

TEACHING POLICE CULTURAL DIVERSITY: USING ACTION RESEARCH TO
IMPROVE THE MIDWEST POLICE ACADEMY'S PREPARATION OF RECRUITS TO
POLICE IN A DIVERSE SOCIETY

BY

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DISSERTATION

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Abstract

This research project is a follow-up to a study conducted by Michael Schlosser. Schlosser (2011) studied how the Midwest Police Academy (a pseudonym) prepared recruits to work in racially and ethnically diverse communities. This study took Schlosser's recommendations and developed an Action Research project to attempt to improve the cultural diversity training at the Midwest Police Academy (MPA).

One of the recommendations from Schlosser's project was to, "find ways to create more class participation for racial and ethnic diversity related topics" (p.105). This was coupled with information from the existing literature that advocated not attempting to change officer's beliefs in short cultural diversity courses. Instead, they advocated teaching cultural awareness. Attempts were made to make the MPA recruits aware of racial issues like colorblindness and tolerance. The recruits were given the Colorblind Racial Attitudes Scale (CoBRAS) during their first and last week at the academy. A focus group made up of the full-time instructors at the MPA was convened to discuss teaching cultural diversity.

There was no significant change in CoBRAS scores. There needs to be a definite overhaul of the State curriculum and more time should be devoted to cultural diversity. Academy instructors should be taught the history of racism and the covert forms it takes in modern society.

Acknowledgements

Obtaining a PhD has been compared to running a marathon. I agree with this analogy. It has been six years since I started this marathon. Besides working full-time, I attended classes, gave presentations, conducted research, took tests, and read. Another part of the marathon analogy I agree with is that you cannot do it alone. In every marathon there is a group of people who help the participants. I would like to take few minutes and recognize the people who helped me.

I would like to start with my girlfriend/partner, Stacy. I have never met a more supportive person in my life. The time we have spent talking about education related topics has been both intellectual and fun. You have also done a great deal to create an environment where my school work is important and not a burden. You push me to complete assignments and stay on track. Thank you.

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Chapter I

Introduction

Background

I firmly believe that one of the most important concepts that a police officer should learn is multiculturalism, or its name in the field of policing, cultural diversity. Further, I think cultural diversity should be taught to all police officers at the police academy and further reinforced during the Field Training portion of the officer's training. One of the biggest issues facing people in the twenty-first century is police-citizen relations, specifically, as it pertains to race and race relations in the United States. One does not have to look very long before an incident of racial animosity is on the evening news or on the front page of the newspaper. Since the earliest recorded history in this country there have been negative encounters between the police and members of minority communities. None more prevalent than the racially charged encounters in the 1950's and 1960's during the civil rights movement. Grant and Lei (2001) wrote:

In the United States, the field of multicultural education began in the 1960's and in the midst of social protest over civic and economic equality for segments of the population who have consistently faced structural and cultural discrimination based on their race, ethnicity, gender, sexual orientation, or disability. (p.205)

There were many instances of overt racism by police officers during this time such as during sit-ins and during the Democratic Convention of 1968. Today, because of laws that have been passed, and a slight change in people's intolerance of overt racism, oppression has taken on a different look. Now instead of overt racism happening on street corners, racism takes the form of colorblindness, tolerance, or in the words of Paulo Freire, when a person's voice is stolen.

Racism has taken a huge toll on this country's minority population. People of color have been murdered, falsely accused and convicted of crimes, and oppressed and marginalized for the

sake of the status quo. Laws that purported to correct inequities were not worth the paper they were written on as they did nothing to change society. The daunting task to changing society has to continue to be discussed in open forums and changes have to be made that have true effect.

Research Problem

As stated in the section above, police/minority relations are strained in today's society. Police officers have been receiving cultural diversity training in one form or another for decades. The laws of this country have perpetuated the status quo. The police have as one of its major functions to uphold the laws of this country. The police have also been given a great deal of power and authority. Police officers have the right to use force up to and including deadly force when necessary. Consequently, many police officers have used this power in ways that marginalize and oppress people of color. Police officers (and many other privileged people) have adopted a colorblind racial ideology. Neville, Lilly, Duran, Lee, and Browne (2000) cited Schofield's (1986) definition of colorblindness:

(a) viewing race as an invisible characteristic (eg., refusing to notice racial group membership for fear of appearing prejudiced); (b) viewing race as a taboo topic (eg., adhering to a perceived norm that talking about or referring to racial designators is impolite); and (c) viewing social life as a nexus of individual relations (eg., individual circumstances, and not intergroup relations, mostly account for one's social life). (p. 60)

Simply put, colorblind racial ideology refers to the belief that race should not and does not matter (Neville et al., 2000).

Police officers must attend a police academy prior to working at their agency. Like many other learning environments, the academy is an opportunity to educate people about the history of racism and some of the newer forms it takes. In this research study I implemented an Action Research study about how the Midwest Police Academy (MPA) trains new police officers about cultural diversity.

Research Questions

At the conclusion of this research project I hoped to answer the following questions;

1. What are new officer's attitudes and beliefs about race and racism when they enter the academy?
2. To what extent, if any, does the training this academy provides change new officer's understanding about race and racism?
3. What other issues may become apparent during cultural diversity training?
4. How can I as an academy instructor improve my practice to better prepare new recruits to work in a diverse society?

I used the Midwest Police Academy (a pseudonym) as the site for my research project. I also implemented the findings from another research project completed by a colleague of mine, Michael Schlosser (2011). The data I collected were from three sources. First, I designed and conducted a focus group session for the instructors and administrators of the Midwest Police Academy (MPA). During the focus group participants discussed racism and how it affects the participants' own lives and practices. Discussion also revolved around some of the newer more covert forms racism takes. I attempted to get input from all participants to discover ways to better prepare new officers to police in a diverse society.

Second, I used the Colorblind Racial Attitudes Scale (CoBRAS) as the questionnaire for my study. This scale was developed and tested by Dr. Helen Neville (Neville, Lilly, Lee, Duran, and Browne, 2000). Schlosser gave the instructors, administrators, and recruits of the MPA a CoBRAS questionnaire as a part of his study. I issued the CoBRAS questionnaire to the recruits of class 1235 twice, once in week one and once in week twelve.

The third source of data for this study came from new police recruits attending the MPA. I taught the cultural diversity course to class 1235 as part of their academy training. With the

help of Schlosser, an analysis of the effectiveness of my cultural diversity class was made. Schlosser observed my class and looked for the discourse on race and racism and also noted the body language and interactions between me and the recruits. The recruits were given an evaluation and asked to rate the cultural diversity class I taught. I gave a pre and post CoBRAS questionnaire to all students who agreed to participate. In Schlosser's study, he did the same. I hoped to see improved scores after attending the academy than those noted in Schlosser's study. I used only the anonymous data Schlosser collected. I also observed one class taught by another instructor who indicated that he addressed race issues. During my observation I looked for how the instructor initiated dialogue about racism and also the interaction of the students. Again, this was compared to Schlosser's research study for similarities and differences.

Definition of Terms

For the purposes of this research project I used the definition of racism and colorblindness found in Neville, Lilly, Lee, Duran, and Browne, (2000). Neville et al. quoted Jones (1997) to define racism as the "(a) negative attitudes toward racial and ethnic minority groups, primarily Blacks; (b) ambivalence between feelings of nonprejudice or egalitarianism and those negative feelings; and (c) a tendency for people who aspire to a positive, egalitarian self-image to nevertheless show racial biases when they are unaware of how to appear nonbiased" (p. 59). Neville et al. wrote, "simply, color-blind racial attitudes refers to the belief that race should not and does not matter" (p. 60). Another overarching definition that guided and informed this project was Critical Race Theory (CRT). I used Gloria Ladson-Billings' (1998) definition of CRT, she wrote; CRT is defined as "the notion that racism is normal in American society" (p.7). For the purposes of my research I am extending that definition and saying that

racism is normal in policing. Race has historically been used to clearly define the haves and the have-nots.

Study Limitations and Delimitations

This study was delimited to the MPA. Further, it was delimited to the MPA instructors and administrators and one class of recruits. There were some limitations to this study. Traditionally Action Research has been criticized for not contributing “new” knowledge or making the findings transferable. I draw on Herr’s and Anderson’s (2005) comments about local knowledge. They discussed that Action Research projects “are often more interested in generating knowledge that can be fed back into the setting under study than generating knowledge that can be shared beyond the setting” (p. 6). While this is true, I believe the findings from my research will not only assist with the training at the MPA, but it can also improve training in other police academies.

Another limitation is my insider status. Because I am a full-time instructor at the MPA I am familiar with the instructors and administrators who participated. I am also an instructor and have power over the potential student-participants. These issues were dealt with on separate terms. While I am familiar with my coworkers and the administrators, I did not hold a position of authority over any of them. I acknowledged my professional relationship with them and am certain it did not influence either them or me. To overcome my authority position with students, I asked another staff member to make the students aware of my research by reading a pre-approved script describing my research on their first day during orientation. The students had the opportunity to participate or not participate prior to ever meeting me. Another possible limiting factor to being an insider was the validity of my observations. I minimized these by doing

member checking with the instructors and administrators. I also had validation meetings with critical friends to insure what I saw was reported correctly.

Significance of Study

There is a gap in the literature about what cultural diversity training should teach police officers. There are authors who discuss some methodology options but none that discuss content. I believe police officers should be taught the history of racism and the various forms it takes in modern society. The best place for this to occur is the police academy.

In Illinois, a police officer must complete twelve weeks of State mandated training and pass a State certification exam before he or she can go to work. It is in the police academy that cultural diversity and multiculturalism must be taught. The State of Illinois Police Officer Basic Training Curriculum (2007) mandates six hours of class time be devoted to “Police-Citizen Relations” (p. 139). The outline for this block of instruction covers more than just cultural diversity issues. I have listed the topics to demonstrate how varied they are. Some of the topics in this section are:

1. Examples of exclusionary (prejudicial) law enforcement behaviors
2. Examples in inclusionary (non-prejudicial) behaviors
3. Stereotyping (of police)
4. Special considerations when dealing with minority groups
5. Special considerations when dealing with older persons
6. Modern police role and organization
7. Organizational, political, and social influence of police role
8. Personal adjustments to police role demands
9. Is America still the “great melting pot”

10. What barriers exist that prevents the blending of America
11. Which barriers may prevent a more culturally diverse police department
12. How does cultural diversity relate to community oriented policing
13. Where do cultural diversity and police use of force intersect? (pp. 139-145)

What stands out to me as missing from this block of instruction is the Critical Race Theory (CRT) component, covert forms of racism, and history of racism. We need to do much more than simply mention that there are differences between races and cultures. The issues of colorblindness and tolerance need to be taught to all police officers so they can form a new understanding of oppressed and marginalized people.

Rarely do research studies go past the findings/recommendations stage. That is to say, once a research study has been completed and recommendations are made, the paper usually gets filed away never to be seen again. It is my plan to take that next step. Drawing on the findings from a research project completed by a colleague and fellow doctoral student, Michael Schlosser, I implemented the findings and recommendations from his research into the effectiveness of the instruction of cultural diversity at the Midwest Police Academy. This research has the potential to not only add to the criminal justice literature, but possibly improve police-citizen relations.

I believe Action Research and specifically participant Action Research was the best methodology to use to conduct this research. Participant Action Research has a long standing tradition of application in community activist research. There is a definite need to better train police officers to understand racism and the history of racism, and how it shapes perceptions. A key component of this training was communicating with minority community members. Paulo Freire discussed stealing the oppressed person's voice, he wrote:

Human existence cannot be silent, nor can it be nourished by false words, but only by true words, with which men and women transform the world. To exist, humanly, is to name the world, to change it... Human beings are not built in silence, but in word, in work, in action-reflection. (p. 88)

For too long, those in power have stolen the voice of those that have been and continue to be oppressed. Police departments have forced service onto communities without giving the community members a voice. I believe this is so the status quo can continue and those with power can maintain it and those without power are kept in that position. Brown and Hendricks (1996) conducted research into the future of cultural awareness training. They quoted one of the participants who responded to their questionnaire, the respondent wrote “officers who are not prepared to perform their role in a culturally diverse community will experience the greatest nightmare they ever had” (p. 60). This sentiment supports the claims that I have made here, police officers need to become better communicators with all constituents but primarily those oppressed and marginalized members of the community. There is a gap in the literature concerning effective cultural diversity training. Hopefully, this study addressed those shortcomings. I believe once officers attain a better understanding of the history of racism and the forms it takes, police-citizen relations will improve. I hope this study was the first step to accomplish this first at a local level, and then expand it to a larger audience.

Researcher’s Perspective

In addition to the above stated limitations there are more relevant issues that I should state about myself. First, I am a White male. Because of this fact I have been privileged throughout my life. I can never fully understand what it is like to be oppressed and marginalized. However, because of my education, I have learned the importance of teaching racism so new police officers can relate on a more positive level with the people they serve. Second, I am a

former police officer who currently teaches at a police academy. While this certainly affects how I view things, I also believe it helps me to effectively function in both worlds. That is the world of policing, and the world of those served by police officers.

Chapter II

Literature Review

Introduction

In this section I have outlined the literature relevant to the topic of teaching new police officers cultural diversity. I found literature that fits into one of three different categories. The categories were (1) Police Field Training literature, (2) Current Police literature, and (3) Police Cultural Diversity literature. When new police officers graduate from the police academy they enter into their department's Field Training program. Here new officers are teamed up with experienced trainers and learn while actually doing the job. I have included literature about Field Training programs to give readers not familiar with police practices some necessary background information and to explain the learning environment in the field of policing. The Current Police literature section contains articles that cover police training generally, not specific to cultural diversity. The last section contains literature that addresses cultural diversity training and issues specifically. I have listed some lengthy quotes in this section to provide readers with a thorough overview of the information.

Police Field Training Literature

In Illinois, new police officers must attend a State sanctioned police academy prior to working alone as a police officer. While individual states mandate different lengths of time for formal academy training for police officers, most are between ten weeks and one year. Illinois' mandated police academy is twelve weeks or 480 hours long. In that short period of time, new officers are expected to learn complicated legal standards and all of the other topics needed. In comparison (and very ironically) people wishing to obtain a beautician's license in the State of Illinois must complete 1500 hours of formalized training before certification is granted.

Once new officers complete the academy and pass the certification test, he or she returns to their agency and completes the next phase of training. This phase is referred to as field training. It is called this because the new officers learn while doing the job of a police officer in the field. This on-the-job training pairs a new officer with an experienced officer. The experienced officer is called a Field Training Officer (FTO).

According to McCampbell (1987) there have been four different reports that have influenced police training. These reports are: the Wickersham Commission, 1931; the President's Commission on Law Enforcement and Administration, 1967; the National Advisory Commission on Criminal Justice Standards and Goals, 1973; and the Commission on Accreditation for Law Enforcement Agencies, ongoing (p.5). As early as 1931 the Wickersham Commission reported that as many as 80 percent of police agencies in the 383 municipalities it surveyed did not have formalized recruit training (McCampbell, p.5). McCampbell noted that the President's Commission on Law Enforcement and Administration was formed to investigate the criminal justice system as a whole. This commission recommended all police agencies adopt a formal Field Training program (McCampbell, p.6).

The Commission on Accreditation for Law Enforcement Agencies (CALEA) was formed in 1979 (McCampbell, 1987, p.6). According to the CALEA Standards (2001), it was created as a credentialing authority through joint efforts of law enforcement's major executive associations, the International Association of Chiefs of Police, the National Organization of Black Law Enforcement Executives, the National Sheriff's Association, and the Police Executive Research Forum (p. xiii). CALEA's goals are to strengthen crime prevention and control capabilities, formalize essential management procedures, establish fair and nondiscriminatory personnel

practices, improve service delivery, solidify interagency cooperation and coordination, and increase community and self confidence in the agency (CALEA Standards, 2001, p. xiii).

According to the CALEA standards (2001) police agencies seeking accreditation must meet specific requirements for its field training program. CALEA requires:

- All sworn officers to complete a recruit training program prior to assignment in any capacity in which the officer is allowed to carry a weapon or is in a position to make an arrest
- A written directive requires the agency's recruit program include:
 - a. a curriculum based on tasks of the most frequent assignment associated duties of officers who complete recruit training; and
 - b. use of evaluation techniques designed to measure competency in the required skills, knowledge, and abilities
- A written directive establishes a field training program for all newly sworn officers with curriculum based on tasks of the most frequent assignments with provisions for the following:
 - a. field training of at least four weeks for trainees, during and/or after the required classroom training;
 - b. a selection process for field training officers;
 - c. supervision of field training officers;
 - d. liaison with the academy staff, if applicable;
 - e. training and in-service training of field training officers;
 - f. rotation of recruit field assignments;
 - g. guidelines for the evaluation of recruits by field training officers; and
 - h. reporting responsibilities of field training officers. (CALEA Standards, 2001, pp. 33-1 – 33-6)

In the CALEA Standards (2001) the importance of the FTO program and the selection of training officers are discussed. It states:

The field training program is an important adjunct of the formal recruit classroom training and should be as carefully organized, administered, and evaluated as classroom training. The field training program should be closely allied with the academy so that field training officers (FTOs) are aware of what skills and subjects have been taught and what roles the FTOs are to assume. The selection process for FTOs is crucial to a successful program as many of the values, tactics, and attitudes of FTOs are transmitted to inexperienced officers. Initial training, as well as periodic in-service training, should be provided to FTOs to prepare them for and keep them current with their assigned responsibilities. (CALEA Standards, 2001, p. 33-4)

Prior to the 1960's there was no formal training for police officers (Coffey & Dempsey, 2006, Kaminsky, 2002, and McCampbell, 1987). According to Hurley (1990), Kaminsky, 2002, MacKenna (1985), and McCampbell (1987), the first true field training program was developed by the San Jose, California Police Department in the 1970's. The same authors acknowledge that the California State Patrol was among the first to adopt some formal training for new police officers in the 1950's. Starting in the late 1950's the San Jose police department had a two week orientation for new officers (Kaminsky, 2002, p. 7). According to Kaminsky, this program lacked any real substance and only gave a cursory overview of the department. After the two weeks were finished, the new officer was deemed ready to work alone as a police officer.

In 1986, McCampbell conducted a research project investigating police department's Field Training programs. The research questions McCampbell attempted to answer were:

- How many field training programs exist in the United States
- What characteristics are common to all Field Training programs
- What criteria define success or failure of a participant in the Field Training program
- What evaluation procedures are currently in use to determine success or failure of participants
- What is the failure rate for participants in Field Training programs
- Have Field Training programs had any impact on the number of civil liability suits or EEO complaints issued against user agencies
- What are the costs of Field Training programs
- Can improvements be made to Field Training Programs. (McCampbell, 1987, pp.11-12)

McCampbell sent surveys to 588 small, medium, and large, local and state law enforcement agencies across the country. A total of 288 surveys were returned. One hundred eighty-three of those agencies had Field Training programs. McCampbell's 16 findings were obtained from those 183 agencies' responses. The findings were:

- Field training programs have become institutionalized in American law enforcement practices. Agencies of every size and in every section of the country have some form of structured program.

