



February 26, 2021

Office of Academic and Student Affairs

Minnesota State Taskforce on Law Enforcement Education Reform Update

Advisory and Recommendations Report

MINNESOTA STATE



Foreword

Minnesota State has adopted the aspirational goal of eliminating equity gaps across all campuses by 2030, an outgrowth of a yearlong Board of Trustees initiative to “Reimagine Minnesota State.” In order to assist in eliminating the equity gap by 2030, Minnesota State will directly address injustice and racism within our workplace and campus communities, but also within our curricula. While this requires continued attention and work within all of our academic programs, it is particularly critical in law enforcement, criminal justice, and related academic programs. Minnesota State educates approximately 86% of Minnesota’s police officers through our law enforcement and criminal justice programs. These programs are certified by the Peace Officer Standards and Training (POST) Board and designed to meet POST Board standards. Additionally, Minnesota State wants to ensure that these programs also directly address issues of racism and social justice, producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect regardless of skin color, national origin, or identity. Minnesota State recognizes its important role in advancing meaningful reforms in law enforcement. While education alone is not the entire solution to police reform, it is a piece of the puzzle, and Minnesota State is seeking to make the needed changes in its law enforcement and criminal justice programming to develop and prepare our graduates for the important work ahead. Therefore, Minnesota State has prioritized the work of Law Enforcement Education Reform through a multi-prong approach. This multi-prong approach includes the creation of the Minnesota State Taskforce on Law Enforcement Education Reform.





The Minnesota State Taskforce on Law Enforcement Education Reform was created to advise the Minnesota State Chancellor and Board of Trustees on issues, initiatives, programming and priorities relative to anti-racism and inequities in law enforcement and criminal justice education systemwide as well as policing within our communities. The scope and responsibilities of this taskforce were to facilitate communication among Minnesota State faculty, staff, students, administrators and external community partners on the preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the Minnesota Board of

Peace Officer Standards and Training (POST) and professional workforce issues such as pipeline and workforce development; and recommendations regarding diversity, equity and inclusive practices across Minnesota State and the State of Minnesota. The Minnesota State Taskforce on Law Enforcement Education Reform embarked on a process of discovery, planning, adoption and analysis regarding issues related to the preparation of law enforcement professionals.

The work of the Taskforce aligned with Equity 2030 and was responsible for the facilitation of the transformational ideals of Equity 2030. Equity 2030 seeks to address the educational attainment goals of an ever-growing diverse racial and socioeconomic student body, and those who represent first generation students. Facilitating and nurturing Equity 2030 required the Taskforce to demonstrate how diversity and inclusion are at the forefront of curriculum design in law enforcement, criminal justice and related programming and how culturally relevant approaches are demonstrated in program/curricula development. The Minnesota State Taskforce on Law Enforcement Education Reform met over the Fall 2020 and Spring 2021 semesters and Taskforce members were expected to provide recommendations to the Chancellor and Minnesota State Board of Trustees that meet student, institutional, and system needs (see Appendix B: Taskforce Charge).



About Taskforce

Minnesota State's Chancellor Devinder Malhotra began discussing the idea of a Taskforce to identify potential reforms and changes to Minnesota State's law enforcement and criminal justice education with the Academic and Student Affairs Leadership two weeks (June 2020) after the death of George Floyd. In July 2020, the Minnesota State Board of Trustees (BOT) commenced a discussion regarding the review of law enforcement and criminal justice academic programming and next steps to law enforcement education reform. In August 2020, Chancellor Malhotra announced a Taskforce of 30 members that he chose to ensure a wide, diverse, and inclusive cross section of external and internal key stakeholders including leaders and professionals in or affiliated with law enforcement, community partners, government representatives, as well as faculty, staff, and students. Chancellor Malhotra appointed three Taskforce Conveners.



Satasha Green-Stephen
Associate Vice Chancellor
Minnesota State

Satasha Green-Stephen has served Minnesota State as Associate Vice Chancellor for Academic Affairs since 2018, and was a tri-convenor of the Taskforce. Collectively, a total of 24 Minnesota State colleges and universities offer 93 programs in law enforcement, criminal justice, and related fields.



Dennis Olson
Commissioner
Minnesota Office of Higher
Education

Dennis Olson Jr. has served as the Commissioner of the Minnesota Office of Higher Education since 2019 and was a tri-convenor of the Taskforce. Previously, he served as the Executive Director of the Minnesota Indian Affairs Council where he worked to highlight and address issues important to all Tribal Nations and American Indian communities in Minnesota.



George Soule
Trustee
Minnesota State Board of
Trustees

George Soule has served on the Minnesota State Board of Trustees since 2018 and was a tri-convenor of the Taskforce. He is a founding partner of the Minneapolis law firm Soule & Stull, LLC. George is a member of the White Earth Nation and a judge on its Tribal Court of Appeals.

After the first Taskforce meeting in August 2020, the Minnesota State Chancellor expanded the Taskforce by two more student members (to 32 members), to respond to student systemwide leadership's feedback that student voice and advocacy needed more representation. The goal of the Taskforce was to make actionable recommendations to the Chancellor and Minnesota State BOT that, if implemented, will help to train culturally competent peace officer candidates. The Taskforce held monthly meetings over the Fall 2020 and early Spring 2021 semesters inviting guest presenters focusing on:

- Minnesota State's colleges and universities' (Minnesota State University Mankato and Inver Hills Community College) current work on redesigning their law enforcement and criminal justice programs to be culturally responsive;
- Hennepin Technical College's law enforcement skills training/certificate program;
- Metropolitan State University's (MSU) *Policing one2one* an experiential learning program;
- Minnesota Department of Education and Minnesota State Career and Technical Education Division's partnership in recruiting diverse law enforcement candidates;
- Dr. Debra Leigh, Interim Vice President of Cultural Fluency, Equity and Inclusion from St Cloud Technical & Community College presented on *What is Anti-racist Education?*;
- Ms. Gae Davis, Criminal Justice Coordinator from Central Lakes College presented on the process for becoming a peace officer in the State of Minnesota; and
- Chief Medaria Arradondo, Minneapolis Police Department presented on *What Police Departments Need from Colleges and Universities When Training Candidates*.

The Taskforce meetings were closed sessions. The meeting agendas and meeting summaries were shared with the public through the Minnesota State Law Enforcement Education Reform website: <https://www.minnstate.edu/le/index.html>



Meeting Schedule

(All meetings held virtually via Zoom)

August 26, 2020

First Meeting of Taskforce – Orientation and Context Setting

September 30, 2020

Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates

October 28, 2020

Skills Training in Minnesota State Law Enforcement Programming

November 25, 2020

Recruitment of Students of Color in LE Programs

What is anti-racist education?

