunity employer and educator.

- 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.