

# Student-led Equality, Diversity, Inclusion and Justice Staff Training - Evaluation

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## Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
<b>Introduction and Background</b> .....	<b>2</b>
<b>Approach</b> .....	<b>3</b>
<b>Results</b> .....	<b>6</b>
<b>Discussion</b> .....	<b>11</b>
<b>Conclusions</b> .....	<b>12</b>
<b>Recommendations</b> .....	<b>12</b>
<b>Reflections from the Team</b> .....	<b>13</b>
<b>References</b> .....	<b>15</b>

## Executive Summary

This evaluation looks at the impact of a student-led training initiative within WMS, addressing many facets of equity, diversity, inclusion, and justice (EDIJ). 146 colleagues from across WMS attended one of 17 small-group, 3-hour sessions delivered across July 2023. Evaluation results indicate statistically significant shifts in participant knowledge and confidence levels in pre-post survey data, with qualitative feedback emphasising the strength of the student-led format. Facilitator reflections highlight personal growth and the challenges of navigating power dynamics.

### Actions:

Senior Management Group are invited to receive this report on EDIJ training evaluation and:

- Note the quantitative and qualitative data reported.
- Consider the recommendation to embed this as a recognised part of the School's approach to EDIJ through a funding commitment.
- Consider the lack of explicit reference to 'Inclusion' in the existing WMS Values framework, whether this was perhaps could be considered within the current WMS Strategy evolution.
- Make an ongoing commitment to supporting EDIJ process work.
- Notes the heartfelt thanks from the Team to everyone who attended and supported this work.

## Introduction and Background

Inclusion is one of the four strategic priorities of the University. There is a varying degree of understanding and knowledge of inclusive practice across Warwick Medical School and this impacts upon the Student Experience. Creating cultural change is a process that must start with providing a shared purpose, language, understanding of the issues, and sense of commitment to action. This commitment was articulated within our WMS Inclusive Education Action Plan, that: “all WMS staff who teach and support learning and students undertake face-to-face EDI training”.

There is debate in the literature with respect to the effectiveness of types of EDI training. With the higher echelons of Kirkpatrick’s Evaluation model typically elusive (1959), evidence remains patchy, albeit generally considered a ‘worthy good’ that institutions continually choose to invest in. Investment without robust evidence carries risks, and unable to justify more without evidence of ROI, institutions often provide (relative per capita spend) cheap, generic, online EDI trainings to ‘tick the box’ – as if barriers to inclusion can be fixed in short, impersonal, online training. The academic literature suggests that EDI training should focus on developing awareness, knowledge and confidence that is later built upon and supplemented by social normative change actions to drive behavioural shifts, consistent with design-thinking approaches to solving ‘wicked problems’ (Dickson, 2020). These might include the communication of diversity-related values work, cross-cultural team working, pro-diversity content and education (Murrar et al., 2020), inclusive campus events (Klak & Martin, 2003), and the recruitment of students and staff from marginalised groups (Hurtado, 2005). Working in groups or teams is shown to particularly influential in the communication of social norms through the confrontation of prejudice (Czopp & Monteith, 2003), bottom-up initiatives or change activities (Paluck et al., 2016), and diversity-related discussions, both in and out of the learning environments (Alimo, 2012).

In terms of our WMS student body, over recent years we have been working to achieve all that is foregrounded within the above-described literature. We have developed our curricula to include training on Warwick Values, Being an Ally and Active Bystander Training, Anti-racism, and Communication skills. Additionally, we have been diversifying our curricular content, producing an array of inclusive campus events, investing in our environments (e.g. better prayer spaces), creating new reporting concerns processes, developing trust in the student body through swift action, and ensuring there are opportunities to discuss diversity. Training around anti-racism pedagogy, accessibility and neurodiversity has been made available to MBChB educators, and we have held various awaydays and conferences with a focus on Inclusion. We are tracking impact through comments in the NSS relating to student perceptions of Trust in the institution, and through MBChB/UG Exit Survey data.

Until now, there has been no **in-person** EDI training that: explores the impact of our policies and practices upon the **student experience, intersectionality**, nor is **open to all staff** who teach or support learning. Our foundational aims were to reflect the reality of students from marginalised communities, and to have a conversational-type training that brings colleagues from across the School together with a shared purpose, particularly welcoming our PSS staff – the backbone of WMS.

Four medical students were already leading exceptional work in the arena of staff training. **Kaldora Ibekwe** and **Isabelle Gallier-Birt** developed & delivered sessions for CBL facilitators around Anti-Racism and intervening as a facilitator. **Charlotte Pemberton** and **Tom Paddock** had delivered sessions on Disability Awareness to these staff, with Charlotte also delivering content on LGBTQIA+ Awareness, and Tom having developed Sighted Guiding training for students. **Emily Róisín Reid** brought the team together to take forward amalgamating these separate sessions into something more collaborative, and with a wider scope and reach.