Experiential learning programs

December 23, 2020

Process for Becoming a Peace Officer in the State of Minnesota

What Police Departments Need from Colleges and Universities When Training Candidates

January 27, 2021

Review and feedback on DRAFT Summary Recommendations:

Category 1: Education and Training of NEW Officers

Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

Category 3: Education and Training of CURRENT Officers

February 10, 2021

Review and feedback on DRAFT Summary Recommendations:

Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

Category 3: Education and Training of CURRENT Officers

February 24, 2021

Final Review and Adoption of Recommendations

Process for consideration of Taskforce Recommendations



Taskforce Recommendations and Action Steps

OUTCOME I: Reform Law Enforcement education by creating anti-racism law enforcement education programs

OUTCOME II: Propose/develop competencies for Law Enforcement education programming that prepare graduates for transformative policing of our communities.

CATEGORY 1: EDUCATION AND TRAINING OF NEW OFFICERS

1.1 Recommendation

All Minnesota State law enforcement and criminal justice programs will commit to the training of culturally competent peace officers for the State of Minnesota.

Action Step 1.1: Cultural Competency¹ incorporated in curriculum

Tactic 1.1.1: Require and provide cultural competency principles in all law enforcement and criminal justice programming

Tactic 1.1.2: Standardize cultural competency outcomes across Minnesota State Law Enforcement programs (Learning Objectives for Professional Peace Officer Education [PPOE] 2. *Recognizing and Valuing Diversity and Cultural Differences*) to ensure consistency for all students receiving this education/training

Tactic 1.1.3: Standardize experiential training in diverse communities – internships, etc. (Learning Objectives for Professional Peace Officer Education [PPOE] 1. *Philosophy of Effective Citizenship and Community Service*) to ensure consistency for all students receiving experiential training in diverse and BIPOC³ communities

Tactic 1.1.4: Build greater partnership and immersion programming

Tactic 1.1.5: Increase culturally responsive education on mental health, mental illnesses, and trauma, and scenario-based crisis intervention training

Tactic 1.1.6: Require and provide culturally responsive trauma-informed training in law enforcement and criminal justice programs that help officers discern and understand cultural characteristics of victims

¹ Cultural Competency is being defined as the ability to use critical-thinking skills to interpret how values and belief influence conscious and unconscious behavior; the understanding of how inequity can be and has been perpetuated through socialized behaviors; and the knowledge and determined disposition to disrupt inequitable practices to achieve greater personal and professional success (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

³ BIPOC is being defined as Black, Indigenous, People of Color (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

Action Step 1.2: Infuse law enforcement programming with anti-racist² education

Tactic 1.2.1: Require and provide anti-racist education principles in all law enforcement and criminal justice courses

Tactic 1.2.2: Require anti-racist education course(s) be a part of the core set of course requirements for law enforcement programming

Tactic 1.2.3: Require, provide and practice anti-racist education in Law Enforcement skills training courses

Tactic 1.2.4: Increase crisis intervention training and education on relating to diverse communities and the differences in understanding mental health and wellness in different cultures

Action Step 1.3: Program Advisory Committee membership and training

Tactic 1.3.1: Ensure that all colleges and universities have a Program Advisory Committee that must include representatives from impacted communities, diverse and BIPOC communities and organizations

Tactic 1.3.2: Require anti-racist and cultural competency training for Program Advisory Committee members

Action Step 1.4: Incorporate leadership training and development in curriculum

Tactic 1.4.1: Ensure that all Minnesota State law enforcement and criminal justice programs embed and implement peer intervention training

Action Step 1.5: Transformative policing practices with an emphasis of the role of law enforcement as public servants within communities

Tactic 1.5.1: Emphasize programming on Law Enforcement as public servants with the fundamental duty to serve and protect the community from harm and respect the constitutional rights of all to liberty, equality and justice

Tactic 1.5.2: Rename Minnesota State Law Enforcement Programs to *Peace Officer Training Programs*

Tactic 1.5.3: Remove paramilitary language from all law enforcement education programs, courses and training

² Ant-racist is being defined as someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity (Kendi, 2019) (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

Action Step 1.6: Restructure onboarding practices

Tactic 1.6.1: Ensure all colleges and universities survey students to ascertain their cultural competency, motivations for wanting to enter law enforcement and expectations related to job functions and responsibilities

Tactic 1.6.2: Incorporate the use of assessments upon entry and exit of programming that are culturally relevant, have an anti-racist lens and examine a candidate's cultural competency and implicit biases

Action Step 1.7: Complete an assessment of Law Enforcement and Criminal Justice Programs

Tactic 1.7.1: Complete a program review of law enforcement and criminal justice programs conducted by the Minnesota State system office

Tactic 1.7.2: Align law enforcement and criminal justice programming between Minnesota State 2 and 4 year programs

Tactic 1.7.3: Establish seamless transfer from Minnesota State 2 year to 4 year law enforcement and criminal justice programs

Tactic 1.7.4: Build 4 year law enforcement and criminal justice programs to be distinct from 2 year law enforcement and criminal justice programs and focused on more advanced education and training concepts

CATEGORY II: **RECRUITMENT AND RETENTION OF BIPOC LAW ENFORCEMENT OFFICERS**

2.1 Recommendations

Action Step 2.1: Faculty and Staff training in cultural competency concepts

Tactic 2.1.1: Require professional development for all Minnesota State faculty and staff in cultural competency

Tactic 2.1.2: Require professional development for all Minnesota State faculty and staff in anti-racist education

Tactic 2.1.3: Partner with experts in the field of diversity, equity and inclusion and diverse communities in creating professional development requirements and curricula

Action Step 2.2: Diversify, attract and retain BIPOC faculty and staff in Law Enforcement and Criminal Justice programs

Tactic 2.2.1: Identify and remove barriers that hinder the opportunity to bring BIPOC populations into law enforcement as faculty and staff

Tactic 2.2.2: Train hiring managers on strategies that support the hiring and diversification of staff and faculty in law enforcement and criminal justice programs

Tactic 2.2.3: Provide financial resources to support and incentivize recruitment, hiring and retention of BIPOC faculty and staff in law enforcement programs

Action Step 2.3: Diversify, attract and retain BIPOC students in law enforcement and criminal justice programs

Tactic 2.3.1: Identify incentives and examine and remove barriers to recruiting BIPOC students into law enforcement and criminal justice programming

Tactic 2.3.2: Create intentional partnerships with POST-certified PPOE programs and P-12 School Districts to recruit and retain BIPOC students in law enforcement and criminal justice programs

Tactic 2.3.3: Examine law enforcement programming advertisements to ensure they accurately represent the profession and are culturally appropriate and inclusive

CATEGORY III: EDUCATION AND TRAINING OF CURRENT OFFICERS

3.1 Recommendations

Action Step 3.1: Redesign and increase anti-racist and cultural competency continuing education opportunities for law enforcement officers

Tactic 3.1.1: Partner with experts in the field of diversity, equity and inclusion and members of our diverse communities to create professional development requirements and curricula

Tactic 3.1.2: All continuing education offerings will address cultural competency, social and political oppression, and racism and will incorporate examination of implicit and explicit bias over the course of an officer's career