- Although they have become institutionalized, field training programs are relatively new. A total of 121 agencies (66.5 percent) of all reported programs are less than 10 years old.
- The San Jose, California, field training program is the model for a large percentage of programs across the nation. A total of 105 agencies (57.4 percent) of all respondents reporting programs attributed their programs directly to this model. Most respondents reported that they had modified various elements of the program to meet their own needs.
- Of the respondents, 173 (94.5 percent) reported that field training programs originated from recognized personnel problems and the need to improve the recruit training process.
- Field training programs are associated with a reduction in civil liability complaints. Fifty-four agencies (29.5 percent) reported that their agencies had fewer of these complaints as a result of their field training programs.
- Field training programs are also associated with a significant decrease in the number of successful EEO judgments made against law enforcement agencies. Thirty-eight agencies (20.8 percent) reported that they had observed a decrease in these complaints since implementing their programs.
- Agency size appears to be a predictor of whether an agency has a field training program and its program length. Larger agencies are more likely to have a field training program and to have it longer than smaller agencies. Additionally, the larger agencies are more likely to have a more extensive field training process.
- Field training programs are being used as a continuation of the recruit selection process. A total of 175 agencies (95.6 percent) of all respondents indicated that they could dismiss recruits based on poor performance in the program. The survey responses also indicate that the attrition rate from these programs is not statistically different than the recruit training academy attrition rate (4.1 percent and 4.8 percent, respectively).
- Evaluation is an important part of most field training programs. The majority of respondents (65.3 percent) indicate that they use daily recruit evaluation. The next largest percentage used weekly evaluation (21.8 percent). Generally, these evaluations tend to be based on standardized, job-related criteria. A significant proportion of agencies (97.7 percent) indicate that they use standardized recruit guidelines for recruit evaluation. Almost two-thirds (65.6 percent) stated that they base their evaluation guidelines on a job task analysis that is specific to the agency.
- The Field Training Officer (FTO) is the single most critical position within the field training program. Agencies are devoting considerable time and resources to FTO selection and training. Generally, agencies select candidates from a pool of volunteers (65.5 percent) with further screening of some type of oral board (51.9 percent). FTO's receive a considerable amount of training in most agencies (81.9 percent) before they are allowed to train recruits.
- The majority of agencies (91.9 percent) do not assign recruits to specially designated geographic areas within their locality for field training.
- Most agencies (61.3 percent) assign a recruit officer to multiple FTO's during the training process.
- State agencies that regulate law enforcement officer standards and training have not yet recognized the need for field training programs as an integral part of the recruit training process. No States were identified that mandate a structured field training program.

However, California is currently developing and field testing such a program in several police departments.

- Field training programs appear to be successful from an agency point of view. A significant number of agencies 158 respondents (86.3 percent) rate their field training programs as either successful or very successful in terms of selecting the best person for the job.
- According to respondents, the major benefits of field training programs are: standardization of the training process; better documentation of recruit performance and nonperformance; and a resultant ease of dismissal of recruits who fail to perform during the program.
- Generally, law enforcement agencies suggest that their programs could be enhanced by improving the quality of the FTO. Suggested ways of doing this center around the provision of better FTO selection, training, and compensation. (McC Campbell, 1987, pp. 16-19)

McC Campbell (1987) concluded that the Field Training program helped to bridge the gap between the academy and the Field Training program. The program also assisted the agency in terminating employees who do not perform to the standards required by the agency. Finally, McC Campbell recommended that all police agencies adopt a formal structured Field Training program.

Currently there are only a few field training programs used by police agencies across the country. I have chosen three to illustrate the basic contexts of FTO models. They are the San Jose model, the Field Training Associates model, and the Reno (Nevada) model. The first two models, the San Jose and the Field Training Associates, are very similar in design and function. The Reno model purports to be a more modern field training program and added the concept of community oriented/problem solving policing. All programs have two main goals, dictate the curriculum that all new officers are taught, and document that training. The documentation portion has evolved from ensuring all officers receive the same training, to ensuring officers who are terminated cannot successfully sue the agency for failure to train, or negligent termination.

The San Jose model was introduced in the 1970's (Kaminsky, 2002). This model has as its objectives:

- To produce a highly trained and positively motivated employee capable of meeting or exceeding the standards of performance the organization requires.
- To improve the department's selection process through on-the-job observation of each new employee's performance and his or her response to the training.
- To build on the foundation of skill and knowledge acquired in the basic training experience by creating an environment in which the trainee may enhance those skills and increase proficiency in all aspects of job performance.
- To establish a valid, job-related appraisal system utilizing a standardized and systematic approach to the documented measurement of probationary performance.
- To provide equal and standardized training to all newly hired members and to provide remedial training in those areas with identifiable deficiencies.
- To establish an additional career path within the organization by providing qualified members (FTOs) with advanced training and opportunities to develop leadership and supervisory skills.
- To ultimately increase the overall efficiency, effectiveness, and reputation of the organization through the modeling of professional, competent and ethical behavior. (Kaminsky, 2002, p. 7)

The San Jose model submits the new recruit to a 14 week program. During the 14 weeks the new officer is expected to work with different FTOs on different shifts. During the program the new officer is evaluated daily in 31 different but related sections. The 31 different sections come from five main headings, they are: 1. Appearance, 2. Attitude, 3. Knowledge, 4. Performance, and 5. Relationships (Kaminsky, 2002, p. 58). The new recruit earns a rating of between 1 and 7. The score of 1 is unacceptable, 4 is acceptable, and 7 is superior (Kaminsky, 2002, p. 58). The new recruit's scores are written on a Daily Observational Report (DOR). The DORs are numbered sequentially and Kaminsky (2002) recommends they be done at or near the end of the shift. Kaminsky (2002) also notes the need for FTOs to meet bi-weekly to share ideas and the progress of new officers. The new officer is also required to meet weekly with a supervisor. The San Jose model stresses documentation; this is why daily reports are completed.

Kaminsky (2002) outlined what he believed to be essential mandates when determining who should become FTOs. Kaminsky (2002) stated “one’s hope for a successful FTO program is unlikely to be realized when the FTO selection process is flawed” (p.17). Kaminsky recommended the following: FTOs should have at least three years of experience, should not abuse his/her sick leave, should not have discipline issues, and should be volunteers (p. 137). The FTOs should also be selected by a committee and include an oral interview (p. 138). Kaminsky does not discuss the minimal amount of training new FTOs should receive prior to training new officers.

The Training Associates model was very similar to the San Jose model. This model consisted of five steps. Each step was identified by the amount of work the new recruit was responsible for completing compared to that of the FTO (Sokolove and Locke, 1998, p. 1). In step 1 the new officer does 5%- 25% of the work. The second step distribution is new recruit 25%- 60% and the FTO 75%- 40%. In step 3 the new officer does 60%- 90% of the work. In step 4 the new officer does 100% of the work and the FTO acts as a “shadow”, there only to ensure the new recruit is capable. Step five constitutes the time remaining until the new officers get off probation (Sokolove and Locke, 1998, p. 1). Most police departments have a one year to 18 month probationary term for new hires. This model rates new officers on a scale from 1 to 5. The rating of 1 is “not acceptable” a score of 3 is “marginal performance” and a score of 5 is “exceeds standards” (Sokolove and Locke, 1998, p. 22). The Training Associates model also mandates Daily Observational Reports be completed. In the Training Associates model the new officer is rated in ten categories. These categories are: 1. motor vehicle operation, 2. orientation/jurisdictional geography, 3. written communication, 4. field performance-cognitive abilities, 5. patrol/investigative-tactical/procedural, 6. telecommunications skills, 7. criminal

laws/ordinances/prosecution, 8. department policy and procedures, 9. traffic enforcement and accident investigation, and 10. interpersonal relationships (Sokolove and Locke, 1998, p. 20).

This program requires new officers meet with supervisors weekly.

The Training Associates model does not list any recommendations for the selection of FTOs. However, on pages 32 through 56, they do include some adult learning concepts and pedagogical techniques. Some of these techniques include verbal testing, map overlays, mirror reports, mirror citations, commentary driving, FTO verbalization, role playing, role reversal, and the drive by (Sokolove and Locke, 1998).

The last model discussed is the Reno model. This model includes the concepts of community oriented/problem solving policing and advocates a problem solving approach to training (Hoover, 2002, p. 6). The Reno model lists as its objectives:

- To provide learning opportunities for new officers that meet or exceed the needs of both the community and the policing agency
- To develop and enhance the trainee's learning from the academy within the community environment through a series of "real-life" problem solving activities
- To foster a growing independence from the police training officer over the course of the program to a stage where the trainee is able to work effectively while alone on patrol
- To produce graduates of the training program who are capable of providing customer centered, responsible, community focused police services
- To teach transferable learning skills using a problem-based learning model that trainees can apply to problems throughout their careers
- To provide consistent, fair evaluations that address not only a trainee's skills, knowledge acquisition and application, but also evaluates their ability to problem-solve effectively. (Hoover, 2002, pp. 7-8)

The Reno model uses a 15 week cycle (Hoover, 2002, p. 12). New recruits are evaluated weekly not daily like the other 2 models. Hoover breaks down the 15 weeks like this: Week 1 is the Integration week, training is focused on getting the trainee acclimated to policing; weeks 2-4 are phase A, training is focused on emergency response characteristics of police patrol efforts; weeks 5-7 are phase B, training is focused on non-emergency response characteristics of police

efforts; week 8 is mid-term evaluation period, this allows program personnel to evaluate the trainee's progress and the program's effectiveness; weeks 9-11 are phase C, training is focused on general patrol activities; weeks 12-14 are phase D, training is focused on criminal investigation techniques and how they apply to the patrol officer's duties, and week 15 is the final evaluation (Hoover, 2002, p. 12). Like the Training Associates model, the Reno model does not include any suggestions or guidelines for selecting and training FTOs. Hoover does list some "learning strategies." Some of the strategies Hoover discusses are Bloom's Taxonomy, experiential learning, problem-based learning, and failing forward.

Current Police Literature

In this section I have outlined nine articles. These articles covered topics including how field training turns recruits into fully functional officers, why officers should be college educated, the performance evaluations of new officers, the adult learning model, the effectiveness of academy training in preparing new officers, the need for police officers to be prepared to work in diverse societies, and police culture as it pertains to human rights. This is a very wide array of topics. Part of the gap in the police literature is the lack of empirical research on the topic of training. Very little true research has been conducted on this topic. The literature is mostly made up of position articles written in peer-reviewed journals.

The first article was from Canada. Novakowski wrote that the "field training experience is crucial to turning a recruit into a fully operational police officer by integrating academy instruction with operational work" (p. 9). Novakowski surveyed 288 officers employed by 12 different police departments (p. 2). The author asked demographic questions and other questions that addressed field training knowledge/skill proficiency areas, FTO roles, and overall satisfaction (Novakowski, 2004, p. 2). Participants reported receiving the correct amount of

experience in the listed police activities (Novakowski, 2004, p. 5). Respondents ranked “investigation and patrol skills, and officer safety” as the most important knowledge and skills (p. 5). Of the questions on FTO roles, participants rated their respective FTOs as “good or very good” (p. 7). The research indicated that a majority of officers surveyed were satisfied with their FTOs.

The second article was written for the FBI Law Enforcement Bulletin. This publication, which is produced by the Federal Bureau of Investigations, includes articles written by law enforcement professionals on a wide range of topics, but very few empirical studies. Buerger argued for police officers to be college educated. The author discussed how historically, criminal justice education has been a “three-tiered system” (Buerger, 2004, pp. 26-27). These three tiers refer to the educational level of officers entering the profession. It also represents the amount of education individual police agencies require of its new officers. The three tiers are, high school (or GED), associate’s degree, and bachelor’s degree (Buerger, 2004, p. 27). Buerger brings up a relevant point when he discussed how there is no guarantee those police officers with degrees will have successful careers (Buerger, 2004, p. 27). Buerger noted that criminal justice education grew from the availability of funds from the Law Enforcement Education Program that was part of the Omnibus Crime Control Act of 1968 (p. 28). The article ended with a comparison of education versus training, a comparison of the strengths and weaknesses of education versus training, and then three suggestions for educational changes within Criminal Justice education. These changes were recommended by the author for university programs that offer a criminal justice major. None of these recommendations were related to FTO training or education.

The third article was a quantitative study documenting the performance evaluations of new police officers after completing the FTO program. The Tallahassee police department was the location of the study. Tallahassee police officers were evaluated quarterly by a patrol sergeant during the time between when they were done with the formal FTO training and before they get off probation. The authors studied the personnel records of 66 officers who fit the above criteria during the calendar year 1996 through April 1999 (Doerner and Hunter, 2006, p. 116). The authors reported that Black (African American) sergeants issued significantly lower scores in the categories of equipment, initiative, external customer, internal customer, and vehicle operation (Doerner and Hunter, 2006, p. 118). These same sergeants gave higher marks in the area of geography. Supervisor gender was shown to have significant differences in three categories. Female sergeants gave higher ratings for criminal investigation and lower ratings for equipment and use of force (Doerner and Hunter, 2006, p. 118). Other than these categories, males and females were similar. As for the officers, Whites were rated significantly higher in 14 of the 18 categories. Females had higher scores in communication skills, radio use, and report writing (Doerner and Hunter, 2006, pp. 120-121).

The fourth article was also published in the FBI Bulletin. Massoni, (2009) discussed adult learning as it pertained to FTO programs. Massoni started by explaining some of the ways adults learn when compared to children. The author then discussed the problems the South San Francisco Police Department (SSFPD) was having with retention rates in that agency's FTO program. According to Massoni, the SSFPD had an almost 50 percent failure rate (p. 1). After attending a training seminar on adult learning, the chief of the SSFPD met with the training manager to discuss changing the FTO program (Massoni, 2009, p. 1). It was learned that the SSFPD did not understand adult learners and this contributed to the failure rate. The SSFPD

changed how they train new officers. The agency now takes steps to gauge both the FTO's and the new officer's teaching/learning styles to match up similar learners to achieve better results (Massoni, 2009, p. 2). Massoni then discussed traits of "Generation Xers" and "Millennials." The author concluded by discussing the importance of considering learning styles when making changes to FTO programs.

The fifth article addressed facilitating training between the academy and field training. Hundersmarck (2009) discussed an empirical research project he had previously completed in Michigan. Hundersmarck selected 10 officers and followed them through their 16 week academy training. He then chose two of the new officers and did field observations during their training in the FTO program (p. 27). During the academy, the author collected data during structured interviews. After the academy, Hundersmarck observed the new officers and the training with FTOs while actually being in the police car with them. Hundersmarck reported that new officers hardly ever talked about academy training with the FTO (p. 30). The author also discussed how new officers view the different types of training received in the academy. According to Hundersmarck, new officers reported that scenario training better prepared them for working as a police officer than lecture did (p. 30). Hundersmarck finished the article by discussing the benefits of a problem-based FTO model. This problem based model is the Reno model written about earlier in this review.

The sixth article in this review was written by Coderoni (2002). In this article the author discussed the intersection of multicultural training and effective law enforcement. Coderoni advocated for mandatory multicultural training for all police agencies. He went on to state that "90 percent of the major civil disorders that have occurred in the United States resulted from

police-citizen conflicts, many of which could have been avoided” (p. 16). Coderoni did not give a citation for this “research” or how the figures were constructed.

Coderoni then discussed how civil disorders, such as the Rodney King decision can undo years of hard work and community bridge-building. The author stated that law enforcement administrators must take a proactive role in reducing a police department’s lack of understanding of the people it serves. One key issue was the need to make multicultural education transformative in the curriculum and not just additive. Grant and Lei discussed the token attempts at multiculturalism such as multicultural week or Black/ Women’s/ Asian American/Native American/Hispanic history month as additive celebratory activities thrown in just for the appearance of true multiculturalism. Coderoni makes the same assertion about multicultural training for police officers. He wrote, “The acceptance and management of diversity cannot be just a program or strategy” (p.17). Coderoni argued that training and education are the keys to managing diversity and recognizing cultural differences. He concluded the article by advocating for properly conducted and supported cultural diversity training.

I had two issues with this article. First, on two different occasions the author used the terms “research indicated” and gave different statistical references. Neither time, however, did the author give a citation for the research or even discuss the nature of the research or its author. The facts he quoted were in support of his assertion that cultural diversity training is important to law enforcement. Second, Coderoni made the statement, “As Americans become more culturally diverse and citizens’ skin colors begin to meld, the importance of recognizing sameness, rather than difference, becomes imperative” (p.16). The concept of colorblindness steals a person’s identity. Simply treating all people fairly but not recognizing and embracing their true identities is oppressive. This only confirms the need for progressive multicultural training in policing.

The seventh article in this review was written by Cecily E. Baskir. The author argued for the need for justice system gatekeepers to have a strong cultural understanding of the people in their community. Baskir defined justice system gatekeepers as the police, medical personnel, and the courts. I found the examples of cultural misunderstandings noted in this article very interesting. The first example Baskir gave was from Omaha, Nebraska. In this incident ten children were removed from two families that were Vietnamese and Hmong immigrants. The children were attending an elementary school and a teacher noticed bruising on the children. The police arrived and took protective custody of the children because of suspected child abuse. After medical examinations and protests by citizens of the community, the charges were dropped. The children's parents had performed a folk remedy called "coining" where hot oil is placed on the skin and an object is rubbed across it. This remedy often leaves red marks or bruises. Baskir discussed how the city of Lincoln, Nebraska has trained all city departments on Southeast Asian culture because of the large Vietnamese population there. Similarly Atlanta, Georgia also has a wide array of cultures. There are several organizations designed to assist both immigrant communities and provide training to agencies.

The author next discussed three additional incidents involving law enforcement specifically. The first case occurred in New York when a Danish actress was jailed for two days. The actress left her sleeping fourteen month old daughter in a baby carriage outside a restaurant while the mother ate inside. The carriage was placed near a window where it could be seen from the actress' seat in the restaurant. Charges were dropped when law enforcement and the courts learned that is a common practice in the mother's homeland. The second case was in Spokane, Washington. The police executed a search warrant at two Rom (gypsy) homes. The officers conducted body searches of all present including children. In Romani culture, a girl who is

touched below the waist by a man is deemed defiled and is unable to ever marry. The third case was more positive in its outcome. This was another coining misunderstanding that occurred in San Gabriel, California. This time however, before too much trauma was caused by this misunderstanding, detectives from San Gabriel consulted with officers from the Monterey Park Police Department. Monterey officers had been trained in Asian culture and were familiar with the folk remedy of coining. After being informed about the remedy, charges were not filed against the parents.

Baskir discussed the need for multicultural training and cited several examples of training programs in use. One interesting point made however, is where the author stated, “Of course, cross-cultural courses are not without their critics...programs that focus on specific cultures and customs run the risk of actually reinforcing stereotypes rather than debunking cultural prejudices” (p. 235). Baskir argued that the most effective diversity training programs are those designed with adult learning methods and those that include class participation.

My critique of this article is based solely on the lack of depth. While Baskir did cite several interesting cases that supported her claim for a need for justice system gatekeepers to have multicultural training, she never fully articulated what that training should look like. Similarly, she gave several programs that are currently in use but did not delve into these programs in a real way. She did give suggestions such as adult learning and experiential training programs, but did not discuss how these were incorporated into the programs she noted. Finally, when Baskir made the comment about how poorly conducted diversity training can actually perpetuate stereotypes, I thought about how all training in professional settings and classroom teaching in schools can be compared to this statement. If any instruction at any level is poorly conducted it will have negative results. In *Pedagogy of the Oppressed*, Paulo Freire wrote “Yet

only through communication can human life hold meaning... [T]he teacher's thinking is authenticated only by the authenticity of the student's thinking" (p.77).

The eighth article was an international article about teaching human rights to police officers. The authors, Das and Verma (2002), discussed their observations from teaching human rights to a group of police officers from a North African Muslim country. The authors discussed in detail how the officers in this training vigorously denied that there were any problems concerning human rights violations. The officers maintained that their department was well trained, that there were effective departmental, administrative and court supervision of police conduct, and public appeal against police violations of human rights. This was said even though there are serious allegations against this country by several organizations including Amnesty International and the fact that this country has many political prisoners and terrorist activities. The authors stated that their purpose for writing this article was to report what in this country's specific police culture could account for this misrepresentation.

The authors cited the United Nations as the primary source of authority for developing human rights standards. The Universal Declaration of Human Rights was one of the documents cited. The others were "The Convention Against Torture, The Convention on Elimination of All Forms of Racial Discrimination, The Convention on the Elimination of All Forms of Discrimination Against Women, and The UN Code of Conduct for Law Enforcement Officers" (p.37).