# Approach

## Rationale for Student-led Model

We designed this training to ensure two learning outcomes were met: **increase staff EDIJ literacy and confidence in taking action** and to **provide vicarious understanding of the lived student experience**. One distinguishing feature of this project is that our exceptional student facilitators speak with authority from personal lived-experience and their professional backgrounds and subject expertise relating to aspects of EDIJ. This therefore provides staff with a depth of insight into the range of topics raised, as well as empathic learning of the student experience, and the impacts our policies and practices have on individuals. This initiative also supported the students to develop as educators, a crucial part of their training as future doctors.

## Student Facilitator Recruitment - Prioritising Representation

Kaldora, Isabelle, Charlotte, Tom, and Emily produced the first iteration of the collaborative EDIJ training. In planning their approach to achieve the best possible coverage, we identified the need to recruit more student facilitators, in addition to securing more resources. Emily bid for funding from additional faculty support, and we were successfully awarded funding from the SEM Faculty additional funding support round in June that made this possible. Emily recruited a total of 19 students across a range of projects, with 9 student facilitators involved in delivering the EDIJ training. We foregrounded representation, and our student facilitators represented a range of backgrounds with respect to gender, ethnicity, religious background, disability, sexuality, and socio-economic status.

## Senior Management Support

ER created a page on the WMS website, advertised far and wide, sought support from the incoming and outgoing Dean, in addition to SMG, asking to encourage staff members to attend. The support from Professor Lesley Roberts, Jane Hodge and the respective programme directors (Professors: Owen & Macdougall, Marais, Bastie and Hammond) was especially instrumental in encouraging so many colleagues from SMG, Education and PSS to attend, in addition to leading by example and attending themselves. Many of SMG took part, providing crucial senior management support that was noticed and valued by colleagues across WMS, and this was greatly appreciated from within the team (see participant feedback later).

## Advertisement and Reach

We invited **all staff who “teach, supervise students, and support learning”** to join us for an engaging session that focuses on creating an inclusive environment for our students. This foundational training covered essential topics in equity, diversity, inclusion, and justice (EDIJ), ensuring that we provided a valuable learning experience for everyone at WMS.

We identified that we could provide 20 small-group sessions across July (17 were scheduled), and advertised these through newsletters and direct emails, plus with the support from programme directors and Education and Administrative leads. We also invited any interested SLS colleagues and those who work across areas, in addition to other key stakeholders, e.g. Dean of Students Office. Trust staff weren't explicitly invited due to timing and capacity, however some managed to attend!

## Design of Longitudinal Case

Whilst developing the training, the team identified several key outcomes that would eventually form the evidence-based framework.

- **Longitudinal Narrative Case Study:** Inspired in part by the case-based learning model that drives WMS, the session was designed to follow the narrative of a student in their first year of university. As a series of chronological scenarios, participants are then afforded a level of investment both in the resolution of the scenarios, but also its real-world counterparts (Hoffer, 2020).
- **Stimulating Open Discussion:** Whilst the structure of the delivery of the training was through the longitudinal case-study, the value derives from the discussions following each scenario. Allowing the space for participants and facilitators to share their opinions, concerns, and respond, these discussions often inspired unexpected and productive ideas for all participants to relay to their colleagues (Hayat & Walton, 2013).
- **Limiting Vulnerability and Exposure:** Through these narrative-driven workshops, facilitators and participants discuss the experiences of a hypothetical case that - whilst rooted in real student experiences - offers a degree of separation to vulnerable individuals who may identify with the scenarios (Cate, 2022).

The iterative development of the training, once the format was agreed, was comprised of scenario development and facilitator discussions. An interesting development noted amongst the intern team was that there was a significant challenge to condense the scenario sequence for the workshop to run smoothly, provide adequate discussion opportunities, and balance, as much as possible, the covered EDIJ topics. In the final iteration of the training, each scenario was carefully curated from many options, condensed to be appropriate to the narrative whilst promoting effective discussion of the pertinent issues. The concept of intersectionality was introduced at the start, and once its application was demonstrated, each scenario had numerous issues that could be relevant, that were often raised through group discussion with minimal facilitator prompting.

## Environmental Arrangement

An early decision during iterative development was to remove tables and desks from the workshop area, in line with 'Processes of Deep Democracy' on which some of the philosophical basis of this work is informed (Mindell, 2014). The room layout set up in 'counselling style' without barriers between facilitators and participants. This benefitted the sessions by minimising physical barriers between everyone, and effectively equalises power dynamics (i.e. all seated together). It also enabled the use of inclusive accessibility technology that is widely available on campus ('CatchBox' and use of microphones).

