

Oral Defense Announcement

University of Missouri – St. Louis Graduate School

An oral examination in defense of the co-authored dissertation for the degree
Doctor of Education in Educational Practice

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Participation Mandatory, Learning Not Required: A Phenomenological Study of Diversity Training in Education and Law Enforcement

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Abstract

This study provides a timely, qualitative exploration of the perceived efficacy of cultural competency training for both law enforcement officers and educators. It comprises 18 semi-structured interviews, 10 of which were conducted with education professionals and 8 with law enforcement officers. Drawing four main themes from the interview sample, findings show participants held a complex perception of training efficacy. Interviews featured multiple anecdotes from participants concerning the application of culturally competency skills, as well as important takeaways concerning participants' desired topics/format of professional development sessions and their favored characteristics facilitator approach. Our analysis further reveals implications of participants' identity and socialization and uncovers which aspects of training participants transferred to professional practice. Given the host of legislation surrounding cultural competency trainings as "divisive" concepts, the study provides a foundation for vital, wider inquiry.

Key Words: cultural competency | professional development | law enforcement | educators | officers | diversity training | cultural humility

Defense of Dissertation Committee

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