The rest of the article discussed the police culture. Police culture is not a new topic. Some of the issues associated with police culture are "The Thin Blue Line"; where police officers feel they are the only thing keeping citizens safe from aggressive criminals, and the "Dirty Harry Problem" (p. 47); where police officers feel the ends justify the means. Part of this

culture according to Das and Verma is that officers view “offenders as dangerous and somewhat less than human, who can rarely be rehabilitated” (p. 41). This reminds me of Paulo Freire (1970) who discussed how oppressors view the oppressed as less than human. Freire wrote, “Dehumanization, which marks not only those whose humanity has been stolen, but also (though in a different way) those who have stolen it” (p. 44). The authors concluded with stating how the police throughout the world should adopt universal standards of human rights similar to those expressed by the United Nations. The authors believe officers should be educated about human rights in an academic setting with an active learning community.

My critique of this article is brief. This was much more of an academic article that showed some signs of research. One of the authors, Das, was a professor at the university I attended for my Master’s degree. This would explain the academic writing style. However, a majority of the paper was devoted to explaining human rights and police culture generally and not necessarily specific to this country. There were no questionnaires or member checking to determine if the country’s culture was the same as the police culture interpreted by the authors.

The ninth and final article was the most related to my topic. However this article was the shortest. The author, Sheila Kelly (1992), discussed how a consultant named Emily White conducts diversity training for California police officers. I have been to many in-service training courses when I worked as a police officer. Some of the training was beneficial and some was a waste of time. The author started the article with a very poignant depiction of how many police officers view and act during in-service training. As both an instructor and former police officer I have seen this type of student many times. Kelly wrote “Have you ever had to face a rough group of trainees- the type who question everything you do, yawn and look out the window a lot, and generally don’t respond positively to your well-planned presentation” (p. 9)? According to

the author Emily White trains California police officers on diversity issues and finds it complicated due mostly to limited time and resources. Kelly discussed how White starts every training session with an explanation of her background. White was a social worker for the police in New York. White feels she needs to tell the officers this so they will be more likely to accept her as “one of them.” White also stated that many officers deny there is a problem with them or their departments which was echoed in the article by Das and Verma (2002). White spends much of the training time convincing the officers that there is a need for what she has to teach. Because of the limited amount of time for the training, White does not spend time teaching cultural awareness. The author stated “White teaches self-awareness and hopes the attitudes she discusses in class will be remembered when officers deal with people on the streets” (p.9). She goes on stating “It’s more important for them (officers) to understand how it feels to be different - to understand feelings of alienation, of being alone, and of sadness” (p. 10). To drive this concept home White asks the officers to think about being at a party when someone asks them what they do for a living. Then White asks the officers to think about how they deal with the feelings of isolation because people view police officers differently. White argues that all police officers can relate to that exercise.

The article concluded with a discussion about anger. I found this most interesting. White says “as the officers’ emotions become unmasked many become angry” (p. 10). White says the anger comes from several sources such as their chief for making them attend or the training process itself. White argued that the anger is often directed at the trainer because the officers do not know why they are feeling angry. She feels the training must deal with the feelings of anger to be able to move forward in the training. White feels training is only part of the problem

however. The article ended with a long quote that I feel is important. White was quoted as saying:

Police departments, like many companies, believe that training will fix all their problems. But many more organizational issues need to be dealt with first. Training won't change much without those other changes. It's like putting a Band-Aid over a huge wound: It helps, but it doesn't get the job done. (p.10)

As noted in an earlier article and by Grant and Lei (2001), the concept of making multicultural changes must be transformative throughout the agency not simply an additive "Band-Aid" approach. I also like the depth at which the author explained how White structured her course. While I enjoyed this article and found it echoed much of the feelings I have about how multicultural education should be carried out in policing, it did have some flaws. First, the author only looked at one training course. I believe in California in the early 90's there were many people and companies putting on diversity training for police officers. Second, this was definitely not an academic style article. There were no works cited and no supporting evidence for either the author's or White's statements.

Police Cultural Diversity Literature

Police-minority relations have been strained (to say the least) for many decades. Police officers have used excessive force, made false arrests, and beaten and killed members of minority communities. Two nationally recognized incidents have contributed immensely to the trend of cultural diversity training that became prevalent in the early 1990's in this country. The two incidents were the Arthur McDuffie and Rodney King beatings. In Miami, Florida, Arthur McDuffie, an African American, was beaten to death by police after a high-speed pursuit. Riots ensued in Miami after the officers charged in McDuffie's death were acquitted. Rodney King was also beaten by police officers. In Los Angeles, California, King was surrounded by officers

and beaten with batons. The beating was videotaped by a witness. Officers were again acquitted and riots broke out in Los Angeles.

After the Los Angeles riots police departments started to initiate training for officers to assist them in better serving minority communities. Cultural diversity, cultural sensitivity, or race relations training began to show up in training (Barlow & Barlow, 1993, p. 2). According to Barlow & Barlow (1993), the Law Enforcement Steering Committee (LESC) met in 1992 to discuss policy recommendations to improve police-community relations. The LESG is made up of several police organizations, they are; The Police Executive Research Forum (PERF), the Federal Law Enforcement Officers Association, the Fraternal Order of Police, the International Brotherhood of Police Officers, the Major Cities Chiefs, the National Association of Police Organizations, the National Organization of Black Law Enforcement Executives (NOBLE), the National Troopers Coalition, and the Police Foundation (p. 2). The central recommendation from LESG was that police agencies should initiate ‘cultural bias training’ programs ‘to enable officers to do their jobs better’ (Barlow & Barlow, p. 2). Acknowledging that conservatives often oppose alternative lifestyles and diversity, and that many police departments are ran by conservatives, Barlow and Barlow (1993), noted that there was support for cultural diversity training because of poor police-citizen relations. Two organizations, NOBLE and PERF also support diversity training because they feel it fits into Community Policing. Barlow and Barlow (1993) also note that the American Civil Liberties Union and the National Rainbow Coalition support cultural diversity training.

Since the 1960’s police departments have attempted to train officers about cultural sensitivity (Blakemore, Barlow, & Padgett, 1995, p. 72). In the 1980’s and 1990’s police departments renewed their interest in this training and it took on new names like human

relations, cross-cultural communication, and cultural awareness training. According to Barlow and Barlow (1993), two basic premises remained the same however, (1) on the more conservative side, police officers can be more effective social control agents if they are able to secure community support through better communication skills, and (2) on the more liberal side, police officers will be more responsive to all members of the community and less likely to be abusive if they have an understanding of marginalized groups (p. 73). I agree with this statement. I believe all police officers should be trained about racism and its history. It is only through this understanding that truly improved relations between the police and the citizens they serve can take place. Birzer (2008) wrote:

The findings (of the research he conducted) suggest that African-Americans viewed a positive contact with the police when the officers utilized human relations traits such as cultural sensitivity, empathy, and fairness. The qualities deemed important by African-Americans for a police officer to possess were congruent with human relations qualities. (p.199)

It seems people of color want to be treated with respect and fairness, or like White people tend to get treated.

The literature on teaching the police is lacking (Cox & Moore, 1992), but there are a few articles that address the issue of cultural diversity. Crank, Kadleck, and Koski (2010), states that police-citizen relations as it pertains to racism/bias policing is one of the major issues that the police will face in the next ten years (p.235). According to Barlow and Barlow (1993), and Blakemore, Barlow, and Padgett (1995), police agencies have historically done a very poor job at training officers to be effective public servants within minority communities.

Because of this gap in the literature, it is uncertain exactly how cultural diversity training should be conducted for police officers. There are several consistencies, however, that seem agreed upon within the literature. The first is a conceptual change in how cultural diversity

should be viewed within the American paradigm. Traditionally, the United States has been called the “Great Melting Pot.” The modern version of this is the “Great Salad Bowl.” This refers to the need to get away from everyone assimilating and being the same (as deemed by the dominant White majority) and start viewing everyone as being unique but living in one country (Brown & Hendricks, 1996, and Huisman et al. 2005). This is married to the concept of colorblindness. Americans should not and are not all one (or no) race. Police cultural diversity training must educate officers about stealing a person’s identity and recognizing people’s uniqueness.

Second, several authors advocate for police to become better communicators within the minority community (Barlow & Barlow, 1993, Birzer, 2008, Blakemore, Barlow, & Padgett, 1995, Brown & Hendricks, 1996, and Williams & Murphy, 1990). I would expand on this and add that police need to become better communicators universally, but the need is the greatest in minority communities. Brown and Hendricks (1996), stated, “hence cultural awareness training for police officers has been advocated on the basis of improving service delivery and human relations by providing information that promotes effective communication skills” (p. 56). Paulo Freire in *Pedagogy of the Oppressed* (1970), discussed dialogue, he wrote:

Dialogue is the encounter between men (and women) mediated by the world, in order to name the world. Hence, dialogue cannot occur between those who want to name the world and those who do not wish this naming- between those who deny others the right to speak their word and those whose right to speak has been denied them. (p. 88)

In addition to communication, a third consistency in the literature is the importance for police officers to acknowledge their biases and stereotypes (Birzer, 2008, Blakemore, Barlow, & Padgett, 1995, Huisman, Martinez, & Wilson, 2005, and Kelly 1992). This is very risky business during a training session. Since statistically most police officers are White males, it is very easy

to seem like you are “White bashing.” Two authors gave great strategies to bring this point home in a non-threatening manner. Kelly, (1992) gave an example of what Emily White uses in her cultural diversity classes. White gets officers to picture being at a party. She then asks officers to picture someone asking them what they do for a living. White then gets the officers to think about the feelings of isolation they would feel because people often react negatively towards police officers. White says all police officers can relate to this feeling. These feelings are then associated with those felt by people of color.

Huisman, Martinez, and Wilson (2005) compared training police officers about domestic violence with training police officers about cultural diversity. The authors made the claim that domestic violence and racism are similar in their societal causes. Police officers are not “trained to see how domestic violence intersects with other hierarchical systems of domination such as sexism, racism, homophobia, and classism” (p.793). Similar to the exercise that Emily White uses, Huisman et al. uses an exercise involving both police officers and domestic violence advocates as instructors. The police officer instructor gets the class (made up of in-service police officers) to list the stereotypes often associated with police officers. The domestic violence advocate then does the same for the stereotypes associated with domestic violence advocates. The officer trainer then does the same for battered women. The common police stereotypes are that they are all brutal and violent towards suspects. The advocates’ stereotypes are usually that they are feminist lesbian man-haters. The battered women’s stereotypes are that more often than not these women falsely accuse their partners of abuse and use such allegations to manipulate the man and the system (Huisman et al., 2005). During a group discussion, the students were led to the conclusion that some stereotypes may be true of some members of a group, but not all. After acknowledging that the actions of a few people within a group are often generalized to the whole

group, the discussions that follow are usually rich and led to a lowering of the barriers between the groups (Huisman et al., 2005). Cultural diversity training should be experiential in design to get the learners involved. Blakemore, Barlow, and Padgett (1995), state that cultural diversity training should be “interactive and dynamic” (p. 75).

A fourth and final consistency is what the cultural diversity training should hope to accomplish. Training should be designed to change the officers’ behaviors not their attitudes (Blakemore, Barlow, & Padgett, 1995, and Kelly, 1992). Kelly (1992) states that it is “naïve to think that you are going to change a police officer’s attitudes with four hours of training... instead of spending precious time teaching cultural awareness, [Emily] White teaches self-awareness and hopes the attitudes discussed in class will be remembered when the officers deal with people on the street” (p. 9). Blakemore et al. (1995) list several principles that should be present in police cultural diversity training. The second principle states “the goal of the training should be to encourage behavioral changes and not attitudinal adjustments-attitudes are not likely to be altered in limited training blocks” (p. 75).

There are also some limitations I have noted in the literature. One of the key limitations is funding (Birzer, 2008, , Huisman, Martinez, & Wilson, 2005, and Kelly, 1992). In these days of economic recession, police departments have to do more with less. Police departments are being forced to lay off officers and other personnel, stop offering certain services, and delay buying equipment (just to name a few). It is likely that police department training budgets are also being cut when officers are being laid off. This is one of the reasons I advocate cultural diversity training occur in the academy. At least officers would be trained before they start working in their communities.

Another limitation in policing as it pertains to cultural diversity is the overall lack of people of color in the profession (Huisman, Martinez, & Wilson, 2005). In their 2005 article, Huisman et al., noted the following issues that impeded training, “lack of racial diversity within the department and a deficit of interracial contact in nonhierarchical settings...” (p. 799). Police departments have traditionally been dominated by White males. That tradition lives on still today even though police departments have been trying for years to increase minority hiring and retention.

The final limitation discussed here is the need to implement change at the department level not the individual officer level (Blakemore, Barlow, and Padgett, 1995, and Kelly, 1992,). Often issues of racism, sexism, and homophobia are seen as individual officers’ problems and not problems present in police departments and society on the whole. Often police agencies think they can “train away their problems.” This is usually not the case. When institutional racism, sexism, or homophobia is present changes need to be made at the institutional level not just the officer level.

In this section I noted the relevant literature related to the topic of teaching police cultural diversity. I have listed many articles pertaining to police Field Training, police training generally, and cultural diversity specifically. The literature does not address what elements are necessary for high quality cultural diversity training. With this study I hope to partially fill the gap. Schlosser’s study and this study are the beginning but there is a definite need for more research on the topic of teaching police cultural diversity.

Chapter III

Methodology

Introduction

This research project was an attempt to improve how police recruits are prepared to work in a racially and culturally diverse society. This was also the continuation of another research project completed by a colleague of mine, Michael Schlosser (2011). That project was an evaluative examination into how the Midwest Police Academy (a pseudonym) prepares new police recruits to work in a racially diverse society. I implemented the findings from that study into an Action Research/focus group program for instructors and administrators at the Midwest Police Academy (MPA). Schlosser (2011) wrote in his findings section, “one of the most important changes to make will be to provide racial and ethnic diversity training to all instructors and administrators” (p.101). Schlosser further recommended to “integrate racial and ethnic diversity training throughout the curriculum” and “find ways to create more class participation for racial and ethnic diversity related topics”(pp. 111-112). The instructors and administrators were given a Colorblind Racial Attitudes Score (CoBRAS) by Schlosser for his research project. During a focus group discussion with the instructors at the MPA, we discussed how the group thought about teaching cultural diversity in their classes and how to develop more class participation. Another of the findings from Schlosser’s research project was to have a different instructor teach the cultural diversity class at MPA. I developed a new outline and taught that class. I administered a pre and post CoBRAS questionnaire to the recruits to check for differences.

Action Research

The laws of this country have been written and enacted to perpetuate the status quo. The police have as one of its major functions to uphold the laws of this country. The police have also been given a great deal of power and authority. Police officers have the right to use force up to and including deadly force when necessary. Consequently, many police officers have used this power in ways that marginalize and oppress people of color. Police officers (and many other privileged people) have adopted a colorblind racial theory. There has been very little research into what high quality police cultural diversity training should look like. Consequently, I advocate that Action Research is the best methodology to use to inform this training. I believe this because it includes the participants in the research and taps into their experience and education. Thus, it incorporates several people's ideas instead of just the researcher's. It also advocates changing the setting being studied. My goal was to change how the MPA taught cultural diversity, so Action Research was the best approach.

Action Research has gained much acceptance as a research methodology. Prior to starting my doctoral work at the University of Illinois at Urbana-Champaign, I did not even know Action Research existed. After taking a class on it however, I quickly learned it not only existed but opened up many new ideas about research that I had not thought were possible. The idea of studying your own practice seemed to fit with my thinking (although I was not sure why). As a former police officer I did not have any experience in the field of traditional K-12 teaching. I think Action Research appealed to me because I was able to research that which I used to be a part of – policing.

Kathryn Herr and Gary Anderson (2005) coauthored a book titled “The Action Research Dissertation”. In the book, Herr and Anderson defined Action Research as “inquiry done *by* or

with insiders to an organization or community, but never *to* or *on* them” (p. 3). Action Research also has a long standing association with community activism (Zeichner & Noffke, 1995, and Noffke, 1997). In her 1997 article titled *Professional, Personal, and Political Dimensions of Action Research*, Susan Noffke noted that Dr. Martin Luther King is cited in the Educational Resources Information Center system as one of the earliest entries under the descriptor, Action Research. King was quoted by Noffke:

We do not ask you to march by our side, although, as citizens, you are free and welcome to do so. Rather, we ask you to focus on the fresh social issues of our day; to move from observing operant learning, the psychology of risk...to the test tubes of Watts, Harlem, Selma, and Bogalusa. We ask you to make society’s problems your laboratory. We ask you to translate your data into direction-direction for action. (p.305)

Herr and Anderson (2005) go on to outline the different “faces” of Action Research. I am only going to discuss what I believe to be the most appropriate face for the purposes of my research project. The face I deem most appropriate is participatory Action Research. Herr and Anderson (2005) affiliate participatory Action Research with Paulo Freire. After being exiled from Brazil, Freire and a group of Chilean literacy educators began a series of thematic research projects. The projects examined issues of importance to community members. Freire considered thematic research as being a form of social action (Herr & Anderson, 2005).

At the conclusion of this research project I hope to answer the following questions;

1. What are new officer’s attitudes and beliefs about race and racism when they enter the academy?
2. To what extent, if any, does the training this academy provides change new officer’s understanding about race and racism?
3. What other issues may become apparent during cultural diversity training?
4. How can I as an academy instructor improve my practice to better prepare new officers to work in a culturally diverse society?

Also, because the way these questions were formulated, I feel Action Research is the best methodology to utilize.

Data Collection/Analysis

This research was conducted with recruit class 1235 at the Midwest Police Academy (MPA) from July 10, 2011 through September 29, 2011. The research methods I used during this study were document review, observations of recruits and instructors during classroom instruction, a focus group session on racism for instructors and administrators, observations of my performance instructing the cultural diversity class, and course evaluations and CoBRAS questionnaires given to recruits. As my questionnaire I used the Colorblind Racial Attitudes Scale (CoBRAS) questionnaire developed by Dr. Helen Neville. Any time I refer to questionnaires I am referring to the CoBRAS. The documents I reviewed included State mandated student-performance objectives, curriculum, course outlines, and instructor PowerPoints.

Recruits of class 1235 were given informed consent letters and the first questionnaires during orientation on their first day at the academy. The questionnaires and consent letters were in a large unsealed brown envelope that was clearly separate from the other handouts. Two copies of the consent forms were supplied to each recruit, one to sign and return, and one to keep for their records. Also in the envelope was a business-sized envelope. The recruits were instructed to look at the questionnaires and consent forms on their own time. The recruits were given the opportunity to take the forms with them and fill them out on their own time if they chose. If the recruits agreed to participate, they were directed to sign the consent forms and mark the line that read “Yes I choose to participate” then complete the questionnaire and place both in the business-size envelope, and deposit the envelope in the locked box with a slot on the

top that was located in the computer lab which is completely separate from the classroom. If the recruits chose not to participate, they were instructed to fill out the consent form and mark the line that read, “No I do not wish to participate”, place the consent form in the business size envelope and place it in the box as described above. One informed consent letter was for participation in the observations, evaluations, and questionnaires. Recruits had the opportunity to participate in only observations, evaluations, or questionnaires, or all three. The questionnaires were administered in week 1 and again at the end of the academy. The students were issued an evaluation form to assess and comment on the cultural diversity class I taught.

I met in person with instructors and administrators in their offices to provide them with the informed consent forms (asking for permission to observe classroom instruction, review documents, and to participate in the focus group). Instructors and administrators were allowed to read all the material on their own time. The instructors and administrators were then directed to sign one copy of the informed consent letter (keep the other for their records), and place the form in a business-size envelope and return it to me. The instructors were also asked if they taught any cultural diversity related topics in any of their classes.

Each recruit-participant who participated was directed to sign one consent form, seal it in the business-size envelope that was provided, and deposit it in the locked box. The recruits also completed the questionnaire and placed it in the provided business-size envelope and deposited it with the consent letter in the locked box. The questionnaire takes approximately 20-30 minutes to complete. The informed consent takes approximately 5-10 minutes to complete.

Observations of classroom instruction were for the duration of the four hour course. I only observed one course.