## Supervision and Debrief

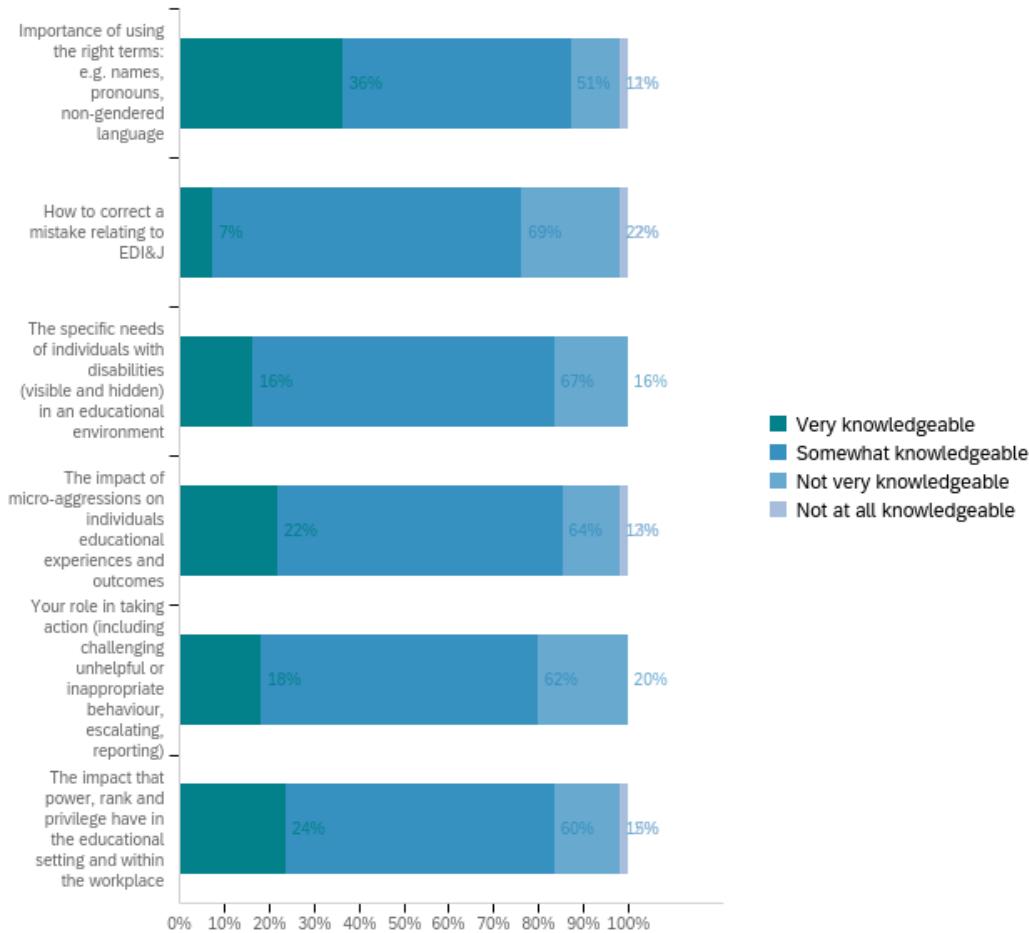
Due to the emotive nature of the discussions, it was critical to hold debriefs after every workshop, akin to a supervision model in counselling practice. ERR led each supervision. This allowed the space for all facilitators to air their concerns and yielded insightful discussions at every session. Challenging situations encountered during workshops, that may have otherwise lingered with the student facilitator in solitude for some time, were directly addressed and discussed in a constructive and supportive manner. This debrief evolved alongside the workshops and provided essential support for facilitator wellbeing, as well as contributing to a deeper understanding of the topics discussed for the student facilitators themselves.

The debrief discussions varied from workshop timing to logistical restraints, challenging interactions to clarification of content. The debriefs were often lengthy. Notes were documented after the supervision to develop the workshop to the next iteration – an essential step to ensure the workshop content was improved, effective, and relevant to participants.