Tactic 3.1.3: Provide a range of continuing education offerings that will advance development of anti-racist practices over the course of an officer's career

Tactic 3.1.4: Develop partnerships with peace officer professional associations, particularly those serving BIPOC officers, and law enforcement agencies to create mentorship programming and opportunities for graduates going into the field

Tactic 3.1.5: Provide leadership training with an emphasis on cultural competency, anti-racist education, and transformative policing for community policing leaders

Tactic 3.1.6: Increase culturally responsive continuing education on mental health, mental illnesses, and trauma, and scenario-based crisis intervention training

Action Step 3.2: Build greater and more influential partnerships with departments

Tactic 3.2.1: Develop and embed service learning and internship opportunities with law enforcement and corrections organizations that express a commitment to anti-racism and cultural competence

Meeting Summaries

TASKFORCE MEETING ONE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Introductions of Taskforce Members

Charge for Taskforce

Communication and Media

Overview of Minnesota State Multi-prong Approach to Law Enforcement Education Reform | Minnesota State

Associate Vice Chancellor Satasha Green-Stephen

- Minnesota State System | Minnesota State Trustee George Soule
- Equity 2030 | Teri Hinds, Minnesota State
- Minnesota State Law Enforcement Education Reform approaches | | Minnesota State Associate Vice Chancellor Satasha Green-Stephen

Discussion Topic(s) | Commissioner Dennis Olson

- What are the characteristics of cultural competence?
- How does it relate to the work of training and education law enforcement candidates?

The first Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, August 26, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Charge for Taskforce

The Charge of the Taskforce was to advise the Minnesota State Board of Trustees and system leadership on initiatives, programming and priorities relative to an anti-racist law enforcement education and transformative policing of our communities. The Taskforce would not only help to set priorities for Minnesota State regarding law enforcement education, but also had the potential to impact law enforcement across the state. Taskforce review focused on directly addressing issues of racism and social justice by producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect regardless of skin color, national origin, or identity. The operating ground rules/principles of how Taskforce meetings would operate was shared to ensure everyone's voice was heard and respected during discussions and dialogues.

Communication and Media

Minnesota State Director of Media Communications addressed the Taskforce on media protocol. Any media inquiries regarding the Taskforce should be forwarded to the Minnesota State Director of Media Communications. The Associate Vice Chancellor for Academic Affairs is the Taskforce spokesperson for the media. A news release regarding the first Taskforce meeting was distributed on Wednesday, August 26, 2020. Taskforce meetings were not public; however, there is a public website of the Minnesota State Taskforce on Law Enforcement Education Reform that include: Meeting agendas, meeting minutes, and member bios.

Minnesota State Multi-prong Approach

This Taskforce was a part of a comprehensive/multi-prong approach to address injustice and racism within our workplace, our campus communities and our curriculum. This work aligned with the Minnesota State Equity 2030 aspirational goal to eliminate educational equity gaps across all campuses by 2030. This multi-prong approach to law enforcement education reform included:

- Minnesota State Taskforce on Law Enforcement Education Reform
- Creation of Law Enforcement Faculty Community of Practice
- Systemwide program review and quality assurance process
- Revision of Minnesota Transfer Curriculum (MnTC) Goal Area 7: Human Diversity
- Strategic plan to recruit and retain faculty of color

There were short-term and long-term goals to this multi-prong approach. The **short-term goals** at the Individual level are to train the best candidates by reviewing our programs and talking about our curriculum; at the Agency level is to become partners/allies with other anti-racist organizations across Minnesota; and at the macro and systematic level is to help inform statewide policing certification requirements. The **long-term goals** were to increase racial/ethnic diversity of our Minnesota State faculty; provide Minnesota State students with a human diversity course(s); and establish a system wide program review and quality assurance process.

Taskforce Discussion Topics:

What are the characteristics of cultural competence?

- Taskforce members shared what the term cultural competency meant to them. It was recognized that the term cultural competency was not the most easily defined term. It was suggested to move away from the word competency and instead use the words, literacy or humility.
- Defining the term for operational use for the group; several descriptions were shared:
 - Becoming engaged
 - Characteristic of empathy
 - Knowing and understanding your own biases
 - Cultural relations cross cultures
 - Understanding there is more than one perspective in the world and more than one history
 - Understanding social political histories
 - Moving toward an immersive perspective

- Understanding Power dynamics
- Being trauma informed
- Seeing people as human beings, as a person
- Being open to new perspectives
- **How does it relate to the work of training and educating law enforcement candidates?**
Several Taskforce members shared how the term cultural competency related to training and educating law enforcement candidates. Several thought that there needed to be:
 - Intentional experiences for candidates with diverse communities
 - More scenario-based training
 - An avoidance of like-minded partnerships
 - Training on how to manage conflict and trauma

TASKFORCE MEETING TWO - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates

- Presentation: Inver Hills Community College Law Enforcement Program
- Presentation: Minnesota State University, Mankato Law Enforcement Program

Discussion Topic | Trustee George Soule

Initial thoughts about Minnesota State Law Enforcement Programming

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?

How does this fit into the external discussions and efforts on Police reform?

What additional information would you like to have?

Who would you like to hear from?

The second Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, September 30, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Taskforce Discussion Topics:

Summarization of characteristics of cultural competence

- The key themes collected from the cultural competency discussion was presented and assisted in the creation of a draft operational definition of the term cultural competence.
- The drafted definition of the term cultural competence was shared with the Taskforce for review.

- Minnesota State Office of Equity and Inclusion (OEI) created reference guide, glossary of terms and language commonly used in reference to equity and inclusion efforts was shared with the Taskforce.
 - The reference guide definitions were created in collaboration with campus and system partners.
 - The reference guide is updated on an ongoing basis. Feedback is encouraged and welcomed.

Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates:

- Approximately 86% of Minnesota graduates in law enforcement graduated from one of the Minnesota State colleges or universities.
- A total of 93 academic programs in law enforcement, criminal justice, and related fields are offered across 24 Minnesota State colleges and universities.
- There are a total of 22 Board-certified Professional Peace Officer Education (PPOE) Programs. When students complete these programs, they are eligible to sit for the licensing exam for the State of Minnesota to be a police officer.
- There are 11 campuses that offer the Law Enforcement Transfer Pathway.
- **Fiscal Year (FY) 2020 Student Characteristics** in Minnesota State Law Enforcement, Criminal Justice and Corrections Programs: College programs: 23% American Indian students and students of color, 76% White students, and 1% unreported. University programs: 22% American Indian students and students of color, and 78% White students.
- A five-year enrollment trend for Law Enforcement Majors by Race/Ethnicity data shows that colleges went from 15% in FY2015 to 23% in FY2020, and universities went from 12% in FY2015 to 22% in FY2020.
- **Fiscal Year (FY) 2020 Faculty Characteristics** who teach in Minnesota State's Law Enforcement, Criminal Justice and Corrections Programs: College programs: 6.3% American Indian faculty and faculty of color, 92.7% White faculty, and 1% unreported. University programs: 11.6% faculty of color, 87.4% White faculty, and 1% unreported.
- **Fiscal Year (FY) 2020 Credentials Conferred**: College programs: 357 Associate degrees, 23 Transition/Transfer program, and 279 Law Enforcement Skill program. University programs: 115 Bachelor degrees, and 6 Transition program.
- Credentials conferred from FY2015 to FY2020, the data shows that there has been a decline in all credentials over the past 6 years: specifically, there were declines of 12.3% in our Associate degrees, 27.5% in our Transition/Transfer program, 38% in our Bachelor degrees, and 21% in our Law Enforcement Skill program.
- Two of the Minnesota State institutions, Minnesota State University (MSU), Mankato and Inver Hills Community College (IHCC) presented to the Taskforce their work around redesigning their law enforcement programs.