Data were collected from questionnaires, observations, course evaluations, instructor suggestions and input from the focus group, and document review. Notes were taken for the purpose of accurate description and recollection. Recruits who participated were assigned a random number to keep throughout the study. All questionnaires were numbered with the corresponding recruit number so they could be matched. Any data form that linked the recruit number to a name was kept in a separate locked file cabinet located in the researcher's office. No names were used to maintain anonymity. Schlosser collected all recruit data and held it in a locked cabinet in his office until after the recruits graduated and left the academy. I did not have access to any recruit data until after they graduated. During observations, pseudonyms were used to maintain anonymity and protect confidentiality. Pseudonyms were also used for instructors and administrators. Notes were taken during observations by both Schlosser and me.

The total time commitment for recruits was 20-30 minutes per questionnaire and each recruit completed two questionnaires for a total of 40-60 minutes, exclusive of classroom observations. Each instructor and administrator who participated took part in an hour long focus group. Their time commitment was limited to one hour exclusive of classroom observations. I only observed one class. The instructors indicated to me when I informed them of my research whether or not any of their blocks of instruction had cultural diversity topics. Only Johnny indicated at that time that his Problem Oriented Policing class had cultural diversity topics.

There were some foreseeable limitations to this study. Traditionally Action Research has been criticized for not contributing "new" knowledge or making the findings transferable. I draw on Herr's and Anderson's comments about local knowledge. They discussed that Action Research projects "are often more interested in generating knowledge that can be fed back into the setting under study than generating knowledge that can be shared beyond the setting" (p. 6).

While this is true, I believe the findings from my research will not only assist with the training at the MPA, but it can also improve training in other police academies.

Another limitation is my insider status. Because I am a full-time instructor at the MPA, I am familiar with the instructors and administrators who were likely to participate. I am also an instructor and have power over the student-participants. These issues were dealt with on separate terms. While I am familiar with my coworkers and the administrators, I do not hold a position of authority over any of them. I acknowledged my professional relationship with them and feel certain it did not influence either them or me. To overcome my authority position with students, I asked another staff member to make the students aware of my research by reading a pre-approved script describing my research on their first day during orientation. The students then had the opportunity to participate or not participate prior to ever meeting me. Another possible limiting factor to being an insider was the validity of my observations. I minimized these by doing member checking with the instructors and administrators. I also had validation meetings with a critical friend to insure what I saw was reported correctly.

The data were collected during the training for class 1235 at the Midwest Police Academy. I observed one class that dealt with cultural diversity issues taught by another instructor. I prepared and taught the cultural diversity course. I administered CoBRAS to participants twice, once in week one and once in week twelve. A focus group was convened to discuss teaching cultural diversity to new police officers. I took detailed notes and reported the findings. The findings are noted in the next section.

Chapter IV

Findings

Introduction

The findings from this research came from several sources. First, I reviewed documents. The documents came from two sources, the State of Illinois Police Basic Training Curriculum, and instructor outlines and PowerPoint presentations from the MPA. Second, I observed one class that was directly related to cultural diversity. This class was taught by another instructor, Johnny (a pseudonym). Third, I developed and taught the four hour cultural diversity course for the recruits. This was one of Schlosser's (2011) recommendations. This piece of the study had several facets. I took notes during my instruction for evaluation. Schlosser also observed me and took notes. Finally, the recruits completed an evaluation of the cultural diversity course I taught. The recruit evaluations consisted of two parts, a standard set of questions used by the MPA for evaluating classes and instructors, and three open-ended questions addressing cultural diversity. Fourth, I issued pre and post CoBRAS to the recruits. These were issued on the first day during orientation and also at the end of the academy. The fifth and final data source was a focus group consisting of the instructor and administrators of the MPA.

MPA Culture and Class 1235 Demographics

The Midwest Police Academy (MPA) is a para-military police academy. The state mandated requirement for police officer training is 12 weeks. Recruits at the MPA attend traditional classroom lectures and also participate in scenario training, firearms, and control tactics. The recruits take four tests during their twelve weeks. They also take the state licensing exam on their last day. When in the classroom, recruits are expected to be fully engaged and respectful. All recruits wear the same uniform while in the classroom. Recruits wear blue dress

pants and grey MPA polo shirts. During classroom instruction, recruits are required to raise their hands and wait to be called on, but each instructor has his/her own style in the classroom. The MPA has a minimum grade point average that recruits are required to maintain. If a recruit falls below this minimum, he/she is dismissed from training. Also, there are many rules and regulations that recruits must adhere to. Everything from curfew and alcohol consumption, to what parts of the academy are off-limits and their conduct in classrooms are addressed.

Class 1235 was the class that partially made up my data set. Like policing, this class was predominantly White males. The class was made up of 37 males and 1 female. There were 36 White recruits, one African American/White (bi-racial) male, and one Hispanic male. They ranged in age from 22 to 46. The state has set the minimum age of 21 for police officers. There is a stipulation however, that an officer may be hired at the age of 20 if he/she will turn 21 prior to completing the academy. All 38 recruits who entered the academy graduated 12 weeks later.

Document Review

With the assistance of the other instructors at the MPA, I located the documents specifically related to cultural diversity. I looked at documents from both the State of Illinois Police Officer Basic Training Curriculum (2007) and course outlines from the MPA. The first documents I reviewed were from the Problem Oriented Policing course I observed. I observed this four hour course taught by Johnny. The course was on day two of the new recruit's academy session. I reviewed The State of Illinois Police Officer Basic Training Curriculum (2007) and also the instructor's outline and PowerPoint.

After looking at the State of Illinois Police Officer Basic Training Curriculum (2007) I discovered there is no course titled Problem Oriented Policing. I then compared that to the MPA course outline. The first line of the MPA outline reads "**BLE curriculum block title:** Not

currently included in the ILETSB (Illinois Law Enforcement Training and Standards Board, 2007 Police Officer Basic Training Curriculum” (p. 1). The outline goes on to list as its instructional goal:

Although not currently in the state curriculum, problem-solving and problem-oriented policing is an integral part of a patrol officer’s daily duties. In this block of instruction, officers will reflect on the skills necessary to accomplish the team-building activities in which they participated earlier in the day, reviewing how those skills were developed and impacted on the various “tests” encountered during those activities... The block will include a discussion of Community-Oriented Policing (COP) and Problem-Oriented Policing (POP) as they relate to academy training and law enforcement in general. (p. 1)

The MPA devoted a four block of instruction to a course that is not mandated by the State.

This also speaks volumes about the State of Illinois Police Officer Basic Training Curriculum. Community/Problem Oriented Policing has been a major topic in policing since the 1990’s. Coffey and Dempsey (2006) wrote:

Community policing is a significant approach for igniting community involvement in increasing public safety. A major theme of community policing is empowering-shifting power back to community citizens...It is well established that people act more responsibly when they control their own environments than when they are controlled by others. (p. 46)

As outlined earlier, The State of Illinois Police Officer Basic Training Curriculum is little more than a brief overview of topics to be taught at the academy. There is no direction for instructors teaching a specific course. This allows far too much latitude. One instructor can teach a specific course according to his/her experience and another instructor can teach the same course but cover entirely different topics based on his/her experience. I am not sure how any guarantee can be made as to what new recruits learn.

According to the MPA schedule, Problem Oriented Policing was to be taught by Johnny on Tuesday of week 1. I reviewed the PowerPoint for Johnny’s four hour course. The PowerPoint consisted of thirty-six slides. The first several slides contained information to get

the recruits to start thinking about what the definitions of Problem/Community Oriented Policing were and also to inform recruits that it is in their best interest to include the community. The following quotes came directly from Johnny's PowerPoint slides:

Problem-Oriented Policing (POP) is the primary strategy of Community Oriented Policing. The community and police work together analyzing community problems and developing customized responses to them. (PowerPoint).

What's in it for me?

- A systematic method to apply when dealing with citizen/victim issues or concerns
- Involvement of citizens and victims in the problem-solving process
- Improved personal and departmental reputation-A core component of Community policing
- Improved job satisfaction (PowerPoint).

The next set of slides discussed perceptions. Johnny showed slides that demonstrated the different facets of perceptions. The PowerPoint slides gave the following information:

What impacts on the individual "problem-solving" ability?
Perception and Personality. (Power Point)

Perception is a product of:

- Experience
- Education
- Socialization
- Environment of physical factors (PowerPoint).

The next five slides had optical illusions. The objects were different depending on how you look at it. For example, one slide had a picture of either a duck's head or a rabbit's head. The duck's bill or the rabbit's ear pointed left and the head and eye were to the right.

The remainder of the PowerPoint slides addressed the key elements of Problem Oriented Policing and the SARA problem solving model. Information from the PowerPoint slides:

General Principles of Problem-Solving

- Gather information
- Define the problem
- Develop solutions

- Consider the consequences
- Make a decision
- Implement
- Evaluate the solution
- Fine-tune or scrap. (PowerPoint)

The SARA Problem Solving Model

- Scan
- Analyze
- Respond
- Assess

An integral component of the philosophy of community policing.
A methodical process for reducing the impact of crime and disorder problems in a community. (PowerPoint)

I also reviewed the documents associated with the Cultural Diversity course I taught. As noted in Chapter one, there is no separate Cultural Diversity course mandated by the State. According to the State of Illinois Police Officer Basic Training Curriculum, the outline for the Cultural Diversity course comes from the Police Citizen Relations section. The State of Illinois Police Officer Basic Training Curriculum (2007) mandates six hours of class time be devoted to “Police-Citizen Relations” (p. 139). The outline for this block of instruction covers more than just diversity issues. Some of the topics in this section are:

1. Examples of exclusionary (prejudicial) law enforcement behaviors
2. Examples in inclusionary (non-prejudicial) behaviors
3. Stereotyping (of police)
4. Special considerations when dealing with minority groups
5. Special considerations when dealing with older persons
6. Modern police role and organization
7. Organizational, political, and social influence of police role
8. Personal adjustments to police role demands

9. Is America still the “great melting pot”
10. What barriers exist that prevents the blending of America
11. Which barriers may prevent a more culturally diverse police department
12. How does cultural diversity relate to community oriented policing
13. Where do cultural diversity and police use of force intersect? (pp. 139-145)

To be consistent with the State mandates, the MPA combines Cultural Diversity with Police Citizen Relations. Johnny normally teaches this course. The PowerPoint I used was a variation of the PowerPoint used by Johnny. I updated some of the terminology about race. I also removed a section of one slide that asked students to “name races” they may encounter. I felt this was inappropriate and replaced this discussion with small group activities that I will discuss later in this paper.

Problem Oriented Policing

On Tuesday morning I observed Johnny teach the Problem Oriented Policing class. Tuesday is the second day of classes. As stated earlier, the MPA is a para-military police academy. Because of this atmosphere recruits usually do not show much class participation because they are still trying to learn the rules and what is appropriate behavior. Also, the individuals in the class have not had a chance to get to know each other very well and are apprehensive to give an incorrect answer in front of their peers. This class was chosen because Johnny reported to me in his initial interview that there are cultural diversity issues he covers. At 8:00AM, I reported to the MPA classroom. This classroom is located on the first floor of the main building. The walls are painted a pale blue with very noticeable scuff marks and scratches around the room where students lean and scrape. The floor is older brown tile that again shows signs of wear and tear. There are tiles that are cracked and most have black scuff marks from the

soles of recruit's shoes. The desks are all right handed and have hard blue plastic seats and tan desk tops. The desks are adult sized but look hard and uncomfortable. There are six rows with nine desks in each row. In the front of the room there is a dry-erase board on the wall and a dark brown wooden podium. The students came in and took their seats.

Johnny started the class promptly at 8:00AM. He started by explaining problem solving to the students. The concept of problem solving in policing comes from Community Oriented Policing. Community Oriented Policing has been one of the prevalent philosophies in law enforcement since the 1990's. Johnny asked "are you already problem solvers?" No one answered. The recruits looked around and seemed uneasy about the question. Johnny repeated his question. Again, Johnny waited for someone to answer but the students looked at their desks. After several seconds, Johnny asked "Did you have to solve a problem to get here?" A few heads nodded in agreement but no one spoke. Johnny then asked "How about school? Did you have to solve problems in school?" A few more students nodded and some said "yes." Johnny made several analogies to different school subjects like history and math. Johnny stated "Our whole educational system and culture is designed around problem solving, that's why we have so much heart disease and stress-related illness in this country."

Without hesitation Johnny started walking from side to side in the front of the classroom. Johnny started pointing at different students and stopped when he was pointing at the lone African American then said "let me see, Black guy, you are a Black guy, right?" The recruit said "yea." Johnny replied "good man." The African American recruit and most of the other students laughed but looked uncomfortable as they changed positions in their seats and either looked around or looked at their desks. Johnny then pointed at the Hispanic student and asked "Chicano?" The student confidently said "Puerto Rican." Johnny then said "Oh, I just insulted

you.” Johnny asked the student if he spoke Puerto Rican. The student hesitated for a couple of seconds and said “I speak Spanish.” Johnny said “good man.” Johnny then asked the rest of the class if anyone else spoke Spanish. No one raised their hand. Johnny said “I bring this up because you should be begging your departments to send you to a Spanish class because it’s coming like a tsunami.”

Again, pacing in front of the classroom, Johnny said “what I’m doing is standing here... man we have too many White people, we don’t have any, I like to call them Orientals.” The next statements made by Johnny seemed very telling about his true feelings. Johnny said “I guess I mean Asians, I have been directed to call them Asians.” The students were all quiet and did not respond to Johnny’s statements. Johnny then asked if anyone in the class had any Asian heritage. No one answered. Johnny then asked if anyone has been “intimately involved with an Asian culture.” One White male student in the back of the class raised his hand. Johnny asked, “Did you marry one?” The student said “I did.” Johnny came back with “there you go.” Johnny then asked the question, “How do Asians approach problems, let’s say I’m an Asian guy. (Johnny motions with his hands in a horizontal manner towards his eyes.) I don’t want to have to do anything...physical, OK?” A couple students laughed uneasily. Johnny then said:

This is how an Asian addresses a problem. Asians come in and see a problem, and then leave. The next day they come back and if the problem is still there they leave again. They don’t beat their heads up against a wall over a problem. They hope the problem solves itself. It’s part of their culture. What’s ingrained in our culture? (A student tries to give an answer but Johnny ignores it and continues talking) Is there a problem that can’t be solved in our culture? We are all ingrained to believe that there is a solution to every problem. (Another student tries to reply but Johnny again ignores it and continues talking) Do you believe that? People who get divorced try to work out their problems, right? Or at least one of them tries. But the divorce rate in this country is 50 percent, right? So does that mean that some marital problems are not solvable? So using that as an example are there other problems in society that we can’t solve?

Johnny went on to explain how the conflict between feeling that all problems have a solution and finding out that there are some that cannot be solved causes us stress and conflict. Johnny had many opportunities to draw out class participation during this class; however, he chose to ignore them. There were many times that Johnny asked questions or raised topics that made me think about things with which I was familiar. Unfortunately, however, Johnny skipped over these chances and continued making his points. All of the above exchanges took place in the first 30 minutes of the class. During the remainder of the class Johnny spoke about how to solve problems according to the Problem Oriented Policing specifications.

Planning the Cultural Diversity Class

Schlosser (2011) wrote in his findings section that it was important to “find ways to create more class participation for racial and ethnic diversity related topics” (pp. 112). I took that to heart as I planned to teach the Cultural Diversity class for the MPA. Another recommendation Schlosser made was, “In order to make recruits feel more comfortable with speaking about difficult issues like race and racism, it will be important to provide a safe environment” (p. 105). I thought it was imperative to create a safe environment for the students to express their views and opinions honestly. I also wanted to incorporate small group work into the class. As I considered the literature from my review in Chapter two, I wanted to make sure I kept the concept of changing behavior not beliefs as one of the overarching theories. Since the cultural diversity portion is only a small part of the whole class, I also had to leave time for the rest of the course content.

Keeping all this in mind, I set forth to write a lesson plan. My mind was awash with the literature I have read, the pedagogical methodologies I wanted to incorporate, and the sense that I needed to do this right because it was important. I started with determining it was best to use the

existing PowerPoint presentation to ensure all topics were covered. As I discussed briefly above, I only made a few changes. I removed some oppressive language from one slide. And I also took out the slide that discussed “groups.” I then fit my cultural diversity ideas in at the appropriate slides. I planned for establishing ground rules about being aware of other people’s feelings and creating a safe environment. I wanted to make sure not to “over-plan.” What I meant was, I wanted to make sure I had flexibility so if discussion went an unexpected way, I could develop that.

The next step was to plan the small group discussions. Because time was limited due to the amount of information I needed to cover in four hours, I chose to limit this to two separate discussions. The first topic I thought about was the forms that racism take. In this country we usually think about White/Black racism because that is most prevalent. I wanted the students to think about how racism may be present and they are not even aware. I wanted to ask the question, “what other groups have had conflict?” For the second topic, I wanted to choose something that would be relevant to them personally. I thought about asking the students to think about how the media portrays the police. I then wanted the students to reflect on how this made them feel or how they may have seen it affect others.

My Cultural Diversity Class

As the day finally arrived to teach the class I became nervous as thoughts ran through my mind about all of the possibilities. The class was to start at 1:00PM. I was so nervous I couldn’t eat lunch; I looked at my notes and outline for the class instead. Predictably, as the class began, the computer would not start properly. So after a few minutes the computer started and I was able to begin. I started the class by preparing the students to learn and let them know what to expect. I told the students that we were going to go through the PowerPoint and do some group

projects. The students sat up in their seats and looked eager to proceed. I thought it was important to set the ground rules immediately. I told the students that everyone had the right to speak and that their opinions were important. I also spoke about my upbringing. My parents were born in the 1920's and my father used derogatory racial terms daily in my household. I hoped I could make the students comfortable by letting them know a little about me.

The students seemed to be interested as they made eye contact and participated in the discussions. After approximately two hours it was time to set up the small group discussions. I started with a short discussion. I told the class that I wanted their responses to be based on their experiences and not what I wanted to hear. The topic I gave them first was to think about other groups that may have had conflicts. This sparked the students to think about groups. The students started giving groups that may have experienced racism. They gave groups such as Muslims, Hispanics, and Asians. I then gave the example of the Nazis and Jews. The one Hispanic person in the class, a male, interrupted me and said "the Mexicans and the Puerto Ricans." I knew they were now understanding better. Another student, a white male, said "pro-life and people who agree with abortion." Other students suggested "North and South Ireland", the "Bloods and the Crips" (street gangs), and "urban and suburban." Another student then added "rural." The most telling suggestion came from a white male seated in the far right row towards the back. This student, I later learned, was 46 years old and had just retired from the Marine Corps after over 20 years of service. He replied "the straights and the queers." It took several seconds for what he said to make sense to me. None of the other students reacted immediately and I was not sure if I had heard him correctly. Then the student sitting behind him, also a White male, repeated the statement louder. Now most of the students laughed and leaned back in their seats. I was not sure of how to handle the situation which made me feel uneasy. Not wanting to

embarrass the student who made the statement, I acknowledged that the answer he gave was correct but I added that “queers” is not the most politically correct terminology. I continued with the feeling that maybe I should have dealt with that better.