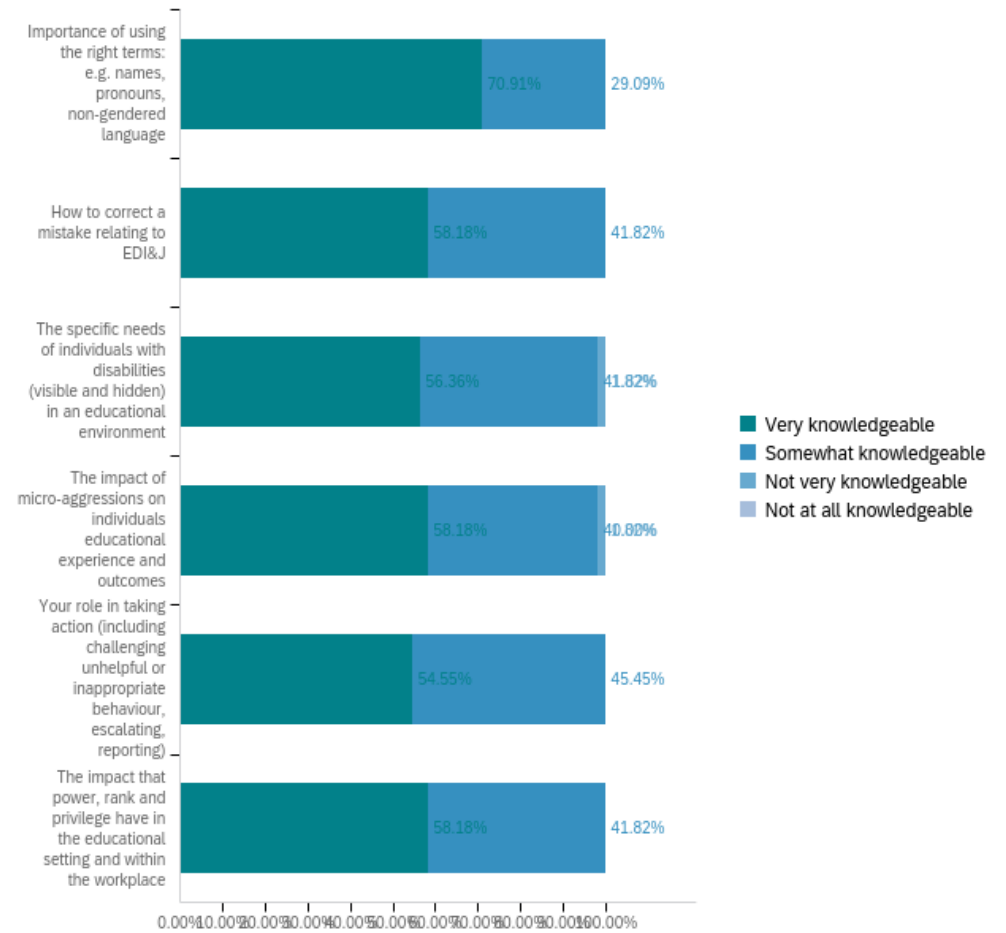
# Results

63 respondents completed the survey (36% response rate) which was launched over summer. Participants were asked to self-report answers to the following: Q1&2: Before and After the workshop, how **knowledgeable or aware** did you feel in relation to the following:

Pre-workshop, 'knowledge domain'



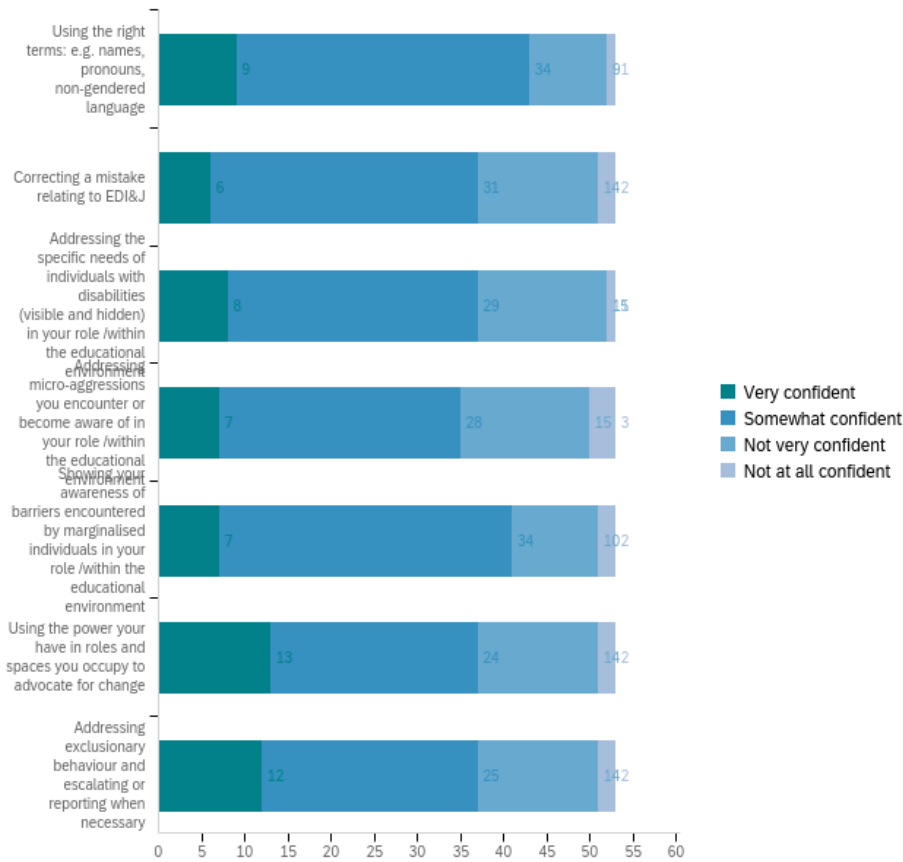
Post-workshop, 'knowledge domain'



