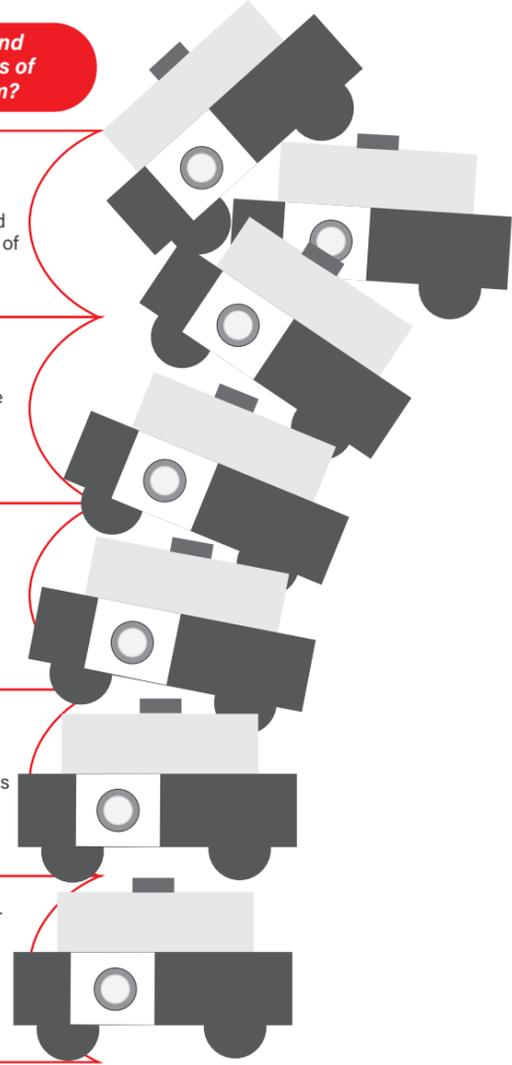


POLICING & MILITARISM ON CAMPUS: Reformist reforms vs. abolitionist steps

All educational spaces, including colleges and universities, are strategic sites in the work to abolish the prison industrial complex (PIC). These charts break down the difference between reformist reforms which continue or expand the reach of policing, and abolitionist steps that work to chip away and reduce its overall impact. As we struggle to decrease the power of policing on post-secondary educational campuses there are also practical and pro-active investments we can make in community health and well-being.

DOES THIS...	reduce funding and / or capacity for policing and military on campus?	build well-being and/or reduce vulnerability on campus ?	create possibilities for radical teaching and learning?	address historical and contemporary harms of policing & militarism?
TASKFORCES, REVIEW BOARDS, AND ADVISORY COMMITTEES	NO. They channel more funds to resource taskforces and stall or distract from challenging policing and military.	NO. They give the appearance of working to change campus conditions, but keep people busy rather than implementing radical change.	NO. These distract from the project of radical teaching and learning and increase administrative bloat.	NO. These produce new bureaucracies rather than genuine accountability and reparation for the violence of policing and militarism.
INCORPORATING RESTORATIVE JUSTICE INTO POLICING-BASED SYSTEMS	NO. This will simply increase budgets for policing systems, under the guise of "reform."	NO. Co-opting transformative and restorative justice is not the same as making fundamental changes to how harm is understood and addressed between people.	NO. This appropriation undermines the ability to really teach, learn, and practice, transformative justice.	NO. Appropriating TJ/RJ makes existing systems seem more palatable while doing little to address or transform the harms of policing and militarism.
POLICE DIVERSITY / EQUITY / INCLUSION HIRING INITIATIVES & TRAININGS	NO. The funds that support these initiatives take resources away from student-led and other programs to support people without police intervention.	NO. Even in cities that have implemented diversity and training protocols, police assaults, harassment, and killings do not decrease.	NO. Making policing "better" shuts down critically engaged conversation about policing, labor, and resistance to the PIC.	NO. This superficially legitimizes policing as "inclusive" while failing to address the violence of police power.
TRANSFERRING POWER BETWEEN CAMPUS AND OTHER POLICING AGENCIES	NO. These strategies reproduce (or increase) police funding/capacity through other forms of policing.	NO. Private security, local police, and campus police are all police. Their presence reproduces vulnerability to policing and state violence.	NO. Private security and local police surveil and silence in the same ways that campus police do. Resources that go to policing are resources that are not being used for education.	NO. These shifts sustain policing and military capacity on and off campus rather than addressing the harm they cause.
STAFF, FACULTY, & ADMIN DOING POLICING WORK	NO. The labor of policing continues through different - potentially more diffuse - entities, for example, Title IX offices.	NO. Deputizing policing responsibilities to "mandated reporters" ensures that people feel they can't talk to anyone without risk of PIC intervention.	NO. It reduces possibilities for radical teaching and learning because people feel more constrained and surveilled.	NO. This is part of a larger trend that extends the harms of policing by enlisting people working in public services and systems.