Temporarily jumping ahead. The following incident occurred in week 9 of the academy. During the academy the recruits take part in several real-life scenarios. The recruits respond to a wide array of “calls.” Students respond to everything from stolen bike reports to shoot/don’t shoot scenarios. In week 9 the recruits are directed to take a sexual assault report. This scenario, like the rest, uses role-players to act as the involved parties. The recruits must interview the role-players just like they will after graduation. One of the role-players assigned to be a “sexual assault” victim was a male named Jim (a pseudonym). Jim is one of the best role-players employed by the MPA. Jim has had acting classes and is one of only two males used for sexual assault scenarios. I was assigned as the facilitator in Jim’s room. My job was to observe the recruit’s performance and give feedback after the scenario is completed. The above mentioned 46 year-old White male was assigned as the responding officer in Jim’s room. The recruit seemed very nervous as he waited for the scenario to start. While it is not uncommon for recruits to be nervous before scenario training, this student seemed overly nervous. The scenario started and the recruit asked the required questions of Jim. Like the other students, the recruit failed to ask some questions but it seemed this was due to inexperience. After the scenario ended, I discussed some of the training points with the recruit and also the other students in his group. Again, not wanting to embarrass the recruit, I did not ask about his obvious nervousness. Once the formal feedback was completed and before the next scenario began the students became less formal and started speaking amongst themselves. I heard the 46 year-old recruit tell another recruit that he was “very nervous.” The second student asked why. The 46 year-old said “I’m a

little homophobic and I got nervous when I saw a male (Jim) in this room.” I noted this conversation but did not inject any input. Again, wondering if I handled it correctly.

Continuing with my cultural diversity class. I went on to describe a cultural diversity class I attended many years ago when I was still working as a police officer. I attended a cultural diversity class in which we, as the students were asked to list all of the derogatory racial statements we have heard. I assumed at the time, and still do, that the purpose of this exercise was to get us thinking about things that may be offensive. I hoped there was a better way to get the point across without saying those oppressive words. I then told my students about the example given by White (1992) about being a police officer at a dinner party when everyone finds out what you do for a living.

The topics I asked the students to discuss in their small groups were first to expand on the dinner party scenario and discuss that in greater detail. Second, I asked the students to think about how the media portrays the police and also think about what the police are doing before, during, and after the incident. The students were asked to elect a spokesperson for their group and were allowed to use several other rooms for their discussions. The students were directed to return in 20 minutes. The students then left the classroom to work in their groups.

The students came back approximately 20 minutes later. As they sat back in their chairs they looked a little more apprehensive than before the group work started. They seemed to be sitting more forward in their chairs and not so relaxed. They did not talk amongst themselves. As I gave the first group a chance to discuss their ideas the class seemed to relax again. All of the groups had similar thoughts about the media. All discussed how the negative image of the police is shown much more frequently than the positive. This sentiment was made by one group saying “the media portrays the bad things, like Rodney King, you’ve seen that a million times on

T.V., but the good things police do only gets shown once.” Group five had a very interesting addition to this sentiment. They said “some (police) departments have better relationships (with the media) which helps, the more positively they (police) communicate with the media the better it is.” Another student, a White male, added, “it depends how cops respond, it affects how you are perceived.” I asked the students to think about how they feel the police are perceived during the following incident. I told the students about one of the academy secretaries who told me about an incident her sixteen-year old daughter had talked to her about. The secretary’s daughter was at a convenience store to buy some gum. While she was waiting in the long line, a uniformed police officer came into the store. The police officer walked right up to the soda fountain and poured himself a large drink. The officer then turned and walked out of the store without paying for the drink or even speaking to anyone. I asked why this happened. One student (a White male) said, “cops get free soda at some stores.” I then asked why this was. Another student, also a White male replied, “they like having cops there.” I asked why this was. A third White male added, “so they aren’t getting robbed.” I then asked the students how that police officer was perceived by the sixteen year old who saw this. Several students said “bad.”

The sixth and final group tried to incorporate more of my original instructions into their discussion. Part of my instructions was to discuss what the police were doing right before the video that was shown by the media. The sixth group spoke briefly about how the media never shows the “one-on-one fight that took place before the video.” What the group was referring to was how the media only shows the group of police officers subduing one person and not the struggle of one police officer against one suspect. The group went on to discuss how they felt the media image of the police was better after 9/11. I would have preferred to get the students to

dig deeper into this idea but I did not as I was concerned with time. Unfortunately no group chose to discuss the dinner party scenario.

I then gave the directions for the second group discussion. I asked the students to discuss what less overt forms racism may take. I gave the students ten minutes this time. As the students started to file out of the classroom the lone African American student in the class walked up to me and said, “you sure picked a tough topic.” I asked him why he thought it was tough. He explained to me that he is from a small rural town southwest of the MPA. He said his mother is White and his father is African American. He told me how it has been hard for him at times growing up in a mostly White community but that he now feels accepted. I said the only thing that makes talking about race difficult is when people refuse to have an open mind and treat all people fairly. He said he agreed.

Ten minutes later the students returned to the classroom. This time the students seemed more comfortable. They smiled and chatted quietly amongst themselves until all were in their seats. Once all students returned, I began the discussion. The first group started by talking about how people tend to sit with the same race. They felt this was because it makes them more comfortable. Another covert form of racism was stereotyping as it pertains to jobs. The student, a White male, said, “Like all convenience store owners are Indian.” Interestingly, this group also felt that some racism may come from trying too hard not to be racist. The spokesperson said, “When you are trying not to say the wrong thing, sometimes you choose to say nothing, then this makes you look like you don’t want to talk to another race.”

The next group spoke about “certain neighborhoods.” This group felt when people “see a high crime neighborhood that is made up of mostly one race it is racism to start to think all members of that race are criminals.” The White male spokesperson said, “like when you are

driving down the street and you see someone from the race you associate with that certain neighborhood, you might roll up your window.” This group also suggested that less overt forms of racism may be hiring from a certain pool and excluding others and having a bad attitude towards all members of a certain race. Like the first group they also felt people can try too hard to not be viewed as a racist. They gave examples like saying “I can’t be racist because I have Black friends.” The African American male then said “like the term reverse racism, we talked about that.” He went on to say “That term drives me crazy, if someone is racist they are racist, it doesn’t matter if it’s White against Black or Black against White, it’s all just racism.” Several other White students also agreed by nodding their heads or saying “yea.” The lone Hispanic male was also part of this group and added, “yea, sometimes people think I can’t speak English.”

The next group only discussed one topic. They talked about where one student in the group lives and works. This area is a rural area but is in close proximity to East St. Louis. East St. Louis is predominantly African American. The spokesperson said, “there is a saying in his town about the Blacks, but they don’t use the word Blacks, they say the Blacks are coming up the hill from East St. Louis.” It seemed that this group may not have been comfortable discussing this topic or perhaps they did not understand the directions.

The next group started by talking about terminology. The spokesperson said, “sometimes people say things and they don’t even understand what they are saying, like I just got Jewed, or when you play cards you use the term renig, or the term smoking a fag like a cigarette.” This group also discussed how the television shows perpetuate racism. The spokesperson said, “like the Simpsons, the Indian guy is the convenience store clerk, and all of the cars with big rims are driven by African Americans.” The final thought shared by this group were from the spokesperson’s personal experience as a police officer in another state. He spoke about how the

State's own rules are racist. The state makes people from out-of-state post cash bond on traffic tickets and where he worked most of the people he encountered from out of state were Hispanic. He felt this was systemic racism. Another student, a White male, raised his hand and when I called on him he began talking about the National Football League (NFL). The student, from the Chicago area, spoke about the Chicago Bears. Before the Bears hired their current coach, they wanted to interview a Hispanic coach. This Hispanic male was quoted as saying "I don't want to be the only minority you interview" and turned down the opportunity. The student explained that the NFL has a rule that at least one minority must be interviewed whenever a team is hiring a new head coach. The student said, "How do you know when you are being interviewed because they really want to hire you, or are they just interviewing you because they have to interview one minority?"

The last group spoke about what it termed "overcompensation." The spokesperson explained that often schools go too far in trying to be fair. One of the group's members had his high school boy's wrestling program cut because there were eleven boy's athletic teams and only nine girl's teams. The group thought the community should have input into which teams were kept or cut. Another example this group discussed was when a certain community had a gang problem and two rival gangs both claimed this community as its home. The group said there was a Hispanic male who did not belong to either gang. This male was beaten because one gang thought he belonged to the rival gang. This group then discussed how in another state there is definite division even among the different police jurisdictions. They said that the county Sheriff's departments are looked upon much more favorably than city police departments. The last two references were made by other members of this group, not the spokesperson. The first

person explained how people have used the word “gay” to refer to something they do not like. The second said people still tell inappropriate jokes but now “they look around first.”

After thanking the students for their thoughts and participation, I told them I wanted to discuss two more related topics. These topics were tolerance and colorblindness. I asked the students for the definition of tolerance. Several students said “you have to put up with them”, “they bother you”, “its negative.” I then explained how it is negative to think you have to “tolerate” a group of people. I then asked for a definition of colorblindness. Again several students answered excitedly without raising their hands, “not recognizing someone’s race”, “thinking people’s race doesn’t matter”, were the answers I could hear. I then asked why this is wrong. One student I could hear said “not recognizing race doesn’t make you not a racist” and “that (race) is who the person is.” The course ended with me going over the rest of the state mandated material and me telling the students we can never end racism entirely and that they can only control what they do individually. Also, my hope is they will make a difference at their police agencies as well.

Recruit Evaluations

After the completion of the Cultural diversity class, I handed out course evaluations to all recruits. The evaluation (see appendix I) was made up of two parts. The first part consisted of the standard MPA instructor evaluation form. Recruits rate an instructor and course on a 5 point Likert scale. A score of 1 is “poor” and a 5 is “excellent.” Recruits rate 9 different traits: (1) Did the instructor enhance your level of knowledge or skill, (2) Did the instructor use supporting material (handouts, AV, etc.) and exercises effectively, (3) Did the instructor encourage student participation and questions, (4) Did the instructor exhibit enthusiasm for the topic, (5) Did the instructor present the material in a manner which held your attention, (6) Did

the course provide you with enough information on the subject for you to use on patrol, (7) Instructor seemed competent and well qualified in this topic, (8) Did this unit of instruction meet your expectations, and (9) Overall rating of this block of instruction. The second part I developed specifically for this study. Because I felt it was important to create a safe environment, the first question was “do you feel like it was a safe comfortable environment that allowed you to speak openly and honestly”? The second question had two parts. The first asked “were there any things that you wanted to say but didn’t.” The second part asked what those things were. The third and final question asked the recruits, “do you have any other comments or thoughts about the class.” I wanted to make this very open ended and gave recruits a great deal of opportunity to write in their own thoughts and comments. I received evaluations back from every recruit except one. One student was absent due to having to attend court as a part of his previous job.

The evaluations were collected by Schlosser and he held them until after the recruits graduated. After graduation, I took possession of the surveys and analyzed them. It was obvious immediately that there were three clear types of responses. There were those evaluations that contained no hand-written responses just circled answers in the first part. Then there were some evaluations that had hand-written complaints or statements that the class did not affect them positively or prepare them to police in a racially diverse community. The last group had more positive hand-written responses.

The first group had no hand-written responses. Eleven respondents chose not to make any hand-written statements. Of these eleven, all indicated that they felt comfortable to speak openly and honestly. Likewise, all eleven indicated that there were no thoughts or ideas that they did not say in class. With no hand-written responses to go by, I analyzed the numeric scores

given by these eleven recruits. On nine of these evaluations there was no rating less than a 4. On the tenth evaluation, Student 2 indicated a score of 3 for the areas of “Did the instructor enhance your level of knowledge or skills”, “Did this unit of instruction meet your expectations”, and “Overall rating of this block of instruction.” Under the last rating on the first page this student wrote, “Based on material, not instructor or method.” This was an interesting statement. It seems that either this student was uncomfortable with the issue of racism or possibly he came into the class with a great deal of knowledge of this topic. All other ratings by this recruit were either 4 or 5. The eleventh evaluation, written by student 28, had much lower ratings. The recruit indicated a rating of 1 for “Did the instructor enhance your level of knowledge or skill”, “Did the course provide you with enough information on this subject for you to use on patrol”, and “overall rating of this block of instruction.” The student rated a 2 for “Did the instructor present the material in a manner which held your attention.” The recruit rated a 3 for “Did this unit of instruction meet your expectations.” A rating of 4 was given for the areas of “Did the instructor use supporting material (handouts, AV, etc.) and exercises effectively.” Finally, 5’s were given for the areas of “Did the instructor encourage student participation and questions.” “Did the instructor exhibit enthusiasm for the topic”, and “Instructor seemed competent and well qualified for this topic.” It seems this student put a great deal of thought into these ratings. Because part of the IRB approval for this study was for me not to see these evaluations until after the students left, I was not able to interview him for clarification. Consequently, it is not known for certain what experience this student brought into the class. It is possible that this recruit already had a great deal of training or experience on the topic of cultural diversity. It is also possible, however, the student did not possess a great deal of racial awareness and simply did not respond positively

to the pedagogical methods I employed or I did not go deep enough for this student to feel challenged.

The next portion of evaluations I analyzed contained more negative hand-written comments. There were 6 evaluations that I placed in this category. The first analysis was of the hand-written statements.

Table 1 Statements made by each recruit

Recruit	Recruit Comments
Recruit 38	“I felt there was no connection between topic and my job “
Recruit 26	“No need for as many disclosures as were given”
Recruit 15	“The group exercises were helpful for interaction among classmates but I feel that there could’ve been more material covered by the instructor to replace some of the group work”
Recruit 6	“Class would have benefited from a more well developed framework. Rather than simply putting students in think tanks to discuss topics, a general discussion lead by the instructor would have allowed a better insight into individual perspectives. Also, I feel that as this class is repeated (as it should be) its effectiveness and value will be increased”
Recruit 1	“It was a long day to begin with and that made it harder to stay active. Otherwise class was heading in the right direction for LE (law enforcement)”
Recruit 25	This recruit indicated there were things he wanted to say but didn’t. The student wrote “unable to recall” what those things were.

Student 25 was the only respondent who reported not saying something he wanted. He then wrote that he was “unable to recall” what it was. Three of the 6 gave ratings of 4 and 5 on the front page. These were from recruits 1, 25 and 26. The other 3 recruits gave ratings of less than 4 on the front page. Recruit 38 gave a rating of 1 for “Did the course provide you with enough information on this subject for you to use on patrol.” Recruit 38 gave a rating of 2 on “Did the

instructor use supporting material (handouts, AV, etc.) and exercises effectively”, and “Did the instructor present the material in a manner which held your attention.” A rating of 3 was given in three categories, “Did the instructor enhance your level of knowledge or skills”, “Did the unit of instruction meet your expectations”, and “Overall rating of this block of instruction.” Recruit 38 rated the remaining categories as 4. Recruit 17 rated all categories as 4 or 5 except one. Recruit 17 rated the section asking “Did the instructor use supporting material (handouts, AV, etc.) and exercises effectively” as a 3. Finally recruit 6 rated all sections as 4 or 5 except one. Recruit 6 rated “Did the instructor enhance your level of knowledge and skills” as a 3.

The majority of evaluations were positive in tone and recommendations. Twenty evaluations fit into this category.

Table 2 Hand-written comments made by these recruits

	Recruit Comments
Recruit 40	“Tough class to teach, but did a great job”
Recruit 39	“I thought the instructor done a great job presenting the material and keeping class attention”
Recruit 37	“This class was outstanding! The instructor was well prepared and professional”
Recruit 36	“I thought the class was great, but it might have been more beneficial with a more diverse class which is out of the instructor’s control”
Recruit 35	“Good class”
Recruit 34	“Keep the group exercises. It was a very effective way to get us thinking differently about situations”
Recruit 33	“I thought the structure of the class was very good”
Recruit 31	“Well presented, enjoyed class participation”
Recruit 30	“Great class, very informational, broke the topic down and included every student”
Recruit 24	“I believe the class as a whole can handle more explicit and uncomfortable topics when it comes to race”

Table 2 (cont.)

Recruit 22	“Cultural issues are often very abstract to most people. Many don’t understand how intensely culture influences thought and actions. Perhaps using more concrete examples of these differences and how they apply to police work would be of help”
Recruit 21	“I think breaking into the small groups were great. I thought the discussion really made the time and quality of the course go very quickly”
Recruit 20	“I believe Mr. Zimny did an excellent job on the material and I feel like I learned what was needed”
Recruit 18	“Mr. Zimny presented the material very well and clearly. I mostly liked/enjoyed the use of class participation and also the group work exercises”
Recruit 14	“Mr. Zimny provided an environment where I feel and I believe others felt comfortable to express their values and concerns over cultural diversity. The time used for the class was very appropriate for the materials that needed covered”
Recruit 11	“This was a very fun and informational class for me”
Recruit 9	“I like the frequent use of smaller groups to allow more people to talk about topics”
Recruit 4	“Very good and informative”
Recruit 3	“I liked how you kept explaining that it was a safe environment and made people feel free to express themselves. I personally liked that you used yourself as an example of how we can learn both good and bad from our parents. The bad traits we change”
Recruit 41	“Good group activities and good idea changing the groups up”

This final comment from recruit 3 referred to a story I told in class. I explained that my parents were born in the 1920’s and it was common for my father to use racially inappropriate words around the house as I was growing up. I also explained that at an early age I realized that this language was inappropriate and I chose not to use it.

The student's evaluations provided great insight into the cultural diversity class I taught. There were students who enjoyed it and took good information away and others who did not. It is impossible to reach every student in every class; some learn better working alone and others enjoy small group discussions.

Schlosser's Notes

Part of my teaching the cultural diversity class was to have Schlosser observe me and take notes. Schlosser did this and the following is what he noted:

I thought you did an excellent job of using historical context in both the history of cultural diversity training and some historical events that promoted this training – like the Rodney King incident.

You also prefaced the course with the purpose of both your study and mine. You expected things not to be perfect in the class, as the class is intended to evolve through action research. Then it was nice giving them a summation of how action research works.

Excellent set up for ground rules of class, in particular:

- Wanting everyone to be comfortable in speaking – and want a safe environment
- You also told of your own background and how your family, in particular your father addressed racial issues – and how you knew your dad was inappropriate. I'm sure there were many sitting in the same room who could relate to being brought up in a similar family atmosphere.
- To be open minded to others views – and not to look down on anyone for their particular views
- Not to have anyone say "hurtful" things

Excellent interaction with class – I especially became quickly aware that when someone answered a question you were able to make it more of a discussion by having them elaborate on their answers.

During your discussion on knowing the various cultures in the community – I would recommend going a little deeper into the context of "cultural competency."

This would involve the recruits:

- Awareness of their own culture
- Understanding their attitudes toward cultural differences
- Having knowledge of different cultural practices and world views
- Cross-cultural skills

It was very good giving your personal experiences with your early diversity training – how uncomfortable everyone was, etc. And explaining why it was important to discuss this topic and to be comfortable talking about it.

You did discuss briefly racial profiling – maybe, if time would allow (Which may require a longer than 4-hour block) discuss in a historical context the reasons this became a law. Explaining from the view of the racial/ethnic minority and marginalized why they think this is an important law.

This might also be a good time to bring in Critical Race Theory's counter-storytelling. I believe we could find members of the racial and ethnic minority community to tell about their interactions with the police. We could find volunteers that would be willing to be videotaped (short 5-10 minute videos) to play for the recruits. Counter-storytelling is a strong tool. I think this will be very helpful.

I did like the story you told about the White recruit officer who had ridden with his FTO over the weekend. The recruit asked you during training about a situation where his FTO stopped a Black male in a White neighborhood. This is where many studies that involved police officer interviews and surveys always say they would also stop a White guy in a Black neighborhood. We know that is not necessarily the case – and neither would be acceptable. Your discussion to the class was good using the idea of empathy and putting themselves in that person's shoes.

I liked your second reminder half way through the class in reference to be honest, not hurtful, safe environment, the difficulties in talking about race, etc.

The group work was very good – the discussion on stereotypes or biases of police and then the group work on discussing covert forms of racism, etc.

Again, time is an issue for this block of instruction. If we make the class longer, we can expand on the group's questions and involve specific minority groups. We know that Black and Latino citizens are the most likely to be profiled by police. It might be nice to have discussion separate and different racial minority groups.

When each group responded, they were not usually specific on which racial group they were referring to, but everyone was likely to know which group we were talking about. Maybe it would be helpful to ask them and have them actually say the racial or ethnic group they were referring to.

Again, because of time – you did not have much class time to discuss racial colorblind ideology. You had a very good discussion and definition that was understandable to the lay-person. This was good. But with more time – maybe colorblindness could become a topic for the small group conversation.

