



# Oregon

Kate Brown, Governor

## Department of Public Safety Standards and Training

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**DATE:** July 10, 2020

**TO:** Joint Committee on Transparent Policing and Use of Force Reform  
Co-Chair Senator James Manning Jr.  
Co-Chair Representative Janelle Bynum  
Senator Lew Frederick  
Senator Bill Hansell  
Senator Dallas Heard  
Senator Floyd Prozanski  
Senator Kathleen Taylor  
Senator Kim Thatcher  
Representative Alissa Keny-Guyer  
Representative Akasha Lawrence Spence  
Representative Rick Lewis  
Representative Ron Noble

**FROM:** Staci Yutzie, DPSST Program Development Coordinator

**SUBJECT:** DPSST Police Training Question

During the Joint Committee hearings on 7/9 and 7/10, Senator Fredrick expressed concern about some of the training received, or not received, in the Basic Academy. There was not time during the hearing to respond. This memo serves to provide more information around this issue.

The concern shared was regarding an academy graduate who expressed only spending 15 minutes on critical issues regarding race during their time at the academy. There was concern that the instructor was unfamiliar with the topics (specifically Vanport) and a student had to provide the content. Without additional information such as when this incident occurred, or who the instructor was, we can only share generalized information about the training recruits receive.

The Basic Police academy draws from a pool of instructors authorized to teach various courses. All instructors must obtain their instructor certification prior to teaching. After a period of shadow teaching, instructors are authorized to teach on their own. It is unlikely that an authorized instructor would be unfamiliar with the content in the curriculum. The DPSST training model is about drawing information from the learners. This is called student-centered learning and decades of research on adult learning demonstrate this to be more effective than instructor-centered delivery. Therefore, instructors are trained by DPSST to be facilitators of learning, such as leading class discussions and asking for student experiences rather than lecturing from a Power Point and telling stories.

Since February 2018, all recruits attending the academy receive the following training related to the topic of concern:

### Community Competency- 6 Hours delivered over three sessions

These sessions include understanding diverse communities, social bias, tools of discrimination, barriers to effective relationships, increasing cultural understanding, tools of resistance, cultural humility, choosing language, and engaging diverse communities. Oregon specific examples are provided focusing on multiple ethnic and racial groups and multiple regions of the state.

Excerpts from the student material:

1. The city of Vanport was built during the Second World War to house wartime workers at the Kaiser Shipyards. It drew tens of thousands of black workers, becoming home to Oregon's first substantial black population. After the war, these workers, unable to find housing in Portland, remained segregated at Vanport. On May 31, 1948, a catastrophic flood wiped Vanport out of existence, leaving the black population with no option but to move to Portland. The city's response was to isolate them to inner North and Northeast Portland, strictly enforcing the practice of redlining.
2. Chapters of the Black Panther Party were formed in Oregon in 1969. The party provided essential nutrition and health services that were scarce in Portland and Eugene's black communities and challenged oppressive laws, racist practices, and harsh law-enforcement tactics. The party ran several free breakfast programs in inner-city elementary schools.
3. Chinese men who came to Oregon in the late 19th century as laborers were often referred to as "sojourners" since they were only allowed into the country to work, and could not be accompanied by wives or families. In 1882, the nation's failing economy, coupled with long-standing anti-Chinese sentiment, resulted in the passage of the federal Chinese Exclusion Act, which banned Chinese labor immigration for 10- years. Amid the hysteria, arsonists burned buildings in Portland's Chinatown, vigilantes expelled Chinese workers from Oregon City, and a small group of men and boys massacred 34 Chinese miners in Hells Canyon.

### History of Policing- 2 Hours delivered over two sessions

These sessions cover the three eras of policing as well as how each era impacted and was impacted by communities. Topics include slave patrols, policing in the civil rights era, and the history of social justice in Oregon. Oregon specific examples of discriminatory and oppressive behaviors are covered, including the impact of white settlers under the banner of manifest destiny; the Oregon Exclusion Law; laws against Chinese and Native Americans; the Public Accommodation Law denying service to Black people; the St. John's riot targeting East Indian immigrants; KKK members in political positions and law enforcement; redlining; and sundown laws.

Excerpts from the student material:

1. Understanding the history of policing as well as the social, political, and economic factors that shaped police institutions can serve to benefit officers in their efforts to build trust with communities of color. In Emotional Intelligence, you have discussed the importance of empathy, sensing others' feelings and perspectives, and taking an active interest in their concerns. As was covered in Part 1, the policing profession was built upon political power, corruption, and oppression. Some communities experienced (and still do) the adverse effects of policing more than others. Those experiences impact the police/community relationship today, and an empathetic response is necessary.
2. Reform efforts have brought the policing profession a long way, but as in all professions, we must always strive to be better. So, what can be done now to build better relationships with communities? Tips for engaging diverse communities will be covered later, but first, we must start by acknowledging the injustices in our history. To truly acknowledge history means to become educated and to be conscientious, not to minimize the experiences of others.

Implicit Bias- 6 Hours delivered over three sessions

These sessions build on material introduced in previous courses. Topics include the science of bias, the Harvard Implicit Association Test, counter-stereotyping, racially biased policing, the black-crime association, discretionary decisions, Threat-Perception Failure, reducing ambiguity, and slowing down

Excerpt from the student material:

1. The idea that officers may have subtle implicit biases that influence their behavior and decisions in ways that they are not consciously aware of is certainly a topic worthy of investigation. To illustrate, Greenwald and colleagues (2015) argued that even the smallest differences in an IAT score could represent significantly harmful actions of discrimination in social life. For police, this can mean the difference between life and death. It can also be a demonstrable threat to democratic freedoms and equality and undermine the legitimacy of the police—even when explicit bias (such as blatant racism) is not at play.

The complete Basic Police curriculum is available on the DPSST website. It can be located at:

[https://www.oregon.gov/dpsst/CPE/Pages/curriculum-facilitator-development.aspx#curriculum\\_overviews](https://www.oregon.gov/dpsst/CPE/Pages/curriculum-facilitator-development.aspx#curriculum_overviews)

Should the committee want any further details about Basic Police training, please reach out and ask or come observe.

If any of you have any follow-up questions, would like more information, or would like to attend any of the classes we offer at the Academy, please let me know.