Taskforce Discussion Topics

Initial thoughts about Minnesota State Law Enforcement Programming

- Taskforce members had a brief initial discussion on Minnesota State law enforcement programming. The following questions guided the conversation:

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?
- How does this fit into the external discussions and efforts on Police reform?

What additional information would you like to have?

- Taskforce members shared that they would like to have more information on the following topics:
 - Communication about difficult/uncomfortable topics.
 - What are the values on the offered programs?
 - What are the best practices?

TASKFORCE MEETING THREE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Review of Taskforce Goals and Outcomes

Discussion Topics Continued

Initial thoughts about Minnesota State Law Enforcement Programming

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?

How does this fit into the external discussions and efforts on Police reform?

What additional information would you like to have?

Who would you like to hear from?

Skills Training in Minnesota State Law Enforcement Programming

- Presentation: Hennepin Technical College Skills Programs

Discussion Topics:

- What are the police for? What are the role of the police?
- What qualities are you looking for in a peace officer?
- How do you identify and measure those qualities?
 - Then what are those competencies that those people should have?

The third Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, October 28, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Charge of Revisited Taskforce Goals and Outcome

A flow chart with Taskforce Outcomes was shared with the Taskforce. The Taskforce will advise and make recommendation to the Chancellor and the State Board of Trustees that fall within Outcome 1-2 and Buckets 1-3. Based upon the Taskforce discussions and knowledge of those involved, the deadline on recommendations has been extended to Spring 2021.

Taskforce Discussion Topics

Revised Initial thoughts about Minnesota State Law Enforcement Programming

The Taskforce members discussed the redesign of law enforcement programs presented by Minnesota State University, Mankato and Inver Hills Community College. Minnesota State University, Mankato had town hall meetings and workgroup documents have been completed/submitted to the President. Basic topic recommendations were:

1. General Education courses that align with cultural competency
2. Program specific curriculum that include mental health
3. Faculty—Facilitating uncomfortable conversations in the classroom and curriculum design assistance to incorporate cultural pedagogy.
4. Clarity of the programs
5. Program structures

IHCC focused on redesigning their curriculum to be culturally responsive. Revising about 80% of their curriculum. IHCC anticipates programs offered and available in Fall 2021. The five-prong culturally responsive program framework are:

1. Holistic admissions
2. Developmental instruction
3. Teaching and learning framework
4. Culturally responsive curriculum
5. Scholar-practitioner model

The members continued their discussion on Minnesota State Law Enforcement programming. The following questions guided the conversation:

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?

How does this fit into the external discussions and efforts on Police reform?

What additional information would you like to have?

- Taskforce members would like more information on the following topics:
 - What is considered “training?” Education training vs Police training. Standardize training.
 - Students transferring between institutions—What knowledge do they take with them? How is the curriculum delivered? Operationalized the program.

- Basic skills training vs advance training. Peace officers and part-time peace officers must successfully complete 48 hours of law enforcement related continuing education every three years during their license renewal period.
- Recruiting diverse students into our programs.

Who would you like to hear from?

Skills Training in MN State Law Enforcement Programming

Hennepin Technical College presented on their law enforcement skills training/certificate program.

- **Key Points Discussed:** Program overview, academic plan, in progress crimes, traffic enforcement, defensive tactics (physical contact), crime scene and evidence, firearms, tactical driving for law enforcement, class structure, POST Board standards/exam, facilities-simulation space and range, and consortium agreement.
- Most students enrolling in the skills program come from the consortium institutions:
 - Century College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale Community College
 - North Hennepin Community College
- The State of Minnesota requires a two or four year degree in law enforcement to become a police officer. Most other states require a high school education and a valid driver's license to become a police officer.

Taskforce Discussion Topics

It was recognized that many of the questions were difficult to answer. Taskforce members briefly discussed their views on the following questions:

- What are the police for? What are the role of the police?
 - Enforce the laws/rules
 - Police should be invested in the community that they serve
 - Serve the citizenry
- What qualities are you looking for in a peace officer?
 - Humility, empathy, elements of incorporating service learning, community/public service, public trust, culture awareness
- How do you identify and measure those qualities?
 - Then what are those competencies that those people should have?
 - Certified/trained instructors
 - Integrating knowledge into practical training
 - Continuing education courses

TASKFORCE MEETING FOUR - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Summarize ideas and concepts from previous meetings

Presentations

Recruitment of Students of Color in LE Programs | Paula Palmer, Minnesota Department of Education and Jeralyn Jargo, Minnesota State Career Technical Education

What is anti-racist education? | Debra Leigh, St. Cloud Technical and Community College

Experiential learning programs? | James Densley, Metropolitan State University

The fourth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, November 25, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

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

Strengthening Career and Technical Education (aka Perkins V) for 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).

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
- 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)

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.

TASKFORCE MEETING FIVE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Ideas and Concepts | Trustee George Soule

- Summarize ideas and concepts from previous meetings
- Review and feedback on Draft Summary Recommendations Report

Presentations

- What's Next After Graduation? POST Board Process | Gae Davis | Central Lakes College
- What Police Departments Need from Colleges and Universities When Training Candidates | Chief Medaria Arradondo | Minneapolis Police Department

The fifth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, December 23, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Ideas and Concepts

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

What's Next After Graduation? POST Board Process

Gae Davis, Criminal Justice Coordinator at Central Lakes College presented to the Taskforce on the admission process for Central Lakes College Criminal Justice programming and the POST Board process for certification to become a peace officer in the State of Minnesota.

The POST Board process for certification:

Once a student graduates what do they do next?

- Once the transcript posts at the school and the students have completed EMR certification they can go on the Post Board website and pay the fee to sit for the Post Board exam. From that point the Coordinator signs off that the student has met all objectives to sit for the licensing exam.

What qualifies a person to take the certification exam?

The student must of all, criteria met from (answer #1) and have a transcript posted. A student can take an exam after they have graduated from the CJ AAS degree.

What score do you need to pass the certification exam?