I will discuss Schlosser's recommendations in the last chapter.

Comparing the Class Schlosser Observed to My Class

Because this study follows Schlosser's (2011), I feel it is necessary to make some comparisons between Schlosser's findings and mine. In Schlosser's study, he observed Rich (a pseudonym) teach both the Cultural Diversity and Problem Oriented Policing classes. In my study I observed Johnny teach Problem Oriented Policing and I taught the Cultural Diversity class. There are many similarities between what Schlosser noted in his dissertation as being said by Rich and what I heard Johnny say in the Problem Oriented Policing class. Schlosser documented in his dissertation Rich making comments about "Orientals and Asians." Schlosser (2011) states:

Rich walking around the room and pointing to each student and saying either, White, Black, Female, or Brown referring to gender and race as he goes around the room... when he gets to the lone Hispanic student he asks, Brown, Rich explains this will be important for the next day's cultural diversity class. (p. 71-72)

The next paragraph in Schlosser's study documented Rich's discussion about Problem solving.

Schlosser noted:

Rich then asks, what am I looking for? No one responds. Rich says I'm looking for the Oriental. I know that it is not PC [politically correct], but I have been to the Orient not Asia. He then asks the class what would be politically correct. A few voices respond, Asian. Rich then goes on to explain the difference in problem solving between flag waving Americans and Orientals. He explains that Americans are trained to be problem solvers as a child and all through school. According to Rich, Orientals would look at a problem and then go away. They would come back later and still have a problem and go away again, and this would continue. Americans, however, would beat their heads against the wall until the problem is solved. (p. 72)

This is almost identical to what I heard Johnny say when I observed him teach the Problem Oriented Policing class. Because of Institutional Review Board (IRB) requirements I was not allowed to have access to any of Schlosser's data where participants were identified. However, it is likely that Rich and Johnny are the same person.

One of the recommendations made by Schlosser (2011) was to “find ways to create more class participation for racial and ethnic diversity related topics” (p.100). This need is apparent in Schlosser’s notes from the Cultural Diversity course he observed. In one four hour class he made the following statements about the lack of student participation:

Rich waits but nobody in the class responds. Rich waits for an answer but there is only silence. Rich waits longer for an answer and still no answer. There is no response from the class. There is no answer. Nobody answers. Nobody answers. (pp. 73 -76)

All of these were noted by Schlosser as attempts by Rich to encourage class participation but the students did not respond. Schlosser attributes the lack of class participation in part to the para-military atmosphere and the class taking place during week one when recruits are still apprehensive to talk in front of peers (p. 78). He went on to say that a third probable cause was pedagogical, “Instruction is not set up in Rich’s classes to produce open discussion” (p. 78).

During the class I taught I noted constant class participation. Towards the end of the course the students were talking and not raising their hands to be called on. Numerous times, mostly during the group discussions, multiple students were talking at the same time. I believe this was due to primarily two factors. At the beginning of my class I made it clear that this was a safe environment for everyone to express their ideas. I reiterated this sentiment several times throughout the class. Secondly I took out the oppressive language such as “Orientals” and singling out students of color. It must be noted here that my student-participants were an entirely different group than Schlosser’s student-participants. This may account for some of my increased class participation.

CoBRAS

I used as my questionnaire the Colorblind Racial Attitudes Scale (CoBRAS). This questionnaire was given to students on their first day during orientation and during their last

week at the academy. I was looking for any significant change between the recruit’s initial CoBRAS score and their final CoBRAS score after participating in the training. The following section will address the numeric outcomes from the CoBRAS. Although this is not a quantitative study, some statistical analyses were conducted to show the results. According to Neville, Lilly, Lee, Duran, and Browne (2000) the CoBRAS assess cognitive aspects of colorblind racial attitudes. Participants respond to twenty questions by using a 6-point scale ranging from 1 (strongly disagree) to 6 (strongly agree). Higher scores indicate higher endorsement of colorblind racial beliefs. The CoBRAS consists of three subscales: Unawareness of Racial Privilege, Unawareness of Institutional Racism, and Unawareness of Blatant Racial Issues. Neville et al. suggested higher CoBRAS scores indicate greater: (a) global belief in a just world; (b) sociopolitical dimension of a belief in a just world; (c) racial and gender intolerance; and (d) racial prejudice.

T-tests were completed using SPSS version 17. Analyses showed no significant change between the first CoBRAS score and the second. Of the 37 recruits who agreed to participate in this study, all completed the first CoBRAS. I only received 36 CoBRAS that were distributed in the final week of the academy training.

Table 3 Individual CoBRAS scores for each individual recruit

	CoBRAS- 1	CoBRAS-2
Recruit-1	4.45	4.15
Recruit-2	3.5	4.3
Recruit-3	3.95	4.3
Recruit-4	2.35	2.7
Recruit-5	3.85	3.5
Recruit-6	3.85	3.9
Recruit-7	4.4	4.35
Recruit-8	4	4.25
Recruit-9	3.8	4.35
Recruit-10	4.5	4.25

Table 3 (cont.)

Recruit-11	3.55	3.7
Recruit-12	3.8	3.95
Recruit-13	3.2	3.45
Recruit-14	4	4.2
Recruit-15	4.05	4.6
Recruit-17	2.85	Did not submit
Recruit-18	3.65	3.45
Recruit-20	3.8	3.65
Recruit-21	4.5	4.7
Recruit-22	3.15	3.35
Recruit-23	3.7	4
Recruit-24	3.65	3.3
Recruit-25	3.85	3.7
Recruit-26	3.65	3.4
Recruit-27	4.2	4.1
Recruit-28	4.75	5.25
Recruit-29	4.4	4
Recruit-30	4.45	4.2
Recruit-31	2.85	2.8
Recruit-33	3.45	3.65
Recruit-34	3.3	3.1
Recruit-35	4.6	4.1
Recruit-36	3.85	3.9
Recruit-37	3.3	3.2
Recruit-38	3.1	3.03
Recruit-39	4.65	4.6
Recruit-40	4.4	4.55
Recruit-41	4.4	3.85

Table 4 Overall mean for each individual question on the CoBRAS

	CoBRAS 1- Mean	CoBRAS 2-Mean
Question 1	4.71	4.84
Question 2	2.79	2.70
Question 3	4.61	4.39
Question 4	2.50	2.54
Question 5	3.76	3.51
Question 6	1.61	1.81
Question 7	2.45	2.81
Question 8	2.24	2.39
Question 9	3.08	3.19

Table 4 (cont.)

Question 10	2.97	2.85
Question 11	3.71	3.65
Question 12	2.89	2.94
Question 13	3.66	4.32
Question 14	4.816	4.86
Question 15	2.605	4.19
Question 16	3.95	3.86
Question 17	5.16	4.97
Question 18	3.21	3.68
Question 19	2.71	2.92
Question 20	2.13	2.27

As stated earlier, there was no significant change in means between CoBRAS 1 and CoBRAS 2. Some means were higher in CoBRAS 2 when compared to CoBRAS 1. Questions 1, 4, 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 20 had higher means in CoBRAS 2 than CoBRAS 1.

Of the subscales Unawareness of Institutional Racism, Blatant Racism, and Racial Privilege, the participants scored on the higher end for Institutional Racism and Racial Privilege, and lower for Blatant Racism.

Table 5 Overall mean for the three subscales across both CoBRAS

	CoBRAS-1	CoBRAS-2
Institutional Racism	3.9586	4.0734
Blatant Racism	2.7500	2.9077
Racial Privilege	4.6353	4.5405
Total	3.8434	3.8872

One of the restrictions placed on this study by the Institutional Review Board (IRB) was that I was prohibited from seeing or using any of Schlosser's data except for what he published in his dissertation. This was done to protect the anonymity of Schlosser's participants. Also,

Schlosser did not report all of his participant's CoBRAS scores; instead he only reported a portion of them. I would have preferred to compare the individual CoBRAS scores from Schlosser's study to mine. Since that was not possible, the following section will compare Schlosser's CoBRAS subscales to mine.

Table 6 Schlosser's CoBRAS-1 mean vs. mine for the subscale Unawareness of Institutional Racism

	CoBRAS-1 Institutional Racism Subscale Mean
Schlosser's	4.5
Mine	3.9586

Table 7 Comparison for the subscale Unawareness of Blatant Racism

	CoBRAS-1 Blatant Racism Subscale Mean
Schlosser's	2.84
Mine	2.75

Table 8 Comparison for the subscale Unawareness of Racial Privilege

	CoBRAS-1 Racial Privilege Subscale Mean
Schlosser's	4.5
Mine	4.6353

Table 9 Comparison of CoBRAS-2 for the subscale Unawareness of Institutional Racism

	CoBRAS-2 Institutional Racism Subscale Mean
Schlosser's	4.52
Mine	4.0734

Table 10 Comparison for the subscale Unawareness of Blatant Racism

	CoBRAS-2 Blatant Racism
Schlosser's	2.98
Mine	2.9077

Table 11 Comparison for the subscale Unawareness of Racial Privilege

	CoBRAS-2 Racial Privilege
Schlosser's	4.52
Mine	4.5405

The CoBRAS scores across both Schlosser's study and this one are very similar. Both sets of participants scored higher in Unawareness of Institutional Racism and Racial Privilege and lower in Unawareness of Blatant Racism. Also, the individual means across both groups are similar.

Focus Group

A key part of this Action Research study was the focus group. The purpose of having the focus group was to engage the full-time instructors and administrators in meaningful discourse about teaching cultural diversity to new police recruits. I purposely had no script for the focus group because I wanted to leave a great deal of flexibility for the discussion to go whichever way the participants chose.

The following full-time instructors participated in the focus group; Rudy, Becky, Brian, Johnny, and Fernando (all pseudonyms). The MPA is currently experiencing a significant change in staffing due to budget constraints and leadership decisions. Consequently, no administrators were able to attend the focus group. The two Associate Directors in place at the beginning of this study left the MPA to take different jobs prior to the focus group. The Director was not able to participate due to scheduling conflicts. In spite of this however, I feel the discussion was rich and meaningful.

The focus group was convened in a conference room at the main building of the MPA. The room has blue walls and grey carpeting. There is an oval shaped wood table with blue chairs around it in the middle of the room. Once the above participants were ready, I started. I told the participants that I wanted to discuss the following points: (1) how to improve the way new recruits are taught cultural diversity, (2) how we can incorporate more cultural diversity training into the curriculum/schedule, and (3) how we can improve class participation during cultural diversity classes.

Fernando started the discussion by talking about some of the exercises he uses in his classes. Fernando said:

I start out by asking students to say all the names for different segments of society that they know...and you know the gloves are off and I tell them (students) to say whatever pops into their heads. And then tell me the origin of the words. Then I ask them how that incorporates itself into everyday language. Take the...what do you say when the Coke machine takes your money? You say it "jipped" me. Then I ask, OK, who did we just marginalize? Then they say gypsies and they are like yea yea gypsies. Then I tell them if you have those words in your vocabulary, get them out of there. Under stress those words come out.

Fernando went on to discuss how during traffic stops he tells recruits that they need to take "I" out of their vocabulary. What he meant was when a police officer says, "I'm going to write you a ticket" it puts the blame on the officer and not the driver who violated the vehicle law.

Fernando said the only other cultural diversity related topic he addresses in class is community.

Fernando said:

I ask the recruits if all community members look just like them? Do we police everyone the same? No. But what we do is apply the law the same. You need to go into the community and learn who is really there. Because we respond differently depending on the culture of the people in the community.

According to Fernando the remainder of the classes he teaches do not address cultural diversity.

Johnny then spoke up and said he has been teaching cultural diversity for 20 years.

Johnny said he also tells recruits the same thing Fernando said about community. The recruits “hear it in the cultural diversity class and it aligns exactly the same way.” Johnny went on to say that:

One of the biggest problems we have is how we as a staff respond to things when we observe it or hear it...and how certain members of the staff treat certain segments of the class better...or what certain instructors’ motivations are...

Rudy: “Are you talking about gender”?

Johnny: “Why is it that certain members of the staff, not those of us in this room, but why some of the adjunct staff calls the females by their first names... it creates an environment in the classroom”? I asked Johnny what kind of environment it created. Johnny replied:

It’s the same as pointing out that one student is better than another, it marginalizes them. I think it validates some of the biases we try to eliminate in the cultural diversity class. When I teach it (cultural diversity) I tell them we aren’t going to be PC (politically correct) in here. I lay it out on the table and we are going to have some fun with it but its serious stuff...but then someone marginalizes it and we get the personal biases we are trying to get rid of.

Fernando recounted how he dealt with role-players who use derogatory racial comments during scenarios. Fernando said:

I have had to make role-players refrain from using racial remarks, I don’t allow them. I don’t care what they think is acceptable or not, I don’t want the students to hear that language and think it’s OK to repeat that.

Johnny: “and think about their (role-players) response about why they did that, because that’s what they (recruits) are going to hear on the streets.”

Rudy: “That brings up an interesting point; it sounds like how we treat recruits and how other instructors treat recruits, its sounds like gender bias is kind of a significant problem.”

Brian: “absolutely, the police culture is biased against females.”

Rudy: “and then we are promoting that with some of our instructors.” Rudy then asked “so is there anything in any way at all that has to deal with race?”

Johnny: “There have been some subtle things that have come up.”

Rudy: “Between student to student or instructor to student?”

Johnny:

Instructors too I think. I remember there was a female who had issues and there were comments made like we should have expected that, or she’s the type that would sue her department.

Becky: “Is that based on her race?”

Johnny: “Gender, usually gender with comments like that.”

Becky:

Race, I just don’t see that with instructors.” I have seen students joke around in class. Like X (African American student’s name), I came into the classroom one time and said, its dark in here, can we open the blinds? And he (student) said oh you are just saying that because I’m in here.

Rudy, “So what is the best thing for us to do, do we ignore it?”

Fernando:

I think it depends on what the intent is, I think there is always going to be those innocent comments that are taken wrong or joked about. I think you can tell if someone is being injured by that.

Rudy: “I think what I’m hearing here is that when he (African American student) jokes like that it could be a defense mechanism.”

Brian: “I think it could be.”

Rudy: “but it depends on the person, because all people are different.”

Researcher:

Something came up while teaching the cultural diversity class that I had not thought about or prepared myself for, and it’s funny because you have been talking about it and I

didn't bring it up. And that is how do we, as a staff, deal with inappropriate statements students make? In class I asked the students to discuss different groups that have had prejudicial animosity. One of the students, a White male, said the straights and the queers. Those were his words. And all I said was that is not the most politically correct way to say that. What do you think, should I have done more or something different?

Fernando: "If it's in the classroom I think it's OK because we need to be able to have open discussion."

Rudy: "I think that should be part of your dissertation, this new thing that we are discussing, how do we deal with inappropriate statements made by students in class."

Becky:

I agree that we need to look at the intent of the comment. But we need to do more to let the students know that they need to think about the things they say. Cops in general have a different sense of humor. Cops laugh at things most people don't.

Fernando:

We should do more than just tell them that they said the wrong thing, we should also tell them the right thing to say, and make it become automatic so they don't have to think about saying the right thing they just do it."

Johnny:

What I've found in my experiences in both the military and in policing is that most kids don't realize they are saying something wrong. They talk like that their whole lives. In the military, that is the first experience a lot of those kids have with true diversity. And, I think it's the same way here (MPA).

I then asked the group to address two topics; "how do we make the class a safe environment, and suggestions for group exercises."

Johnny:

Any of the students who were in the military have to go through cultural diversity training every year. Plus, with this class (of recruits), we only had one Black (African American), one Hispanic, and one female. When you do group work there are groups that don't have any minorities.

A long discussion ensued about the MPA politics. Unfortunately, the group did not address my topics and the time for the meeting had ended and participants needed to leave.

Answering My Research Questions

One of the purposes of this study was to incorporate the findings from a research project conducted by Michael Schlosser (2011). Schlosser's study evaluated the effectiveness of the MPA in preparing new recruits to police in a racially and culturally diverse society. Schlosser also made suggestions on how to improve the training. Through Action Research, I incorporated some of Schlosser's recommendations and checked for improvement in the training. The questions that this study attempted to answer were;

1. What are new officer's attitudes and beliefs about race and racism when they enter the academy?
2. To what extent, if any, does the training this academy provides change new officer's understanding about race and racism?
3. What other issues may become apparent during cultural diversity training?
4. How can I as an academy instructor improve my practice to better prepare new officers to work in a culturally diverse society?

Question 1, What are new officer's attitudes and beliefs about race and racism when they enter the academy, and question 2, To what extent, if any, does the training this academy provides change new officer's understanding about race and racism, were answered from the CoBRAS. The recruits came into the academy and left the academy with roughly the same CoBRAS scores. The recruits were higher in Unawareness to Institutional Racism and Racial Privilege and lower in Unawareness to Blatant Racism. This supports the claim I made in Chapter 1. I believe modern society is less tolerant of overt racism but still ignorant

of the less overt forms it takes. This is very similar to what Schlosser found in his study. There are many factors that contribute to how recruits respond to questionnaires. Some of these factors are not influenced by the training as much as the culture. Having been an instructor for over ten years, I have seen many recruit classes come and go. Most classes are very apprehensive when they first arrive at the academy. This is partly due to police academies being para-military. Most students are still trying to learn the system during their first week or two. I believe this accounted for some of the increases in CoBRAS scores on the second questionnaires. Another probable factor was that the amount and type of cultural diversity training did not change enough. Because the MPA administration did not enact any of the recommendations Schlosser made after his study, the curriculum remained the same. It is obvious that the changes I made were not enough to impact recruit's understanding of covert racism.

Question 3, What other issues may become apparent during cultural diversity training, was answered during the focus group. The main issue I became aware of during this study is how should I, as a cultural diversity instructor, address inappropriate or insensitive student comments. This came up during my cultural diversity class. While discussing different groups that have had tensions in the past a White male student said, "the straights and the queers." I felt very uneasy about how I responded to this incident. Not wanting to embarrass the student in front of his peers, I only said that is not the most politically correct way to express those groups. During the focus group I brought this incident up and the instructors present thought my response was appropriate but felt I should have also followed up with the student and given more acceptable language. If future incidents occur, I will definitely take that next step and give the student better options.

Question 4, How can I as an academy instructor improve my practice to better prepare new officers to work in a culturally diverse society, was addressed several different times during this study. First, I agreed with Schlosser's recommendation that cultural diversity training needs to include class participation and creating a safe environment in the classroom. He wrote, "it is necessary to have conversations about race and racism in a cultural diversity course" (p. 105). Schlosser went on to say "in order to make recruits feel more comfortable with speaking about difficult issues like race and racism, it will be important to provide a safe environment" (p. 105). I believe I greatly improved the learning environment during the cultural diversity class when compared to the observations Schlosser documented about Rich. Where Rich seemed to stifle class participation, students in my class were talking over each other to make their points. I believe this was in large part due to making it clear several times that the classroom was a safe environment to speak their minds and that everyone's opinion mattered. I further argue that while my group discussions could be improved, they were effective in getting recruits to discuss race and racism first in a small group, then with the whole class. I also believe that I should have directed the discussions a little more and not left as much up to the recruits' self-realization.

Another improvement I feel I made was taking out all offensive language in the cultural diversity class. Based on my past participation in cultural diversity training I felt very uncomfortable saying and hearing that offensive language and felt it did more harm than good. Two of my co-workers, Fernando and Johnny, disagreed. During the focus group each discussed using that type of language in their classes. However, later they made contradicting statements. While both Fernando and Johnny gave examples of how they name different groups and make training points about those names, both were also very adamant

about not allowing the MPA role-players to use that type of language. The rationale given was they did not want recruits to hear that language and think it is appropriate. I disagree with this logic. If there is concern recruits will use inappropriate language after hearing role-players use it during scenarios, the same would have to apply to instructors in the classroom.

