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*Learning Objectives of Module  
2: Trainees will be able to:*

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- Reflect upon and articulate the impact biased policing has on community members.
- Reflect upon and articulate the impact of biased policing on their law enforcement organizations.
- Understand the importance of police legitimacy and the threats to this legitimacy.
- Understand how procedural justice produces police legitimacy and be able to articulate the components of procedural justice.
- Understand the central role of fair and impartial policing in producing procedural justice and police legitimacy.

**These testimonial videos** can be used during the implementation of Module 2 of the FIP training, which emphasizes the detrimental consequences of biased policing for both individual community members and the law enforcement organization as a whole. The most powerful training tool of this module is the testimonial(s) from individuals who perceive they have been subjected to police bias. (Instructors could also arrange for individuals to speak about other bias experiences that did not involve police, for instance, experiences involving bias manifested by retail establishment, landlords, etc.)

Police professionals, from the law enforcement agency, can be particularly powerful and effective testimonial voices. Instructors are encouraged to identify speakers who can speak, not only to racial/ethnic bias, but to other potential biases, such as those based on gender, age, socio-economic status, religious affiliation and/or sexual orientation. This personal commentary can have a lasting impression on training participants and can have the impact of making “real” the academic concepts discussed in Module 2.

While “live” testimonials are ideal for producing maximum impact on trainees, this is not always viable. One alternative to “live” testimonials, is the presentation and discussion of testimonials contained in written works. For instance, in his book, “The Presumption of Guilt,” Harvard Law Professor Charles Ogletree recounts the stories of 100 African American men—both famous and everyday Americans—who reflect on their experiences with law

enforcement officers. Instructors may read select narratives from the text and engage participants in discussions about the scenarios, or instructors may wish to adapt various narratives and create a series of case studies to be used during small group exercises and discussion. The three testimonial videos provide an additional option for conveying to the students the detrimental impact of biased policing on community members.

### Video Content and Use

All three videos present Sergeant Richard Kelly, a 15-year veteran of the Milwaukee (WI) Police Department. Sgt. Kelly reflects on two separate interactions with law enforcement officers in the context of traffic stops; he strongly suspects, and makes a convincing case, that the officers were impacted by their biases.

In **Video #1 (“Sgt. Kelly Video A,” 2:34)**, Sgt. Kelly is a young man in his 20’s and has not yet joined the Milwaukee Police Department (MPD). He recounts his experience as “a young Black man in jeans and a hoodie” pushing a stalled vehicle along the side of the road. In **Video #2 (“Sgt. Kelly Video B,” 4:22)**, Sgt. Kelly, now an 8-year veteran of the MPD, and a fellow MPD officer are stopped in an area where they are clearly “race out of place.” Finally, in **Video #3 (“Sgt. Kelly Video C,” 3:15)**, Sgt. Kelly, today and after participating in the FIP Training, reflects on what he now understands about implicit bias, its impact on human behavior, and the actions of both of the officers who stopped him—as a young Black man and as a driver seeming “out of place” in a neighborhood. Although both of these encounters are years in the past, Sgt. Kelly’s recounting today still resurrects difficult emotions and clearly demonstrates the long-term impact of biased policing on community members.

These videos can be used both during FIP classroom instruction and in other educational venues such as roll call training. Videos #1 and #2 can be used individually or in tandem. Using them in tandem allows instructors to emphasize the teaching point that *many men of color have had multiple experiences of being victims of biased policing and/or being stopped because they were deemed “out of place” in a neighborhood*. Video #3 should be used in conjunction with either Video #1 or Video #2 since the content of Video #3 is a reflection on the role that implicit bias may have played in the officers’ encounters with both young Richard Kelly and the veteran MPD Sgt. Kelly.

These videos provide instructors the opportunity for discussions around such issues as:

- ✚ (V#1) How did implicit bias manifest in the encounter between the officer and the young Richard Kelly?
- ✚ (V#1) What impression did the officer leave with the young Richard Kelly?
- ✚ (V#1) [For supervisors] If this incident were to come to your attention, how would you address the officer’s actions with him?
- ✚ (V#1 & V#2) Regarding both incidents, how would a community member (not a law enforcement officer like Kelly) respond to these encounters?
- ✚ (V#1 & V#2) How might a community member’s perception of police legitimacy be impacted by such encounters?