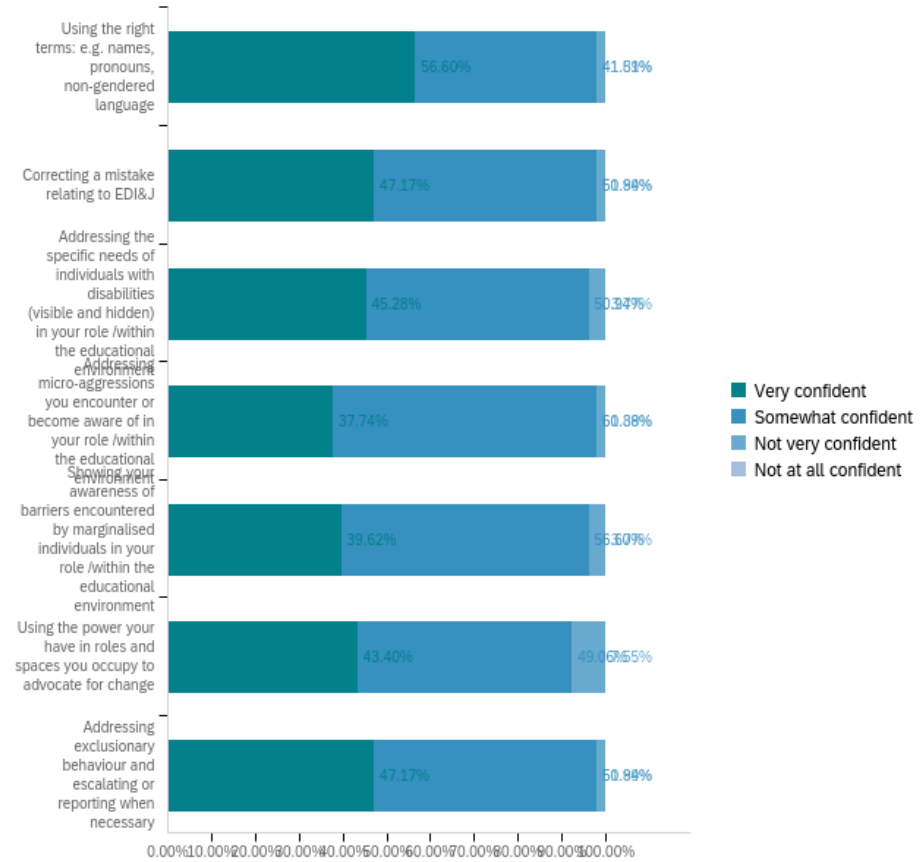
These charts demonstrate the 'distance travelled' by colleagues with respect to their self-reported knowledge in each area before and after the workshop. The darker colour progression in the second image suggests knowledge increased across: understanding of names, correcting mistakes, specific needs of those with disabilities, impact of microaggressions, role in challenging concerns, and impact on individuals within an educational setting. Paired-Sampled Proportions Tests were significant on each of the coupled pairs ( $p < 0.01$ ), CI 95% (lower bound -.438, upper bound -.031), SE (0.057).

Q3&4: Before and After the workshop, how **confident did you feel** in relation to your ability to do the following:

Pre-workshop, 'confidence' domain'



Post-workshop, 'confidence' domain



These charts again demonstrate an increase in colleagues' self-reported confidence in each area before and after the workshop. The darker colour progression in the second image suggests, again, that confidence also increased across all domains: understanding of names, correcting mistakes, specific needs of those with disabilities, impact of microaggressions, role in challenging concerns, and impact on individuals within an educational setting. Paired-Sampled Proportions Tests were significant on each of the coupled pairs ( $p < 0.01$ ), CI 95% (lower bound -.438, upper bound -.031), SE (0.057).

Q5: The purpose of this training was to start conversations, increase staff awareness and knowledge in relation to student experiences of EDI&J, and to empower colleagues to take action. **To what extent do you think it met these aims?**



### Wordcloud of takeaway actions:

I have a better overview of the many differences and potential difficulties that students experience and this will inform the way in which I develop student-facing material (e.g. lecture materials, resources, etc.).