I have stated previously that my original plan for this study was to include a training session for the instructors about racism. This was not allowed by the Institutional Review Board (IRB). I still believe that is a crucial step. One good addition to this study that sprang from the IRB however was the focus group. It was from the focus group that I learned an important aspect about my audience. Johnny, a retired Army officer provided this information. It is true that a larger portion of our academy classes and the police profession on a whole has more veterans. Since the bombing of the World Trade Center on September 11th, 2001, all branches of the military have seen increased enlistment. Johnny pointed out during the focus group that every soldier in the Army has mandatory, annual cultural diversity training. If I had known this before teaching the cultural diversity class I could have utilized those students as a resource. Even though all students indicated on their course evaluations that they felt the class was a safe environment to discuss their opinions, none spoke about previous training. I feel I should have taken time to discuss what previous cultural diversity training all students have attended, not just the veterans.

Obviously some of these questions and answers overlap. Specifically, some of the issues discussed in question 4 also pertain to question 3 and vice versa. The important issue at hand however, is the improvement of the cultural diversity training recruits receive. I feel the lessons learned during Schlosser's and this study are the first steps in making real change that

will improve understanding about cultural diversity. The following chapter explains in detail my suggestions for changes in all areas from which data were collected.

Chapter V

Conclusions

Introduction

The overarching purpose of this research study was to find ways to better prepare new police officers to work in culturally and racially diverse communities. Action Research was the methodology used to guide this study. It was further focused through Multicultural and Critical Race Theory lenses. Hopefully, it was also the first step of many that will improve how cultural diversity is taught at the MPA.

Document Review

The documents I reviewed were the State of Illinois Basic Police Officer Training Curriculum and instructor power points and outlines. I observed only one class. This class was the Problem Oriented Policing class taught by Johnny. Johnny was the only instructor who indicated to me that there were cultural diversity related topics in his course. I taught the Cultural Diversity class so I also reviewed the State curriculum, outlines, and power points for that class as well.

I found the State of Illinois Basic Police Officer Training Curriculum to be quite lacking in content. None of the different sections of the curriculum contain any training points. There are simply headings that must be taught but no direction given to instructors. This leaves too much latitude to instructors. The Illinois Law Enforcement Training and Standards Board (ILETSB) does not allow academies to see the state licensing test. The reason given is that they do not want academies to teach to the test. This is quite a conundrum. What the State calls a curriculum is little more than an outline. And not a very well written outline at that. Then the

ILETSB expects academies to prepare students to pass a certification test without knowing what material it covers.

The State curriculum was revalidated in 2007. Neither then nor now did the ILETSB deem Cultural Diversity important enough to increase the length requirement. Currently cultural diversity is part of a larger block of instruction called Police/Citizen Relations. This block contains material that addresses more than just cultural diversity. The MPA follows the ILETSB's direction and does not allot more time for Cultural Diversity.

My primary recommendation for the ILETSB and the MPA is to rearrange the curriculum and allow more time for Cultural Diversity. I found that during the class I taught I was very limited in the depth to which I could lead the discussions with students due to time and the amount of material I could cover within these time constraints. I suggest making the Police/Citizen Relations and Cultural Diversity stand-alone blocks of instruction. This would allow more time for both courses' material to be covered. Both the State of Illinois Basic Police Officer Training Curriculum and the MPA curriculum would need to better use the additional time. Later, I will address the recommendations I advocate.

Problem Oriented Policing

During my initial meeting with the instructors of the MPA I explained my research and issued informed consent letters. I then asked each instructor if he/she taught any cultural diversity related topics in any of their classes. Johnny was the only instructor to indicate he covers cultural diversity related topics in class. The class he covers these topics in was Problem Oriented Policing. This was the only class I observed. When I spoke to Fernando about participating in my research study he did not indicate he covered any cultural diversity topics in his classes. However, during the focus group he spoke at length about some topics he does

cover. I am not sure why Fernando did not inform me about this, consequently I missed the opportunity to observe Fernando in the classroom.

The primary recommendation I make here is that the instructor, Johnny, needs to be educated about cultural diversity, CRT, and the history of racism. It is obvious when hearing Johnny's comments that he is not sensitive to racial issues. What's even more troubling is that it seems he knows he is making insensitive comments and does not care. When comparing Johnny's statements with those made by Rich in Schlosser's study, it seems likely they are the same person. I agree with Schlosser's recommendations as they pertained to educating the instructors at the MPA. Schlosser wrote:

One of the most important changes to make will be to provide racial and ethnic diversity training to all instructors and administrators; working toward improving specific changes in the diversity courses...Rather than just changing the curriculum or lesson plans of these courses, it is beneficial to provide proper training to the instructors that teach these courses. (p. 101)

While I do agree with this sentiment and wanted to make that part of this study, there were other factors working against making that possible. Primarily, the Institutional Review Board (IRB) that approves research at this university. My original desire was to have a training session for all MPA instructors and administrators. I made this part of my original proposal. I knew from my own education at this university that it would be imperative to educate staff members before they actually stood in front of recruits. However, the IRB staff thought it would dangerously affect my potential participants by violating the anonymity from Schlosser's study. While I do agree with honoring the anonymity promised by Schlosser, I believe that there were adequate safeguards for the participants. First, we are dealing with a very small number of adult instructors and administrators. At the time I started collecting data, there were six instructors including me, and two administrators. Common sense would tell someone that the instructors

discussed in Schlosser's study were the same instructors that potentially could participate in mine. Secondly, I proposed asking all of the MPA instructors for their consent to participate in my study. Each individual instructor would have the opportunity to participate or refuse to participate. I would have made it explicit in the consent letter that Schlosser did not identify his participants to me; I simply invited all instructors to participate just as he did. How then would it violate Schlosser's anonymity promise by simply agreeing to participate in training about racism? I argue that part of the reason Johnny was still using the word "Oriental" in class was because he was not aware of how marginalizing and oppressive that language is. I would further argue that this training could possibly improve the training the recruits received; unfortunately, I was forced to observe the same insensitivity that Schlosser observed.

Cultural Diversity Class

I have many recommendations about how to improve this class. First and most importantly, the amount of time allotted for this class needs to be increased. Like changing the curriculum in any educational environment, this is easier said than done. In Illinois there are only twelve weeks allotted to train new police recruits. To increase the time for cultural diversity would mean one would have to take time away from another topic. While challenging, this task is not impossible. I would recommend possibly combining the non cultural diversity related content of this course with another already existing course. There are several that do not fill up the entire four hours allotted. A solid place to start would be to devote this four hour block to only cultural diversity. Through Action Research, MPA staff could assess if this was sufficient or if even more time is needed. If that is the case, then another change could be made at that time.

Second, a change in the State curriculum concerning cultural diversity needs to take place. As mentioned above, this is a daunting proposition. Since I became a police officer in 1989 the State curriculum has been the same. As mentioned above, the curriculum is little more than an outline. The curriculum was developed by a company out of Texas. I believe that it is necessary to completely overhaul the entire curriculum. This would require support from the ILETSB. I argue that there are sufficient numbers of educated and trained people from Illinois who would be capable of rewriting the curriculum and making it current.

Having stated that, here are my recommendations for the cultural diversity portion of the state curriculum. The current information is rudimentary at best. Much more than simply explaining inclusive and exclusive behavior is warranted. Teaching new recruits the history of racism would be the place to start. That should be followed by a discussion of Critical Race Theory and less overt forms of racism such as tolerance and colorblindness. Group discussions should be mandatory. Schlosser (2011) advocated counter-storytelling. He wrote:

Probably one of the most important aspects of Critical Race Theory and racial and ethnic diversity training for police recruits is counter-storytelling. It seems logical to bring in those that feel differently about the police than the police themselves. It may open the eyes of recruits to the realities and perceptions of those who felt they have been profiled by the police. (pp. 107-108)

I agree. Having members of the community present during the training would also be a great way to get new recruits communicating. Ultimately, bringing in several different members of the community to explain different cultures is suggested.

Action Researchers study their own practice. Therefore the remainder of this section is devoted to what I learned about *my* practice from teaching the cultural diversity class. The first issue I would like to discuss is my preparation. I feel that I was prepared to teach this class. I believe the group discussions I incorporated were a good start but could have been better. In the

first group discussion I asked students to discuss and identify different groups that have had conflict. I wanted to make students aware that not only White/African American conflict exists. I hoped this would get the recruits to understand that it is necessary to embrace all people regardless of their culture. After reading the course evaluations I do not believe the discussion had this effect. I should have made it more obvious through some directed discussion instead assuming the recruits would “get it.”

I also will change the second group discussion as well. In the second discussion I hoped to get the recruits to recognize how the police are often misrepresented in the media. My hope was that the recruits would realize how it made them feel when this occurred and that the recruits would not do anything to make others feel the same way. Again drawing on the course evaluations it seemed mixed on the recruit’s interpretation. I may have left too much to chance here as well. I should have been more proactive in leading the recruits to this conclusion instead of hoping they would get there themselves.

Second, I believe I was successful in creating a safe environment for students to speak openly and honestly. I intentionally brought this up several times in class, once at the beginning and at least two more times during the class. Because the class was predominantly White, I wanted to make sure the non-Whites felt comfortable and safe even though they were greatly outnumbered. I also felt it was important to ensure the White students that there was not going to be any “White bashing.” Based on statements made by the recruits during class and on the evaluations I feel I accomplished this.

Third, I learned that no matter what I as an instructor do to set ground rules, there are always going to be people who are ignorant to language that is demeaning and insensitive. Such as the student who gave as an example, “the straights and the queers” during my first group

discussion. I walked away from that feeling unsure of how well I handled that. After time has gone by and after the focus group, I feel better about it. I do believe chastising the student in front of his peers would have done more harm than good to both him and to the class as a whole. The only thing I may do differently in the future is speak privately to a student who makes an insensitive statement like that. That would do more to correct the insensitive language by giving better options and still not embarrassing the student in front of his peers.

Fourth, I purposely did not use any marginalizing language. From my own experiences attending cultural diversity training in the past, I believe making students say all of the inappropriate, offensive, and insensitive language they know is counter-productive. I argue that teaching recruits to treat all people with respect and use only positive language much more accurately reflects the sentiment of embracing cultural diversity. I believe this even though two of my colleagues do not. Both Fernando and Johnny advocated using derogatory language to name people or groups in class. They feel this gets students comfortable talking about the issue of racism. I think some of that language is so offensive that it must surely have the opposite effect. I am sure neither Johnny's and Fernando's style nor mine is 100 percent effective for all students.

In this section I will discuss the student evaluations. A large part of Action Research is giving participants a voice. Since the MPA is para-military in design, giving recruits an opportunity to evaluate an instructor and class is crucial. I had hoped for much more detail from the evaluations than I received. I believe this is in part due to two factors. First, the cultural diversity class was on day three. At that point in their training recruits are still trying to learn the many rules and regulations, the other students, and the instructors. I considered waiting and giving the evaluations later when the recruits had more time to acclimate. However, I thought

that would not give the students the best opportunity to remember what happened in class. The second factor I feel contributed to the lack of detail in the evaluations was fact that I was not able to delve deep enough into the topic due to the insufficient time. I believe that if I had been able to get to a deeper level with the students they may have been able to provide more concrete ways to improve the class. I also left the questions very broad hoping to illicit more personal input. In the future I plan to rewrite the evaluations and ask more direct questions. A possible explanation of some of the lower ratings from recruits on the evaluations may have come from Johnny during the focus group. Johnny, a retired Army officer, stated during the focus group that all members of the U.S Army must attend yearly cultural diversity training. Class 1235 had many students who had served in the Army and other branches of the military. This might be an explanation why some of the recruits indicated that my cultural diversity class did not improve their understanding of cultural diversity.

CoBRAS

I was not surprised by the CoBRAS scores from the recruits. The fact that a large portion of scores actually increased on the second questionnaire may be explained by several theories. What I believe caused the increase more than anything was the fact that recruits are much more comfortable at the end of the academy than at the beginning. Since the first CoBRAS were issued to the recruits in week one I believe most were actually less forthcoming and honest in their answers. It is possible that students fabricated at least some of their initial ratings based on what they thought were the “correct” answers. In week twelve when the recruits completed the second CoBRAS, I believe they were more honest in their ratings.

This brings me to the second part of this section. As stated earlier my original plan for this study was to include a training session about racism for the instructors and administrators of

the MPA just prior to class 1235 arriving. Because the IRB refused to allow this, I was forced to go another direction. I believe that it is imperative to educate the instructors about the history of racism, CRT, and the less overt forms of racism. If the instructors of the MPA brought this sentiment into their classes it is possible the CoBRAS scores may have been very different. If the Cultural Diversity course time was extended I could use the CoBRAS as a discussion starter in class which could improve the recruit's understanding.

Focus Group

I walked away from the focus group with mixed feelings. I had hoped that my colleagues would respond positively to this discussion, and in many ways they did. However, to a certain extent some did not. As I noted earlier, there is a great deal of turmoil at the MPA. There is an ongoing power struggle between the ILETSB and the university at which the MPA is located. On several occasions the university has threatened to close the MPA. This has caused the staff a great deal of stress. Further, because of the budget shortcomings, several staff members have been given termination contracts. This is relevant because two of the participants of the focus group will be terminated early in 2012. Unfortunately much of the discussion veered away from the topics I asked the participants to discuss and “venting” about MPA politics took place instead. I tried unsuccessfully to reengage the participants on the topics of this study. While a great deal of positive discourse was noted, some complaining about the current status of the unit took precious time.

My overarching questions of how can we better prepare recruits to police in a racially and ethnically diverse society and how can I improve the group discussions in class never were recognized or discussed. However, some important discourse did take place. First, was the discussion about gender. While this study did not address gender specifically, I believe there are

many similarities between teaching cultural diversity and gender sensitivity. Because the goal of Action Research studies is to feed information about the site of the study back into the site (Herr & Anderson, 2005), I felt the discussion about the MPA adjunct instructors and gender bias was most useful. I agree that anytime students are singled out, whether for gender, race, or ability, it marginalizes that portion of the class. I argue that a better way to operate is to educate all instructors, both full-time and adjunct, about language and singling students out. Interestingly, both Johnny and Fernando advocated not allowing other MPA staff to use insensitive language but they both use oppressive language in their classes. Fernando stated:

I have had to make role-players refrain from using racial remarks, I don't allow them. I don't care what they think is acceptable or not, I don't want the students to hear that language and think it's OK to repeat that.

I believe this sentiment applies to all, not just role-players. If Fernando is so adamant about not letting role-players say racially insensitive statements during scenarios, then how can he believe it is appropriate for his class? Likewise with Johnny, he admitted knowing that using the word "Orientals" instead of Asians was inappropriate, but did it anyway. Again, if there was some cultural diversity training for instructors this could possibly have been avoided.

Second, the issue of how MPA instructors should respond to recruits who make inappropriate comments was discussed. I agreed with the discussion during the focus group that the proper response from the MPA needs to start with determining the intent of the comment.

Fernando said:

I think it depends on what the intent is, I think there is always going to be those innocent comments that are taken wrong or joked about. I think you can tell if someone is being injured by that.

I also believe that as an academy staff we need to give students the correct way to say things as well. This is one of the important training points for an instructor training course on racism. It is

necessary to prepare instructors for inappropriate statements that will inevitably come up in training. In none of the literature I read about cultural diversity training was this issue raised. I argue that the proper response is for the instructor to not embarrass the student if the remark is made out of ignorance. Make a general correction in class that should be followed up by the instructor speaking one-on-one to the student and giving better options. Becky, Johnny and Fernando made the following statements;

Becky:

“I agree that we need to look at the intent of the comment. But we need to do more to let the students know that they need to think about the things they say. Cops in general have a different sense of humor. Cops laugh at things most people don’t.”

Fernando:

“We should do more than just tell them they said the wrong thing, we should also tell them the right thing to say, and make it become automatic so they don’t have to think about saying the right thing they just do it.”

Johnny:

“What I’ve found in my experiences in both the military and in policing is that most kids don’t realize they are saying something wrong. They talk like that their whole lives. In the military, that is the first experience a lot of those kids have with true diversity. And, I think it’s the same way here (MPA).”

The third and final relevant point from the focus group came right at the end. This point was made by Johnny, he said, “any of the students who were in the military have to go through cultural diversity training every year.” This is an important part of the Action Research process for me. It is hard to find the line between too much and too little information when designing a class. Had I known that there were students in the class who have been through cultural diversity training in the military, I could have tapped into that resource. That would have been a source for student participation during the class, and also a possible additional question for the course

evaluations. Possibly getting those students with the military training to lead some discussions on different topics would have produced a better learning environment for them.

In chapter six I will discuss Schlosser's (2011) recommendations and compare those to the recommendations discovered during the course of this research. Unfortunately, because of factors beyond my control, many of Schlosser's recommendations were not initiated at the MPA before the start of this research project. However, this research reaffirmed those recommendations made by Schlosser and added several more.

Chapter VI

Recommendations

In this final section I will list my specific recommendations that came from this research. I will discuss Schlosser's recommendations and add to them. I feel this research only scratches the surface when it comes to improving cultural diversity training for police. However, great strides can be made if these recommendations are implemented.

There were approximately two months between the completion of Schlosser's study and the beginning of mine. That created a situation that made it practically impossible to implement most of Schlosser's recommendations into the MPA. One of the changes that Schlosser suggested was to improve the curriculum of the Illinois Law Enforcement Training and Standards Board (ILETSB) and also the MPA. This takes time. In his first and third recommendation Schlosser suggested: Making racial and ethnic diversity training part of the mission statement of the MPA, and Integrating racial and ethnic diversity training throughout the curriculum... (pp. 101-103).

I agree with these and reiterate their importance. I found that the time allotted cultural diversity is lacking. Changing the State of Illinois curriculum requires a concerted effort between the ILETSB and the professional police trainers in this state. Not only the cultural diversity portion of the curriculum needs to be updated, but the whole curriculum needs to be revamped. Professional curriculum developers also need to participate in this process. My hope is that the MPA itself will lead the charge for change. However, due to the internal and political issues I mentioned above, it is not likely the MPA will be in a position for some time to initiate these changes.

Schlosser's second recommendation said "provide racial and ethnic diversity training for instructors and administrators" (p. 101). As I have indicated already, this was part of my original proposal to the Institutional Review Board (IRB) of this university. I was not allowed to include that vital portion into this study. I agreed with this recommendation at the time I proposed this research and feel even stronger about it today. To listen to an instructor stand in front of new recruits and use a term such as "Orientals" in the year 2011 is mind boggling. However poorly this reflects on the instructor that said that, he is certainly not the only person ignorant of covert racism. The president of this university discussed tolerance in his holiday message to faculty and staff (personal email). I believe many people are unaware of covert racism. This reaffirms the necessity to educate people about racism and all of the forms it takes.

Schlosser's fourth recommendation guided my preparation for teaching the cultural diversity class. He wrote "find ways to create more class participation for racial and Ethnic diversity related topics" (p. 105). I feel this was implemented and accomplished in my class. However, neither Schlosser nor I believe cultural diversity related instruction should be limited to just one class. The training at the MPA provides many opportunities to discuss race and racism. One crucial time to expose recruits to cultural diversity is during scenarios. The MPA prides itself on using scenario training to reinforce classroom instruction. By expanding the cultural diversity curriculum to include scenarios would give students the opportunity to develop their communications skills that are so very important to quality police-minority relations.

Schlosser's fifth recommendation was to "implement a course on the historical context of policing which includes police-minority relations" (p.106). His sixth recommendation says "include Critical Race Theory and colorblind racial ideology in the curriculum which should include counter story-telling" (p. 107). Schlosser's eighth recommendation was to "involve the

community in the training” (p. 109). I agree these three recommendations should be included in the new curriculum. The history of policing to include police citizen relations and teaching about CRT and colorblind racial ideology are key factors for the new curriculum. These should be combined with the history of racism and identifying covert forms of racism. This is also the class to develop strong communication skills. Much of the literature noted poor communications on the police officer’s part as contributing to unsatisfactory encounters between the police and minority communities (Barlow & Barlow, 1993, Birzer, 2008, Blakemore, Barlow, & Padgett, 1995, Brown & Hendricks, 1996 and Williams & Murphy, 1990). Counter story-telling and including the community should be included in the cultural diversity class itself. Changing the curriculum and allotting more time for cultural diversity would allow the primarily White male officers (but important for all officers) to hear about how negative encounters affect people of color first-hand. This is what I attempted to get across to my class with the group discussion on how the police are portrayed by the media. Counter story-telling would surely have a much more effective and penetrating impact on recruits.