70%

How long is the certification for?

- Once the license is activated by a law enforcement agency and the officer completes 48 hours of continuing education credits the licensed is renewed every 3 years.
- Inactive licenses also have to have 48 credits every 3 years

Is this certification good in other states? Do other states recognize this certification?

Yes, it is recognized in some other states.

What are the requirements for continuing education for officers in the field?

- Every active and inactive peace officer and active part-time peace officer must complete a minimum of 48 hours of continuing education within the three -year licensing period in order to maintain and renew their license.
- Active officers are mandated to train annually in use of force and once every five years in emergency vehicle operations/pursuit driving. It is the officer's discretion which law enforcement related courses they complete to satisfy the remainder of the required 48 hours.
- Beginning July 1, 2018, the chief law enforcement officer of every state and local law enforcement agency will have to provide in-service training in these three areas: Crisis intervention and mental illness crises, Conflict management and mediation, Recognizing and valuing community diversity and cultural differences to include implicit bias.
- The training must consist of a combination of 16 of these continuing education credits within an officer's three-year licensing cycle.
- Inactive peace officers are not required to complete mandated training, however are required to have 48 hours of law enforcement related continuing education training.

What Police Departments Need from Colleges and Universities When Training Candidates

Chief Medaria Arradondo of the Minneapolis Police Department discussed with the Taskforce his thoughts on the needed training for peace officers in the State of Minnesota. He also discussed the changes he has made in the hiring process for Minneapolis Police officers.

TASKFORCE MEETING SIX - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Review and feedback on Draft Summary Recommendations

Category 1: Education and Training of NEW Officers

Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

Category 3: Education and Training of CURRENT Officers

Facilitated by Dr. Merrill Irving, Jr., Hennepin Technical

The sixth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, January 27, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The draft list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce to review for accuracy and to provide additional feedback. The Taskforce talked through each recommendation and made further suggestions and edits before final recommendations are to be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

The meeting was intended to have breakout sessions to discuss each recommendation category in small groups; however, due to technology issues breakout sessions were not possible. Each recommendation was discussed as a larger Taskforce.

Recommendation Category I: Education and Training of NEW Officers

President Irving of HTC facilitated the discussion. The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation?
- Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Discussion:

- Several members had questions about the process for submission and approval of the Taskforce's recommendations to Minnesota State Chancellor and Board of Trustees.

- The recommendations are not approved by the Taskforce. The role of the Taskforce is to provide recommendations to the Minnesota State Chancellor and Board of Trustees for consideration.
- It was discussed that the term “cultural competency” may be too broad of a term. It was discussed that Taskforce recommendations should be more specific because being too broad can exclude Black, Indigenous, and People of Color (BIPOC) from the intent of the recommendations.

Action items:

- It was suggested to avoid redundancy therefore, combine Tactic 1.1.1 and 1.1.2.
- Two Learning Objectives for Professional Peace Officer Education (PPOE) are currently in place for pre-licensing: 1. Philosophy of Effective Citizenship and Community Service and 2. Recognizing and Valuing Diversity and Cultural Differences. It was recommended to incorporate these objectives into the recommendations.
- Tactic 1.1.5: It was suggested that this be at a higher level of recommendation.
- It was suggested to add Minnesota State Office of Equity and Inclusion’s standardized definition for cultural competency.
- Taskforce members will review Minnesota State’s reference guide/glossary. Members will consider the utilization of these definitions.
- The Minnesota State Office of Equity and Inclusion will help include definitions to the document before the recommendations.
- *Action Step 1.3 and 3.2:* Members wanted clarification on these as they believe there is no difference.
- *Tactic 1.4.1:* There were no objections to this tactic; however, the Taskforce thought more description was needed. It was suggested to rephrase this action step and remove the words warrior and guardian to emphasize transformative policing practices, with emphasis on the role of law enforcement as public services/public servants.
- It was suggested to define what paramilitary means in the recommendations.
- *Tactic 1.5.1:* Individuals are screened before entering into the program(s). Taskforce members reminded the group that the idea of psychological examinations is Eurocentric and there is a prevalence of misdiagnose of persons of color. So, instead of a screening tool for candidates, candidates should be provided an examination of their view on cultural competency, implicit bias, anti-racism at entry and exit of Law Enforcement and Criminal Justice programs.
- It was recommended to survey/assess individuals before graduating from programs.
- Several members of the Taskforce thought it was important to note the difference between law enforcement and criminal justice programming. Law Enforcement is about being a police officer. Criminal Justice is about all other aspects around criminal justice systems.
- *Tactic 1.6.2:* It was suggested to strengthen the vocabulary for this tactic from “examine” to perhaps use “fix or solve.”
- *Tactic 1.6.3:* The Taskforce had several questions regarding the transferability of 2 year law enforcement programs to 4 years programs. It was stressed that if there is not

seamless transfer from these programs, it could impede the diversification of students going into four-year programs.

Next Steps

- Due to robust discussions the Taskforce only had time to review Recommendation Category I. The Taskforce determined that in February they will meet twice.
- Meeting date: February 10, 2021
 - Taskforce will review Category II: Recruitment and Retention of Law Enforcement Officers of Color and Category III: Education and Training of CURRENT Officers

TASKFORCE MEETING SEVEN - AGENDA AND SUMMARY

Review and feedback on Draft Summary Recommendations

Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

Category 3: Education and Training of CURRENT Officers

Facilitated by Dr. Merrill Irving, Jr. of Hennepin Technical College

The seventh Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, February 10, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The draft list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce to review for accuracy and to provide additional feedback. The Taskforce reviewed and talked through Category 2 and 3. Further recommendations, suggestions, and edits were discussed. These will be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

- President Irving of Hennepin Technical College facilitated the discussion.

Recommendation Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation? Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Recommendation Category 3: Education and Training of CURRENT Officers

The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation? Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Discussion:

Several Taskforce members needed further clarification on the draft list of recommendations in Category 2 and 3. It was discussed that the recommendations should be more specific because being too broad can exclude Black, Indigenous, and People of Color (BIPOC), and Minnesota State faculty and staff from the intent of the recommendations.

Action items:

- A list of suggested changes to Category 2 and 3 will be sent to the Taskforce members to review for accuracy. The Taskforce members are to send any changes and edits to the Associate Vice Chancellor for Academic Affairs by Friday, February 19, 2021.
- The Taskforce members were tasked to review Action Step 3.2, Tactic 3.2.1. Any recommended changes are to be sent to the Associate Vice Chancellor for Academic Affairs.
- The updated draft recommendations, Category 1, 2, and 3, will be shared with the Taskforce during the final meeting. At this meeting, the Taskforce will review the document for accuracy and finalize the list of recommendations.
- The final process and wrap up will be discussed with the Taskforce during the final meeting on February 24, 2021. Questions and concerns will be discussed during that meeting.
- The final recommendation list will be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

TASKFORCE MEETING EIGHT - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Final Review and Adoption of Recommendations

Facilitated by Dr. Merrill Irving, Jr. of Hennepin Technical College

Process for Consideration of Taskforce Recommendations

The eighth and final Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, February 24, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The final list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce for final review and adoption. The Taskforce reviewed Categories 1, 2 and 3.