Thinking carefully about how to timetable things to make them more accessible for students

I now feel a greater responsibility not to give in to feelings of powerlessness and always escalate and antagonise for change

Escalating where processes need addressing and encouraging more colleagues to develop their knowledge

'Niche' feedback:

"This has highlighted the need for a campus wide (WMS and SLS) PGR student experience officer with experience in applying EDI&J values to PGR operations"



## Qualitative Feedback

We conducted a thematic analysis by analysing the text accounting for prevalence of comments and salience (i.e. amount of detail and inherent value) communicated by participants. The following themes emerged:

### (Positive) Impact of Student-Led Format

“This was the most professional, interactive and effective EDI&J training event I have been to.”

- The student-led nature of the training was widely acknowledged as a strength, increasing the session's importance and relevance.
- The involvement of students and staff across different roles and ranks in the same room was seen as positive, fostering shared experiences and open discussions.
- Participants consistently praised the student-led nature of the sessions.
- The authenticity and energy in the room were highlighted, creating a safe and open environment.
- Confidence, knowledge, and inclusivity of student facilitators were commended.
- The format was seen as engaging, dynamic, and well-suited to exploring real student experiences.

### Diversity and Representation

“I thought the students were fantastic - confident, inclusive, and knowledgeable. I also appreciate the range of backgrounds which made the training more authentic and meant students could share their own experiences.”

- Positive sentiments were expressed about the cross-role and cross-background nature of the training. Some participants advocated for this model to become the norm across educational institutions.
- Purposeful representation and student leadership were identified as elements enhancing authenticity in the training.
- One session lacked this diversity and this was noted by one staff member.

### Format and Structure

Excellent! The authenticity through the narratives and the pace of interactivity engaged the group and the energy in the room was tangible. I feel school-wide (and beyond that) training bringing together people from different roles and backgrounds should be the norm, so I'm aware of my bias in saying the pitch of these sessions was spot on.

- Positive feedback on the engaging and welcoming format, with the use of the narrative approach being acknowledged as a helpful format.
- Some concerns about the session being too long in one sitting, needing more breaks, too much content to cover and a suggestion to split it into two sessions.
- Others commented that more time would have been helpful.

### Facilitator Skills

Team facilitating were agile, communicated well and were responsive to questions and queries raised. Team very professional in manner and approach.

- Confidence and effectiveness of the facilitators were generally praised.
- Positive feedback on fostering open discussions, with everyone welcome to comment.
- Timing was identified as an area for development.
- Comments for specific facilitators were noted around their approach to facilitation skills and delivery of content.

## **Suggestions for Improvement**

Incredibly strong teaching from the students, the only thing they could benefit from is more confidence in their authority to keep discussions relevant and to time limits, and reminding the audience to use the microphone etc

- Time management and pacing issues were identified (particularly in the earlier sessions) and improvements were enacted in an iterative manner, including removing or streamlining some of the elements of the case.
- Suggestions to deliver some content ahead of time as an online pre-learning were noted, with some individuals asking for post-workshop resources.
- Some reflections from the EDIJ team were noted that will be fed back into practice.
- Having a balance (shown in time) with respect to the EDIJ characteristics covered (including gender)

## **Challenges and Concerns**

The training was very useful. Although made more difficult by certain staff members not going into the training with an open mind. Hopefully this wasn't always the case in each session.

- There were some comments around staff members not approaching the training with an open mind.
- This (three) incidents where members of staff from marginalised backgrounds either left the session early or expressed concerns to the student facilitators or staff lead. These related to statements said by other colleagues within their breakout session. ER contacted the staff members and offered support.
- There were some concerns about who participants were grouped with, with some individuals feeling uncomfortable sharing their thoughts.
- Acknowledgment of the difficulty of covering multiple big issues in one session, across the whole of WMS, including all academic and PSS staff. The session was designed to be a general student, but of course it did have an MBChB element that could not be made completely encompassing.
- There was concern in the feedback around the power imbalance of the session going too far in the students favour: "The students were unaware that the power is also in the hands of a large number of paying students, who can be threatening to the educators". This references the wider challenges we are operating within, in terms of topics such as marketisation of education, expectations and staff burnout.
- There was a concern raised in the session around institutional trust in dealing with complex matters of Equality, Diversity, and Inclusion (i.e., neurodiversity leading to unintended microaggressions), which this session was not able to fully explore with the time and focus constraints.

## **Overall Training Evaluation**

“I was also really impressed at how many colleagues you got in the room at all levels. The commitment across WMS is so positive to see. It allowed you to learn from people in other areas particularly senior staff vs academics vs professional service roles”

- Generally excellent feedback about the effectiveness of the EDI&J training.
- Specific commendations for being the most professional, interactive, and effective training event attended.
- Recognition of the value of the student-led approach in making the session open, inclusive, and less judgmental.
- Staff feedback being part of a cross-faculty team was beneficial.

In summary, the qualitative feedback shows a strong positive response to the student-led format, emphasising authenticity, inclusivity, and engagement. Participants also highlighted the importance of diversity, effective facilitation, and suggested improvements in session structure and dynamics for more focused and productive discussions.