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DEFUND CAMPUS AND LOCAL POLICE	YES. Defunding police shifts resources and chips away at the idea that police and military are necessary.	YES. Defunding police on campuses frees up funds for critical needs, like housing and food access, while reducing the likelihood of police violence and harassment.	YES. Defund campaigns ignite radical conversations and imaginations and can create space for people to identify what they need and want to feel safe.	YES. Defunding recognizes the harms of policing, challenges their legitimacy, and makes resources available to address those harms.
BUILD TRANSFORMATIVE JUSTICE RESPONSES TO GENDER AND SEXUAL VIOLENCE	YES. Transformative justice responses help make the case for defunding by highlighting how policing does not reduce or deter gender and sexual violence.	YES. Transformative justice responses address the root causes of gender and sexual violence and are focused on reducing vulnerability and creating genuine well being.	YES. Implementing sustainable transformative justice practices requires ongoing community learning, dialogues and critical analysis.	YES. Transformative justice responses demonstrate how police and military contribute to gender and sexual violence and develop community-based approaches to interpersonal and state violence.
ELIMINATE PROGRAMS AND RESEARCH FOR POLICE, MILITARY, & CORRECTIONS	YES. Eliminating programs and research not only reduces policing and military presence on campus, but reduces tools, analysis, and workers for these fields.	YES. Reducing the number of corrections /police /military programs challenges the legitimacy of these structures as necessary for our collective well being.	YES. The naturalization of programs to train police and prison/jail/detention workers makes it harder to think or teach critically about these systems.	YES. Divesting from research and training programs begins to hold universities accountable for their role in policing and militarism.
USE ORGANIZED CAMPUS LABOR TO REDUCE POLICE UNIONS' SWAY.	YES. Shrinking and eliminating the organizing power of carceral unions reduces their fiscal and political power.	YES. Cutting ties to police unions exposes their role in repressing workers and other targeted populations. Police are soldiers, not workers.	YES. Police suppress radical organizing and thought including labor movements.	YES. Delegitimizing police unions holds them responsible for the historical and contemporary harms that police have inflicted.
ORGANIZE TO COUNTER MILITARY, ICE & POLICING RECRUITMENT	YES. Counter recruitment campaigns question and potentially shrink the economic power attached to military/ICE/policing.	YES. Counter recruitment campaigns highlight how the PIC engineers vulnerability thereby creating opportunities to identify authentic pathways for community well being.	YES. Counter-recruitment campaigns create multiple opportunities for political education and abolitionist study.	YES. Counter-recruitment campaigns draw attention to historical and contemporary violence inflicted by the police and military.
ORGANIZE FOR FREE TUITION, TRANSPORTATION, & HOUSING	YES. Campaigns redefine what is important, identify necessary systems / services, and shift common sense about what creates "safety."	YES. By reducing food, housing and other forms of economic insecurity, access to these basic needs makes campus more accessible and education more fulfilling.	YES. Campaigns highlighting the need for healthcare, education, and a safe place to live challenge structures that preserve inequity and rethink the purpose of education.	YES. Organizing for the things we need redirects money away from policing and military and builds our capacity to address the harms inflicted by these systems.