- President Irving of Hennepin Technical College facilitated the discussion.

Final Review and Adoption of Recommendations

The Taskforce reviewed and adopted the final recommendation document.

Process for Consideration of Taskforce Recommendations:

- AVC Green-Stephen presented to the Taskforce on next steps for considerations of the Taskforce recommendations by Minnesota State Chancellor and Board of Trustees.
- The Taskforce recommendations will be shared with the Chancellor late February and presented to the Board of Trustees at the March 16-17, 2021 Board of Trustee meeting(s).
- March—May 2021 the Taskforce recommendations will be evaluated, assessed and prioritized to create a systemwide vision based on the recommendations. This will consist of:
 - March 2021 (after the Board of Trustee Meeting) — Taskforce recommendations will be shared with the Law Enforcement and Criminal Justice Faculty Community of Practice.
 - May—Summer 2021 — Law Enforcement and Criminal Justice Faculty Community of Practice will create a process of implementation of Taskforce recommendation's that align with program review, revision of POST Board standard(s) as well as any needed faculty professional development.
 - April—May 2021-- Taskforce recommendations will be shared with Minnesota State stakeholders.

Timeline: Review, Adoption and Implementation of Taskforce Recommendations





Appendix A: Taskforce Members



Malaysia Abdi
Student at Metropolitan State University
Students United

Malaysia is a graduate student at Metropolitan State University receiving her Masters in Advocacy and Political Leadership an active community member.



Salah Ahmed
Patrol Sergeant
Metro Transit Police Department, Somali American Police Association

Salah Ahmed began his law enforcement career in 2010. He is currently a Patrol Sergeant with the Metro Transit Police Department. Salah has led training on topics such as cultural awareness, implicit bias, equity, and Islamophobia. He earned a Master of Arts in Public Safety and Law Enforcement Leadership. Additionally, he is fluent in Arabic and Somali.



Joe Bathel
The Shakopee Mdewakanton Sioux Community
Minnesota Indian Affairs Council

Joseph Bathel, Taskforce Delegate from The Shakopee Mdewakanton Sioux Community (SMSC). Joseph is currently studying for his law enforcement degree, is a Board Member of the Civilian Review Board, Group Leader of the Natural Resources and Infrastructure Work Group, and will be Liaison to the SMSC Conservation and Enforcement Department.



Theresa Battle
Superintendent
Burnsville-Eagan-Savage School District 191

Dr. Theresa Battle is Superintendent of Burnsville-Eagan-Savage School District 191, serving more than 8,000 students and their families in a diverse Minneapolis suburb. She has previously served students and families as a classroom teacher, Principal, Curriculum Director and Assistant Superintendent.



Michael Birchard

Associate Vice President of Equity and Inclusion

Inver Hills Community College; Dakota County Technical College

Michael Birchard is the Vice President of Equity and Inclusion at Inver Hills Community College and Dakota County Technical College. He has taught courses on democratic citizenship, Race in America, American Indian studies, human relations, leadership, and community organizing at North Hennepin Community College, Minneapolis College, St. Cloud State University, and Saint Mary's University of Minnesota.



Jeffery Boyd

President

Rochester Community and Technical College

Jeffery Boyd, Ed.D., has served Rochester Community and Technical College and Minnesota State since 2018. Following graduation from a community college, Dr. Boyd served nine years as a police officer before transitioning to teaching Criminal Justice. Dr. Boyd has served several community colleges in roles including dean, provost, and president.



Stephanie Burrage

Interim Superintendent

Robbinsdale Area Schools

Dr. Stephanie Burrage is the Interim Superintendent of the Robbinsdale Area Schools with 35 years of experience in education. A published author, her most recent article is published in the Journal of the Center for Policy, Analysis and Research, "Expanding Early Childhood Resources to Address Racial Disparities in Education, Employment and Incarceration."



Elliot Butay

Criminal Justice Coordinator

National Alliance on Mental Illness

Elliot Butay is the Criminal Justice Coordinator for NAMI (National Alliance on Mental Illness) Minnesota, a statewide grassroots organization that champions justice, dignity, and respect for all people affected by mental illnesses through education, support, and advocacy. Elliot coordinates NAMI's advocacy efforts to decriminalize mental illnesses in Minnesota.



Jon Dalager
System Director, Academic Programs and Quality Assurance
Minnesota State

Dr. Jon Dalager is the System Director for Academic Programs and Quality Assurance at Minnesota State. He practiced law in West Central Minnesota before becoming a professor of political science and an academic dean. He has taught courses on the legal system, civil rights, and constitutional law.



Gae Davis
Criminal Justice Coordinator
Central Lakes College

Gae Davis has worked for Central Lakes College over two decades, serving 10 of those years as a Coordinator for the Law Enforcement Program. Davis has a Masters in Criminal Justice from SCSU. She has worked for the Mille Lacs Tribal Police, Motley Police, and the Crow Wing County Sheriff's Office.



Andriel Dees
Interim System Diversity Officer
Minnesota State

Andriel Dees is the Interim System Diversity Officer for Minnesota State, and has oversight of the system's strategy to support diversity, equity and inclusion. Previously, she served in Diversity and Inclusion leadership roles at Capella University, University of Wisconsin River-Falls, and William Mitchell College of Law. Andriel holds a Juris Doctorate from William Mitchell College of Law and a Bachelor of Arts degree in English from Hampton University in Hampton, Virginia.



James Densley
Chair of the School of Law Enforcement and Criminal Justice
Metropolitan State University

Professor James Densley is Chair of the School of Law Enforcement and Criminal Justice at Metropolitan State University. He is the author of four books and over 100 articles on crime and policing; and a co-creator of The Violence Project, a NIJ-funded database of mass shooters that has received global media attention. He earned his PhD in sociology from the University of Oxford.



Samantha Diaz
Legislative and Policy Director in Education
Minnesota Council on Latino Affairs

Samantha N. Diaz has been the Legislative and Policy Director in the area of education at the Minnesota Council on Latino Affairs since 2019. MCLA is a state agency that advises and informs the governor and legislators on matters of importance to Latinos in Minnesota.



Joe Gothard
Superintendent
Saint Paul Public Schools

Dr. Joe Gothard is Superintendent of Saint Paul Public Schools, serving more than 37,000 PreK-12 students with more than 5,500 full-time staff. Previously, Dr. Gothard served as Superintendent in the Burnsville-Eagan-Savage School District. He has also served as Assistant Superintendent, High School and Middle School Principal in Madison, Wisconsin.