## Discussion

The combined quantitative and qualitative results provide a picture that demonstrates the effectiveness of this one intervention against pre-determined expectations. The training achieved a high level of engagement from the faculty, and its reach extended beyond student-facing roles, which demonstrates a level of commitment within the staff body which is to be commended.

Participants valued the equalising of the power dynamic by having students lead the session, and the informal conversational style of the scenario. Through the iterative development and thanks to delivering so many sessions in quick succession, the facilitators built upon the narrative of the training program after every session. This was carefully curated to fit within time constraints, while incorporating valuable feedback from participants, ensuring that the material remained relevant and impactful. Recognising the importance of diversity and its integral role within the training content, the workshops incorporated perspectives from diverse cultural backgrounds. For instance, a scenario about ablutions with input from Muslim Medics was included, ensuring that the training content resonated with and represented the varied experiences of the participants and the student body.

The use of interactive scenarios that allowed participants ample opportunities to share their thoughts and experiences, fostering a collaborative and dynamic learning environment between students and faculty, were generally considered to be a success.

The student-led training was a combined effort between students and staff, which took a significant amount of staff time to plan, organise and deliver. As part of capacity, a cohort of new student facilitators were trained to deliver the content. The new student facilitators required time to ‘cut their teeth’ and were offered developmental feedback and support, which again was another area requiring significant staff investment of time. In order for this to be replicated, proper resourcing (both in terms of staff and in funding) needs to be acknowledged.

The impact of the narrative approach took staff on a journey with students, and

involved structuring the training content to address individual growth needs while aligning with broader organisational goals, including institutional EDI aims. The group learning activities were further designed to cater to various learning styles. Independent reflection allowed participants to honestly internalise their own experiences; small group working promoted teamwork and

collaboration; and whole group discussions facilitated a collective exchange of ideas, ensuring a well-rounded training experience.

Staff booked onto the training and the majority were motivated and eager to engage. Staff began the session by sharing a personal motivation to complete the training and ended the workshop by reflecting on a tangible action plan to take forward in their professional practice. Staff consistently shared high quality reflections, demonstrating that the workshop content was resulting in a tangible change in attitudes towards EDIJ amongst faculty.

trainers were from a diverse range of backgrounds and able to share lived experience to make content relevant and useful, resulting in a successful staff-student initiative with shared learning of benefit to both parties. A debrief at the end of each session was particularly important; delivering sessions can be emotionally demanding, and the debrief was essential to preventing burnout. Consistent professional and pastoral support was provided by Emily Roisin Reid, which was critical to the success of the project and the wellbeing of student facilitators.

## Conclusions

Student-led training has been proven to be a good partnership intervention, as evidenced not only by participant reflections and feedback, but also by facilitator reflections. The benefits thus are twofold: offering opportunities for student facilitators to deepen their own understanding of EDIJ and to develop skills in teaching with confidence; and promote greater awareness and support amongst the wider institution concerning areas of EDIJ within the student experience. The success of this project gives rise to ideas for further development.

## Recommendations

### **Widening the Audience**

We recommend that we expand the reach of this training to ensure all staff, including all of SMG, and all students have attended. The workshops have been requested by partner Trusts and more widely across the University of Warwick, which may broaden the scope of this training. Professor Simon Brake has kindly linked us in with the INSPIRE leadership training, and we are aiming to organise an event for the current and alumni cohorts in Spring 2024. The applicability of the scenarios to diverse groups within and beyond the institution ensures that the benefits of the training are felt across various levels of academia and healthcare. This will in turn foster a sense of shared responsibility and collective engagement in the pursuit of an inclusive and nurturing educational environment.

### **Research and Dissemination - Transferability to Other Institutions**

Our intention is to widen the scope and reach of this project by presenting our approach at conferences and potentially writing up the approach in a practice-orientated journal, thus opening avenues to contribute valuable insights to the wider academic community.

Designing the training to be adaptable and scalable allows for its potential replication in other educational institutions. By documenting the methodologies, successes, and lessons learned, the initiative becomes a valuable resource for other institutions seeking to enhance their own EDIJ training programs.

### **Additional Support Required from Senior Management Group**

This group recommends that SMG supports finding a budget for an annual delivery of EDIJ training by students, without use of the Inclusive Education Fund (as, of course, this is limited to those who teach or support learning). This would need to account for costs such as refreshments (which Emily funded herself), in addition to staff and student time, should this model be adopted and continued. Of note, the IE fund is prioritising the development of student training in the next phase, but there is an element of sustainability that needs to be accepted and absorbed by the School as this was not the intended ongoing purpose of the IE fund.