Schlosser’s seventh recommendation was to “recruit more minority instructors and role-players” (p.109). This is important not only at the MPA but in policing as a whole. One of the most efficient ways of improving cultural diversity classes is to have more minority students in the class. This would also improve the group discussions. Only having two racial minorities out of 37 students in class caused most of the groups to be made up entirely of White students. Although rich discussions came from the group work, it would have surely been much more meaningful with more minorities. I believe this would also give several different perspectives on counter story-telling. The class would benefit from not only hearing stories from community members, but also police officers.

Another issue I noted from this research was that all too often individual officers are deemed to be racist, and that is certainly possible, but I must discuss institutional racism. Grant and Lei (2001) wrote:

The ideology of the inherent superiority of White males and inferiority of people of color and females was so naturalized as fact that unequal treatment appeared to be, in context, equal. (p.206)

Neville, Lilly, Lee, Duran, and Browne (2000) quoted Thompson & Neville (1999):

Racism refers to the belief in racial superiority and also the structures of society, which create racial inequalities in social and political institutions; thus racism consists of both ideological (belief) and structural (institutional) components. (p.61)

This is further supported in the literature I reviewed. Kelly (1992) gave a quote from cultural diversity instructor Emily White. She was quoted as saying:

Police departments, like many companies, believe that training will fix all their problems. But many more organizational issues need to be dealt with first. Training won't change much without those other changes. It's like putting a Band-Aid over a huge wound: It helps, but it doesn't get the job done. (p.10)

I agree that racism is both individual and institutional. We cannot attempt to remove racism on an individual level without also removing it on an institutional level. To accomplish this we must revisit Critical Race Theory (CRT). Ladson-Billings (1998) wrote:

CRT becomes an important social tool for deconstruction, reconstruction and construction: deconstruction of oppressive structures and discourses, reconstruction of human agency, and construction of equitable and socially just relations or power. (p. 9)

I believe the field of cultural diversity training in policing needs to be changed. This can only be accomplished through research. More research into effective ways to educate both new officers and police instructors needs to take place. The information obtained by Schlosser in his study and by me in this study are only the first steps. New Action Research projects need to be completed, each one building on the next.

I believe the existing literature is a good foundation from which to start, but more police scholars need to take the initiative and continue educating people about cultural diversity training. Huisman, Martinez, and Wilson (2005) and Kelly (1992) discussed training police officers to recognize biases and stereotypes against police officers. This was done to demonstrate to officers how it feels when this is done to them. The hope is that the officers will remember this feeling and not do the same to others. Taking this sentiment further, I believe police officers need to learn the history of racism and the covert forms it takes. Through an understanding of the long history of racism in this country, a better relationship could take place.

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Appendix A: Administration Consent Form

This research study will be conducted by Kenneth Zimny, who is a Ph.D. student in the College of Education, Department of Curriculum and Instruction, at the University of Illinois at Urbana-Champaign. The research will be directed and supervised by Dr. Susan Noffke who is a professor at the University of Illinois at Urbana-Champaign. The purpose of this study is to evaluate the University of Illinois Police Training Institute's ability to prepare recruits to police in a diverse society. The specific aims of the evaluation is to better understand the current approaches and implement the findings from an earlier study completed at PTI.

Your participation in this evaluation study is completely voluntary. Choosing not to participate will not affect your status as a PTI administrator. Only administrators who want to participate will do so, and they may also stop taking part at any time for any reason without penalty. Participation may consist of attending a focus group on racism and how it affects your work and personal life, and providing access to documentation, for example Student Performance Objectives, Recruit Handouts, Power Point presentations, etc. The focus group will last approximately one hour. There may be additional time spent on your part to make lesson plans and Power Points available to me.

With your assistance, this research study will contribute to the improvement of preparing recruits to police in a diverse society, consequently helping with the problems of police-minority relations. The results of the research will be shared with PTI administration and instructors without names to protect confidentiality. This research may be offered in scholarly articles, without identifying participants. This research is being completed to satisfy the dissertation requirement for my degree.

If you have any questions, you may contact Kenneth Zimny, zimny@illinois.edu, (217) 530-1724, or Dr. Susan Noffke (the responsible project investigator – s-noffke@illinois.edu 217-333-1670. For questions about your rights as a participant in research you may contact Anne Robertson at the Bureau of Educational Research at arobrtsn@illinoi.edu (217) 333-3023. You are welcome to call collect if you identify yourself as a research participant.

If you agree to participate in this research study, please sign one copy of this letter and indicate your willingness to participate. If you choose not to participate please indicate that on the form and in either case return it to me. The other copy is for you to keep. Some participants may not feel comfortable discussing race and this may cause minimal emotional distress as you reflect on your own beliefs and feelings about race and diversity. Therefore you may stop participation at any time during the study.

Kenneth Zimny

I have read and understand the above consent form and;

Yes I choose to participate in this research_____

No I do not wish to participate in the research_____

Print Name: _____ Date: _____

Your Signature: _____

1. Permission to access related documents ____yes ____no
2. Will participate by attending a focus group on racism ____yes ____no

Appendix B: Instructor Consent Form

This research study will be conducted by Kenneth Zimny, who is a Ph.D. student in the College of Education, Department of Curriculum and Instruction, at the University of Illinois at Urbana-Champaign. The research will be directed and supervised by Dr. Susan Noffke who is a professor at the University of Illinois at Urbana-Champaign. The purpose of this study is to evaluate the University of Illinois Police Training Institute's ability to prepare recruits to police in a diverse society. The specific aims of the evaluation is to better understand the current approaches and implement the findings from an earlier study completed at PTI.

Your participation in this evaluation study is completely voluntary. Choosing not to participate will not affect your status as a PTI instructor. Only instructors who want to participate will do so, and they may also stop taking part at any time for any reason without penalty. Participation may consist of attending a focus group on racism, and how it affects your work and personal life, observations of classroom lessons, and a review of paperwork pertaining to those lessons. The focus group will last approximately one hour. There may be additional time spent on your part to make lesson plans and Power Points available to me.

With your assistance, this research study will contribute to the improvement of preparing recruits to police in a diverse society, consequently helping with the problems of police-minority relations. The results of the research will be shared with PTI administration and instructors without using names to protect confidentiality. This research may be offered in scholarly articles, without identifying participants. This research is being completed to satisfy the dissertation requirement for my degree.

If you have any questions, you may contact Kenneth Zimny, zimny@illinois.edu, or (217) 530-1724, or Dr. Susan Noffke (the responsible project investigator – s-noffke@illinois.edu 217-333-1670. For questions about your rights as a participant in research you may contact Anne Robertson at the Bureau of Educational Research at arobrtsn@illinoi.edu (217) 333-3023. You are welcome to call collect if you identify yourself as a research participant.

If you agree to participate in this research study, please sign one copy of this letter and indicate your willingness to participate. If you choose not to participate please indicate that and in either case return the form to me. The other copy is for you to keep. Some participants may not feel comfortable discussing race and this may cause minimal emotional distress as you reflect on your own beliefs and feelings about race and diversity. You may stop participation at any time during the study. Thank you very much for your cooperation.

Kenneth Zimny

I have read and understand the above consent form and;

Yes I choose to participate in this research_____

No I do not wish to participate in the research_____

Print Name: _____ Date: _____

Your Signature:_____

1. Permission to access of teaching documentation ____yes ____no
2. Permission to observe classroom lessons ____yes ____no
3. Will participate by attending a focus group on racism ____yes ____no

Appendix C: Recruit Consent Form

This research study will be conducted by Kenneth Zimny, who is a Ph.D. student in the College of Education, Department of Curriculum and Instruction, with the University of Illinois at Urbana-Champaign. The research will be directed and supervised by Dr. Susan Noffke who is a professor at the University of Illinois at Urbana-Champaign. The purpose of this study is to evaluate the University of Illinois Police Training Institute's ability to prepare recruits to police in a diverse society. The specific aims of the evaluation is to better understand the current approaches and implement the findings from an earlier study completed at PTI.

Your participation in this evaluation study is completely voluntary. Choosing not to participate will not affect your status as a PTI recruit. Only recruits who want to participate will do so, and they may also stop taking part at any time for any reason without penalty. Participation may consist of completion of two questionnaires in week one and week twelve, completing a course evaluation, and observation of classroom lessons (2-4 blocks of instruction over the 12-week academy). The questionnaires and evaluation will take 10-20 minutes each to fill out. All of your responses will remain in a locked box secured in another researcher's office until after graduation. I will not have access to any of your responses until after you graduate and leave the academy. At that time I will analyze the responses and write my dissertation. All participants will be identified by number and not their name to assure anonymity.

With your assistance, this research study will contribute to the improvement of preparing recruits to police in a diverse society, consequently helping with the problems of police-minority relations. The results of the research will be shared with PTI administration and instructors without using names to protect confidentiality. This research may be offered in scholarly articles, without identifying participants. This research is being completed to satisfy the dissertation requirement for my degree.

If you have any questions, you may contact Kenneth Zimny, zimny@illinois.edu, or (217) 530-1724, or Dr. Susan Noffke (the responsible project investigator – s-noffke@illinois.edu 217-333-1670. For questions about your rights as a participant in research you may contact Anne Robertson at the Bureau of educational Research at arobrtsn@illinoi.edu (217) 333-3023. You are welcome to call collect if you identify yourself as a research participant.

If you agree to participate in this research study, please sign one copy of this letter, mark the line "yes I choose to participate", complete the questionnaire, and place both in the enclosed envelope. Place the envelope in the box with the slot on top that is located in the student computer lab on the second floor. If you do not wish to participate, sign one copy of this letter, mark the line "no I do not wish to participate" and place it in the enclosed envelope. Then place the envelope in the box as described above. The other copy is for you to keep. Some participants may not feel comfortable discussing race and this may cause minimal emotional distress as you reflect on your own beliefs and feelings about race and diversity. You may stop participation at any time during the study. Thank you very much for your cooperation.

Kenneth Zimny

I have read and understand the above consent form and;

Yes I choose to participate in this research_____

No I do not wish to participate in the research_____

Print Name: _____ Date: _____

You're Signature: _____

Permission to observe classroom lessons ____yes ____no

Will participate by completing questionnaires ____yes ____no

Will participate by completing a course evaluation ____yes____no

Appendix D: Basic Course Supervisor Script For Recruit Participation in Study

The Basic Course Supervisor will hand one packet to each recruit as all are seated in a classroom setting during orientation.

Script:

You have an opportunity to participate in a research study about preparing recruits to police in a diverse society. The intersection of police and race is an important topic in police work today. The purpose of this study is to evaluate the University of Illinois Police Training Institute's ability to prepare recruits to police in a diverse society. The specific aims of the evaluation is to better understand the current approaches and implement the findings from an earlier study completed at PTI. The study is being conducted by Ken Zimny, an instructor at PTI. This research is being completed to satisfy the dissertation requirement for his degree.

In the envelope you will find a consent letter to participate in this study. You may elect to participate by only completing questionnaires in weeks 1 and 12. You may consent to participate by only being observed during classroom instruction at PTI. Or, you may elect to participate by consenting to both questionnaires and observations. All of your responses will remain in a locked box secured in another researcher's office until after graduation. Mr. Zimny will not have access to any of your responses until after you graduate and leave the academy. At that time he will analyze the responses and write his dissertation. All participants will be identified by number and not their name to assure anonymity.

If you agree to participate in this research study, please sign one copy of this letter, mark the line "yes I choose to participate", complete the questionnaire, and place both in the enclosed envelope. Place the envelope in the box with the slot on top that is located in the student computer lab on the second floor. If you do not wish to participate, sign one copy of this letter, mark the line "no I do not wish to participate" and place it in the enclosed envelope. Then place the envelope in the box as described above.

Mr. Zimny has been an instructor at the Institute for 6 years and is a Ph.D. student with the University of Illinois in the College of Education, Department of Curriculum and Instruction. If you have any questions, there are contact names and numbers on the consent form.

Appendix E: Observation Protocol

During course observations I will be looking for discourse about racism and for body language and interactions between student and instructor. These observations will be made during 2-4 four hour blocks of instruction during the twelve week academy.

Instructor _____ Date _____

Course _____ Class# _____

1. How did the instructor introduce the topic of race/racism?

2. What was the focus of the discussion on race/racism?

3. Did the instructor facilitate class participation?

4. What was the focus of the class' discussion?

5. What was the class' body language during the discussion of race/racism?

6. What was the instructor's body language during the discussion of race/racism?

7. List any other race/racism related observations here.

Appendix F: Focus Group Protocol

I plan to conduct a focus group at the end of the training session for instructors and administrators. During the focus group, I will be noting instructor's and administrator's recommendations about how to improve recruit participation in discussions about racism and how it has affected (if at all) their practice.

1. What suggestions do you have regarding ways to improve race/racism training for new recruits?

2. What suggestions do you have to better facilitate class participation when discussing race/racism?

3. How can these suggestions be implemented into your practice?

Appendix G: Questionnaire

Directions: Please tell us about yourself by completing the following information.

1. Age: _____
2. Gender
 - a) Male
 - b) Female
3. In terms of racial or pan-ethnic group, I consider myself to be (circle all that apply)
 - a) Asian/Asian American
 - b) Black
 - c) Latino/Hispanic
 - d) Native American/Indian American
 - e) White
 - f) Bi-racial or Multiracial (please specify: _____)
 - g) Other racial or pan-ethnic group(s) (please specify _____)
4. What is your primary ethnic background? (e.g., African American, Filipino, Chinese, French, Mexican American, Italian, Haitian, English, Cuban, Turkish, Jewish, etc.)
5. Using the scale below, please indicate the racial/ethnic backgrounds of people who are part of your inner circle (i.e., close friends). Please circle the number below of each item that corresponds to your response.

none or almost none	very few	some	the majority	all or almost all
0	1	2	3	4

My current friends are:

Asian/Asian American	0	1	2	3	4
Black	0	1	2	3	4
Latino/Hispanic	0	1	2	3	4
Native American/American Indian	0	1	2	3	4
White	0	1	2	3	4

Directions: Below is a set of questions that deal with social issues in the United States (U.S.). Using the 6-point scale, please give your honest rating about the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers. Record your response to the left of each item.

- | | | | | | |
|----------------------|---|---|---|---|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly
Disagree | | | | | Strongly
Agree |
1. _____ Everyone who works hard, no matter what race they are, has an equal chance to become rich.
 2. _____ Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
 3. _____ It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.
 4. _____ Due to Racial discrimination, programs such as affirmative action are necessary to help create equality.
 5. _____ Racism is a major problem in the U.S.
 6. _____ Race is very important in determining who is successful and who is not.
 7. _____ Racism may have been a problem in the past, but it is not an important problem today.
 8. _____ Racial and ethnic minorities do not have the same opportunities as White people in the U.S.
 9. _____ White people in the U.S. are discriminated against because of the color of their skin.
 10. _____ Talking about racial issues causes unnecessary tension.
 11. _____ It is important for political leaders to talk about racism to help work through or solve society's problems.
 12. _____ White people in the U.S have certain advantages because of the color of their skin.
 13. _____ Immigrants should try to fit into the culture and adopt the values of the U.S.
 14. _____ English should be the only official language in the U.S.
 15. _____ White people are more to blame for racial discrimination in the U.S. than racial and ethnic minorities.
 16. _____ Social policies, such as affirmative action, discriminate unfairly against White people.
 17. _____ It is important for public schools to teach about the history and contributions of racial and ethnic minorities.
 18. _____ Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.
 19. _____ Racial problems in the U.S. are rare, isolated situations.
 20. _____ Race plays an important role in who gets sent to prison.

How many diversity related courses have you completed in high school or college (e.g., African American history, Asian American literature, etc.)?

Appendix H: Supplemental Consent Form

This is a follow-up consent form to the research project being conducted by Kenneth Zimny. You have already been given information about the project and either chose to participate or to not participate. I would like to issue an evaluation of the cultural diversity class you already attended. This is an opportunity to provide me feedback about the course. Like before you may choose to participate or you may choose not to participate. Your participation is completely voluntary and will not affect your status at PTI.

The evaluation will take approximately 10-15 minutes to complete. I will not have access to the evaluations until after you graduate and leave the academy.

I have read and understand the above consent form and;

Yes I choose to participate in this research_____

No I do not wish to participate in the research_____

Print Name: _____ Date: _____

Your Signature: _____

Will participate by completing a course evaluation _____yes_____no

Appendix I: Instructor Evaluation Form

Instructor _____

Instructional Block _____

Class # _____ Section _____ Date _____

PTI relies on your feedback. Please be specific with your comments.

Rate the following questions 1 through 5: 1 = poor, 5 = excellent

Did the instructor enhance your level of knowledge or skills?

1 2 3 4 5

Did the instructor use supporting material (handouts, AV, etc.) and exercises effectively?

1 2 3 4 5

Did the instructor encourage student participation and questions?

1 2 3 4 5

Did the instructor exhibit enthusiasm for the topic?

1 2 3 4 5

Did the instructor present the material in a manner which held your attention?

1 2 3 4 5

Did the course provide you with enough information on this subject for you to use on patrol?

1 2 3 4 5

Instructor seemed competent and well qualified in this topic

1 2 3 4 5

Did this unit of instruction meet your expectations?

1 2 3 4 5

Overall rating of this block of instruction

1 2 3 4 5

Do you feel like it was safe comfortable environment that allowed you to speak openly and honestly? yes no

Were there any things that you wanted to say but didn't? yes no

If so, what were those things?

Do you have any other comments or thoughts about the class?

Appendix J: College of Education Human Subject Committee Letter 1

U N I V E R S I T Y O F I L L I N O I S

A T U R B A N A - C H A M P A I G N

Bureau of Educational Research

College of Education
38 Education Building
1310 South Sixth St.
Champaign, IL 61820
telephone 2173333023
• fax 2172440538

July 27, 2011
Kenneth Zimny
Curriculum and Instruction Department
College of Education
1310 S. Sixth Street
MC708

Dear Ken,

On behalf of the College of Education Human Subject Committee, I have reviewed and approved the modifications to your research project entitled "Teaching Police Cultural Diversity: Using action research to improve the Midwest Policy Academy's preparation of recruits to police in a diverse society".

I find that this project continues to meet the exemption criteria for federal regulation 46.101(b) 2 for research involving normal interview and observation procedures where the identifying information is protected.

No changes may be made to your procedures without prior Committee review and approval. Your project number is 4855 and projects are typically approved for three years with annual reports required. You are also required to promptly notify the Committee of any problems that arise during the course of the research. If you have any questions about this process please don't hesitate to ask.

Best regards,

Anne S. Robertson
College of Education Human Subjects Review Committee

Cc: Dr. Sue Noffke, Michael Schlosser

Appendix K: College of Education Human Subject Committee Letter 2

U N I V E R S I T Y O F I L L I N O I S

A T U R B A N A - C H A M P A I G N

Bureau of Educational Research

College of Education
38 Education Building
1310 South Sixth St.
Champaign, IL 61820
telephone 2173333023
• fax 2172440538

July 27, 2011

Kenneth Zimny
Curriculum and Instruction Department
College of Education
1310 S. Sixth Street
MC708

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No changes may be made to your procedures without prior Committee review and approval. Your project number is 4855 and projects are typically approved for three years with annual reports required.

You are also required to promptly notify the Committee of any problems that arise during the course of the research. If you have any questions about this process please don't hesitate to ask.

Best regards,

Anne S. Robertson

College of Education Human Subjects Review Committee

Cc: Dr. Sue Noffke, Michael Schlosser