Sia Her
Executive Director
Council on Asian Pacific Minnesotans

Sia Her has been executive director of the Council since 2013. Before joining the Council, Sia served as campaign manager for the successful Saint Paul Public Schools' "Strong Schools, Strong Communities" levy referendum. She has a master's degree in public policy from the Hubert H. Humphrey School of Public Affairs and a bachelor's degree in political science from Macalester College.



Teri Hinds
Senior Director of Strategic Initiatives – Equity 2030
Minnesota State

Teri Lyn Hinds joined Minnesota State as the Senior Director of Strategic Initiatives – Equity 2030 in March 2020. In her previous role as the Director of Policy Research and Advocacy at NASPA – Student Affairs Administrators in Higher Education she worked regularly with staff from the International Association of Campus Law Enforcement Administrators (IACLEA) on issues of campus safety.



Merrill Irving
President
Hennepin Technical College

Dr. Merrill Irving Jr. is president of Hennepin Technical College (HTC) which is comprised of 46% students of color and has a 99% job placement rate. The HTC Law Enforcement and Criminal Justice Education Center provides skills training for more licensed peace officers employed in Minnesota than any other Minnesota State institution.



Arrick Jackson
Vice President of Academic Affairs
Minnesota State University Moorhead

Arrick Jackson is Vice President for Academic Affairs at Minnesota State University Moorhead. He provides leadership for academic programs and builds strong partnerships in community and economic development. He holds a B.S. and M.S. in criminal justice and a Ph.D. in political science. He is an experienced fundraiser and community developer.



Amber Jones
Community Outreach Coordinator
Council for Minnesotans of African Heritage

Amber Jones is the Outreach Coordinator for the Council for Minnesotans of African Heritage. She has ten years of community engagement & advocacy experience working in various industries including education, economic development, museums, & state government. Amber is a summa cum laude graduate from the University of Minnesota-Twin Cities with a B.A. in African American & African Studies.



Ascan Koerner
Associate Dean for Undergraduate Education, College of Liberal Arts
University of Minnesota

Ascan F. Koerner is Professor of Communication Studies and Associate Dean for Undergraduate Education at the College of Liberal Arts of the University of Minnesota, the largest college in the state. He is an expert in family communication and conflict resolution, as well as career readiness of liberal arts students.



Wade Lamirande
Law Enforcement Program Coordinator
Fond du Lac Tribal & Community College

Wade Lamirande is the Law Enforcement Program Coordinator at Fond du Lac Tribal and Community College, one of Minnesota State's largest Law Enforcement classroom and skills training programs. Lamirande's professional experience covers 26 years in law enforcement as a chief of police, detective, and patrol officer, plus completion of FBI National Academy Leadership Training.



Kim Lund
Lieutenant
Minneapolis Police Department, Association of Women Police

Kim Lund has been a Minnesota police officer for 36 years and has served on the Crime Victims Reparations Board, The Minnesota Juvenile Officers Association Board, and the board for the Minnesota Association of Women Police. Kim was appointed to a group that reviewed academic programming in our juvenile corrections facilities during Gov. Ventura's administration.



Priscilla Mayowa
Student at North Hennepin Community College
President, LeadMN

Priscilla is currently a student at North Hennepin and Bemidji State getting her bachelor's in accounting. During the day she serves as President of LeadMN – College students connecting for change and at night she tries to meet all her 11:59pm deadlines. In her free time she podcasts, cooks, bake breads, watches TV and brainstorm ways to dismantle systems of oppression.



Kristy Modrow
Student Relations and Experiential Learning Director, School of Public Affairs
St. Cloud State University

Kristy Modrow has served in higher education for 15 years. She is the School of Public Affairs Student Relations and Experiential Learning Director at St. Cloud State University. She connects criminal justice students with criminal justice and governmental agencies to create mutually meaningful applied learning experiences.



Marta Mohr
Interim System Director for Transfer
Minnesota State

Marta Mohr has served Minnesota State in academic programming and transfer since 2008. She holds a M.A. in Counseling and a Ph.D. in Sociology. Marta has Individual, Group, Family, and Addiction Counseling faculty experience. She has worked with tribal, city, county, state and federal probation, law enforcement, and treatment programs.



Henry Morris
Vice President for Diversity and Inclusion and Diversity Officer
Minnesota State University, Mankato

Dr. Henry Morris is the Vice President for Diversity & Inclusion and Diversity Officer at Minnesota State University, Mankato. He has served many different senior level administrative positions over 29 years at Minnesota State Mankato. Dr. Morris also serves on the Mankato Criminal Justice Taskforce and has served on many state and local boards.



Evan Olson
Student at Minnesota State University, Mankato
Students United

Evan Olson is a third-year Law Enforcement major at Minnesota State University, Mankato.



Lyndsey Olson
City Attorney
City of Saint Paul

Lyndsey Olson is the Saint Paul City Attorney, appointed by Mayor Melvin Carter in 2018. Her office operates under a vision of inclusion, access to justice, sustainable legal processes and innovative legal solutions. Ms. Olson also is a Lieutenant Colonel in the Minnesota National Guard Judge Advocate General's Corps and Staff Judge Advocate for 34th Infantry Division.



Paula Palmer
Director of Career and College Success
Minnesota Department of Education

Paula Palmer, M.A., is currently serving as the Director of the Career and College Success Division at the Minnesota Department of Education. She oversees early college programs, partnerships, and strategic initiatives with PreK-20 including Career and Technical Education, High School to Postsecondary Initiatives, MN Career Information System, Adult Basic Education, Online Learning, and Alternative Programs.



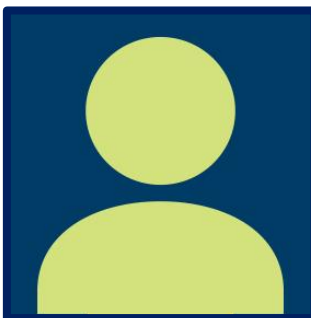
Tia Robinson-Cooper
Provost and Vice President of Academic Affairs
Inver Hills Community College

Tia Robinson-Cooper has served Inver Hills Community College as the Provost/Vice-President of Academic Affairs since 2018. She currently leads the Law Enforcement Advisory Board to address racial equity across the curriculum through the development of a Culturally Responsive Law Enforcement program. Inver Hills offers degrees and certificates in Law Enforcement and Criminal Justice Studies.



Rick Sansted
Superintendent
Alexandria School District

Rick Sansted currently serves as Superintendent for Alexandria Public Schools. With over 20 years of education experience across the state, a focus area includes growing partnerships with the community and higher education to help students follow their passion toward a career. Alexandria Technical and Community College hosts a Law Enforcement program.



Peggy Strand
Education Coordinator
Minnesota Board of Peace Officer Standards and Training (POST Board)

Peggy Strand serves as an education coordinator for the Minnesota Board of Peace Officer Standards and Training which certifies 30 colleges and universities, including 21 Minnesota State schools, to provide the professional peace officer education that is one of the requirements for peace officer licensure in Minnesota.