The development of this training has also outlined additional support that would help achieve these ongoing goals. This includes a suggestion for Faculty Development to consider how we might be able to develop an EDIJ session/ package for the induction of new staff. This, combined with the continued staff commitment to grow, develop, and attend further inclusive initiatives will undoubtedly foster an environment that enhances student experiences and promotes positive change, for both students and faculty.

This group recommends that SMG considers the WMS Values, that were developed in 2018, in the current WMS Strategy evolution and emerging strategic direction of the institution, noting that 'Inclusion' is not currently referenced within this framework.

## Reflections from the Team

### **Personal and Professional Development:**

- The project enabled students to use, develop, and refine skills that are vital not only to their future careers as medics and aspiring educators, but to their personal growth.
  - These skills included leadership, collaborative teamwork, public speaking, reflective practice, education design, debate, teaching, creativity, challenging harmful situations, responding to challenges and criticism, and confidence and self-efficacy.
  - Developing the capacity to educate and professionally handle challenging situations potentially grew at a greater rate *because* our audience had the power-position of being faculty, compared to being similarly or lesser empowered peers.
- Although we are all invested in learning and educating on various EDIJ areas and have increased awareness here, we all feel more educated in the experiences of other marginalised groups and empowered to be better advocates for other EDIJ areas through working as a diverse team.
  - Training development and our debriefs were especially beneficial to our understanding of, and ability to educate others on, intersectionality.
- We are all enthusiastic about equity and education, and this opportunity has enabled us to feel empowered in utilising our passion to the benefit of peers, faculty, patients, and beyond.

### **The Teaching Experience**

- We especially valued the opportunity to 'reverse' the standard teaching model by educating our own educators, a nuanced experience that radically improved our skills through practice.
  - Targeting this group hopefully results in a wider improvement to professional practice, not just of the participants, but also as it indirectly impacts the experiences of our peers.
- Collaborating with peers from such varied backgrounds and experiences also enabled us to learn from each other's facilitation styles and inspiring 'soundbites' we could then adopt in our teaching strategies.

### **Challenges and Issues Uncovered**

- It came up in some sessions that some participants values do not align with those of the University. One comment came through the feedback that was a microaggression around student use of pronouns.
- Sometimes we were disheartened or frustrated by participant views and responses.
  - This was ameliorated by the lengthy, supportive debriefing process, which was often empowering, and even furthered our own insight into the subjects we covered.
- Although most staff were receptive to learn about privilege, power and oppression, we also saw where and why work on inclusivity is met with resistance.
  - Some participants seemingly immediately identified with a perceived 'antagonist' and became defensive. This discomfort is a well-documented reactive to challenging EDIJ material, and for some individuals this was evident, and led to either silent disengagement, or loud rejection of the teaching.
- We always asked participants to 'sit with' feelings of discomfort and reflect on their origin before responding; however, we had to toe a delicate balance by holding those colleagues where they were whilst simultaneous ensuring the staff members from minoritised groups felt supported.
  - We worried participants then 'detached' from recognising how they may contribute to harmful behaviours, as anyone can.
- The emotional toll of this work was expected, but not insignificant, and needed consideration on how to healthily manage it; we have all taken some time to personally reflect on the experience and discussed later thoughts with the team and outside peers or supervision.

### **Further Thoughts**

- Although our teaching objectives dynamically developed, we feel we achieved our initial aims of collaborating on an intersectional, active-learning delivery of EDIJ training for our faculty.
- Our debrief sessions were essential for our wellbeing and teambuilding, and improving our provision of peer-support, though they also enabled the very enjoyable experience of idea and scenario development, explaining the theories behind them and the potential they had.
- The narrative-based longitudinal case study as the lens to deliver the content was very effective in stimulating discussion, provided a creative mode through which to develop the content, and helped us to explore EDIJ areas we each were less familiar with.
- We highly valued the conversations from participants who approached us post-session.
  - Some were to express gratitude or provide constructive feedback, both empowering us and improving our skills.
  - Others were to clarify a concept or ask for our view on a related situation, affirming our credibility and building our self-efficacy in being viewed as informed professionals.

### **Conceptual Future Development**

- Provide different 'levels' of training, akin to the spiral curriculum. Therefore, incorporate more complex concepts as participants progress.
- Explore increasing the time spent on the topics and the vital discussions with longer sessions, supported by sufficient breaks and skill mixes.
- Replicate this model for faculty in WMS, across the University of Warwick, and for all our students too, with bespoke sessions designed for different groups.

### **We all feel privileged to have worked alongside each other during this project**

- *Students:* Emily has been an endless source of support, advocating for us, ensuring our wellbeing with sincerity, and enabling this wonderful opportunity entirely.
- *Emily:* I feel so grateful to have had the opportunity to work with such fantastic, awe-inspiring, and capable individuals. My faith in the future of humanity is restored!

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