Sherrise Truesdale-Moore
Associate Professor, College of Social and Behavioral Sciences
Minnesota State University, Mankato

Dr. Sherrise Truesdale-Moore has served as a professor in the Corrections/Criminal Justice Program at Minnesota State University, Mankato for 16 years. She holds a PhD from Howard University with a concentration in criminology and urban sociology and a Master's in criminal justice from Coppin State University. She has over 27 years of professional criminal justice experience. She conducts cultural competency training for criminal justice professionals.



Robbyn Wacker
President
St. Cloud State University

Dr. Robbyn Wacker is the 24th President of St. Cloud State University since 2018. She is an experienced administrator and a tenured professor with a reputation for leadership of strategic initiatives, encouraging innovation, and advancing student enrollment, retention. She has served as a leader on numerous boards and committees.



Dawanna Witt
Major
Hennepin County Sheriff's Office, Minnesota Black Police Officers Association

Dawanna Witt has been in law enforcement/corrections for 21 years. She is currently a Major with the Hennepin County Sheriff's Office, with Black Police Officers Association and an Adjunct Instructor at Inver Hills Community College. Major Witt holds master's degrees in Management and Public Safety Administration from Saint Mary's University of Minnesota.



Pheng Xiong
Police Officer
City of Saint Paul, Minnesota Asian Peace Officers Association

Pheng Xiong is a 1st generation immigrant from Thailand, oldest of 5 children, raised in the Frogtown neighborhood in St. Paul. He worked for Police Departments in Coon Rapids and New Hope. He is now an 8-year veteran Police Officer with the City of Saint Paul. Pheng is the elected President of the Minnesota Asian Peace Officer Association.



Appendix B: Taskforce Charge

MINNESOTA STATE TASKFORCE ON LAW ENFORCEMENT EDUCATION REFORM CHARGE DOCUMENT

Purpose: To advise the Chancellor and Board of Trustees (BOT) on issues, initiatives, programming and priorities relative to anti-racism law enforcement education and preparing graduates for transformative policing of our communities.

Scope: Preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the MN Board of Peace Officer Standards and Training (POST) and professional workforce issues (pipeline and workforce development); and recommendations regarding diversity, equity and inclusive practices across Minnesota State.

Primary Responsibilities:

1. Facilitate communication among faculty, staff, students, administrators, and other stakeholders.
2. Advise the Chancellor and the BOT on systemwide issues related to preparation of law enforcement professionals.
3. Make recommendations to the Chancellor and the BOT that result from a process of discovery, planning, adoption and analysis.

Equity 2030: The Minnesota State Taskforce on Law Enforcement Education Reform is responsible for the facilitation of the transformational ideals of Equity 2030. Equity 2030 seeks to address the educational attainment goals of an ever-growing diverse racial and socioeconomic student body, and those who represent first generation students. Facilitating and nurturing Equity 2030 requires the taskforce to demonstrate how diversity and inclusion are at the forefront of curriculum design in law enforcement and how culturally relevant approaches are demonstrated in program/curricula development.

Operating Guidelines:

1. The Taskforce has a convener and a co-convener appointed by the Chancellor and/or designee. The conveners, along with the Minnesota State Law Enforcement Planning and Advising Commission, will take the lead in identifying issues to be addressed by the Taskforce.
2. The Taskforce charge document, membership list, meeting schedule, agendas, meeting summaries, and other information will be available and distributed to taskforce members and other constituent groups.
3. A liaison from the Taskforce will attend meetings of the Law Enforcement Faculty Community of Practice.

Meeting Times and Dates: The Taskforce meets on a regular basis during the Fall 2020 semester. The Taskforce convener(s) will determine the frequency and schedule of meetings with input from Taskforce members. The system office will pay travel expenses for faculty and student members as

needed. Institutions are expected to pay travel expenses for Minnesota State administrators. Taskforce members' external to Minnesota State parking will be validated for face-to-face meetings at the System Office.

Taskforce Member Expectations: Members are expected to:

1. Attend and participate in meetings as scheduled;
2. Represent the positions of their constituents;
3. Work with all members to build consensus in decisions and recommendations;
4. Respond objectively to requests from the Minnesota State Law Enforcement Planning and Advising Commission and Chancellor;
5. Provide recommendations to the Chancellor that meet student, institutional, and system needs;
6. Communicate discussions and recommendations back to their constituents.
- 7.

Taskforce Leaders: Conveners will be appointed and serve at the will of the Chancellor. The conveners and the Associate Vice Chancellor for Academic Affairs will take the lead in identifying issues to be discussed by the Taskforce, and help develop the full taskforce agenda.

Ad Hoc Subgroups: In order for the Minnesota State Taskforce on Law Enforcement Education Reform to function in the most effective manner, ongoing or short-term ad hoc-subgroups may be formed to address specific topics or issues. These ad hoc-subgroups may include subject matter experts who are not currently serving on the Taskforce. Ad hoc-subgroups forward recommendations to the Taskforce for consideration in their development of recommendations to the Chancellor.

Taskforce Members: Membership of the taskforce should include at least one member from each of the following groups. Appointees shall be recruited by the co-chairs with assistance from the responsible division/organization. The membership will be approved by the Chancellor.

1. **University Faculty (IFO):** two faculty members who teach in law enforcement, criminal justice or related program.
2. **College Faculty (MSCF):** two faculty members who teach in law enforcement, criminal justice or related program.
3. **Administrators:** one college administrator and one university administrator with a law enforcement or criminal justice program.
4. **University Administrative and Service Faculty (MSUAASF):** one member
5. **Presidents:** two College Presidents and one University President with a law enforcement or criminal justice program.
6. **Professional Staff (MAPE):** one member
7. **University Students (Students United):** two students enrolled in a law enforcement or criminal justice program
8. **College Students (LeadMN):** two students enrolled in a law enforcement or criminal justice program
9. **Academic and Student Affairs Division Staff, System Office:** one member
10. **Equity and Inclusion Division Staff, System Office:** one member
11. **Equity 2030 Staff:** one member
12. **Diversity Officers:** one college diversity officer and one university diversity officer
13. **Minnesota State Law Enforcement Planning and Advising Commission:** two members
14. **Minnesota Board of Peace Officer Standards and Training (POST):** one member
15. **Official/Representative from City of Saint Paul:** one member
16. **School District:** one rural district, one urban district, two suburban districts

17. **Police Affinity Groups:** four members (one member from each MN National Black Police Officers Association, MN Asian Peace Officers Association, Somali American Police Association, MN Association of Women Police).
18. **MN Office of Higher Education:** one member
19. **MN Department of Education:** one member
20. **Community Organization(s):** one member National Alliance on Mental Health
21. **State Affinity Councils:** four members (one member from each MN Indian Affairs Council, MN Council on Latino Affairs, Council on Asian Pacific Minnesotans, Council for Minnesotans of African Heritage).
22. **University of Minnesota:** one member
23. **Minnesota State Board of Trustee:** one member