

## **Embedding ‘Black Lives Matter’: A self-directed, research-informed, staff development programme**

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### ***Abstract***

*Capitalising on a cultural ‘unfreeze’ following the death of George Floyd and the Black Lives Matter (BLM) protests, a group of staff within the Centre for Student and Community Engagement (CenSCE) at Nottingham Trent University (NTU) organised, developed, and delivered an internal-facing ‘race matters’ programme. This was a self-directed, bottom-up programme, delivered by staff who were motivated to make positive change using their existing skills of developing, delivering, and evaluating outreach provision in a Higher Education context. At the time of publication, some of the work planned was ongoing.*

*Keywords: Black Lives Matter (BLM), Theory of Change, change management, staff development, critical race theory*

### **Introduction: A real-world context**

On May 25, 2020, a man named George Floyd was killed nearly 4,000 miles away in the United States, but his death was felt across the world. It provoked such emotion not just because George Floyd’s death was filmed, not only because the viewer was able to see the moment he lost consciousness, nor because it seemed unjust, and not because the perpetrator was a person in a position of authority ending the life of someone he was supposed to ‘protect and serve’, it was felt strongly because it is symptomatic of a much larger issue. This sparked not only a global outcry but challenged all to reflect on their professional and personal practice.

For one department within Nottingham Trent University (NTU), some staff were strongly motivated to explore how they could address this issue themselves, with a self-directed response to inequality within a university setting and beyond. This paper describes the process of developing a response to achieve this, breaking down a long-term goal into short and intermediate objectives with supporting literature, what was subsequently delivered, and a discussion of the strengths and limitations of this approach.

### **The Centre for Student and Community Engagement**

The Centre for Student and Community Engagement (CenSCE) advances NTU’s ‘widening participation’ and ‘social mobility’ agendas and has a national reputation for innovation and quality, an outcome of the department’s expertise in using data,

research, and pedagogy. Programmes are delivered by CenSCE across the pupil and student lifecycle: 'access' to university, 'success' at university and 'progression' into graduate level employment. Across these three stages, CenSCE runs more than 700 activities, places around 300 NTU undergraduates in local schools, works with 30,000 plus pupils and matches 1,000 volunteers to a range of community projects. CenSCE as a department is comprised of approximately 60 members of staff (roughly 95% of whom define as 'White-British' and two thirds female), who are predominantly full-time programme coordinators, administrators, practitioners, researchers, and managers.

One member of the team in particular felt that in order to address inequality for staff, students, and stakeholders, CenSCE as a whole needed to take a wider view of the Black experience. Deckman et al. (2018) found that addressing inequality with students and pupils goes beyond simply increasing numbers and representation. As part of that discussion, it was thought necessary to hold a 'debate session' in order to encourage staff to reflect on their own practice, and to start conversations about the issue of race within the department, beyond targets and theory. It became clear that a single session would not be adequate to cover such a complex topic, and address issues in tackling it. Thus, the concept of a 'race matters programme' (henceforth referred to as 'the programme'), that aimed to educate staff particularly about the 'Black experience', was created by a working group of five members from various teams and differing levels of seniority within CenSCE. These staff members were a mix of Black and White colleagues who were not experts in the subjects but who held an interest in change and expertise in delivering educational programmes.

### **Programme aims and objectives**

The programme had two key long term aims. The first was to bring about a sustained change of behaviour within individual staff members. Staff must have the tools in order to advocate for change and the ability to address racial issues independently. Work on this was planned to take place between August 2020 and April 2021. The second change was for the culture of the working environment to reflect these values. Not only do staff as advocates for change require support from the environment in which they function, but an understanding of Critical Race Theory (Delgado & Stefancic, 2017) suggests that the structures one inhabits can perpetuate the same inequalities that members of that structure represent. The individuals within CenSCE could address inequality externally, but this also must be addressed internally. Work on this was planned to take place between May and December 2021. At the time of publication, some of the work being undertaken was ongoing.

There is a complex dynamic in that in order to challenge institutional or systemic racism, one does not necessarily assume that the individuals within the system itself are racist. This is the crux of the agent-structure problem (Layder, 1994), and it is critical to be clear in aims and objectives. This programme was not attempting to address any issue or incident of overt racism within CenSCE, rather it was attempting to ensure staff can become confident, motivated and knowledgeable 'change-agents'. These staff as change-agents would ultimately have a role in addressing racial issues within a 'habitus' (Bourdieu, 1991), and in particular the

'organisational habitus' (Horvat & Antonio, 1999), of the structures in which outreach work takes place. The concept of organisational habitus here is interpreted to generally describe a shared behaviour, belief, norm or paradigm within the workplace, and how that can be changed and affected. There is also a two-way correlation between increasing confidence and actively advocating for racial equality (Alimo, 2012).

It was also important to consider the staff demographics within the department early in this process. As indicated earlier, CenSCE itself is predominantly comprised of colleagues identifying as 'White-British'. Although all staff were motivated to address inequality, most did not have ingrained and experiential knowledge of the struggles or prejudice that their Black colleagues have experienced in their personal or professional lives. Closing this knowledge gap would require participants of the programme to address some uncomfortable truths about their own lives, values, actions and practice. The development of staff who can act as 'racial justice allies' requires individuals to not only acquire an intellectual understanding of racism and privilege, but to be able to recognise systems of Whiteness and to engage in appropriate actions (Reason, 2005). There must also be a consideration for unintentionally triggering 'defensiveness' as described by DiAngelo (2018), or incorrectly reducing 'sympathy' for one group rather than increasing it for another (Cooley et al., 2019).

## Methodology

### *Survey*

In order to create the educational programme, an understanding was needed of how staff themselves currently viewed their own confidence in discussing issues of race, and whether they felt they have the skills and knowledge to address them. This provided a key baseline for evaluative purposes.

Through staff consultation, and in understanding the literature on what makes an effective agent discussed previously, four key elements were agreed upon internally to CenSCE as the focus for the programme. During the summer of 2020, an internal staff survey was conducted in order to better understand the needs of the department with regards to:

- Motivation: The extent to which staff understood the need for action, change, and the development of a programme that addresses issues of race.
- Confidence: The extent to which staff felt comfortable talking about race and race related issues in their personal and professional life.
- Knowledge: The extent to which staff felt they needed to learn more about the Black experience in the UK, understand how current events are relevant to them and how best to discuss and address inequalities personally.
- Advocating: The extent to which staff felt they can take action within their personal and professional lives to address race related issues.

This survey was created and delivered using JISCs Online Surveys platform and contained a mixture of open and closed questions.

### 1. *General*

Thinking about the BLM programme we are delivering, on a scale of 1-10 (where 1=definitely disagree and 10=definitely agree) to what extent do you agree with the following statements:

- “I understand the need for this programme.”
- “I understand the aims and objectives of the programme.”
- “I believe the programme is being delivered in the most appropriate way.”

What do you think we should do to make this programme better for staff?

### 2. *Confidence*

Thinking about your confidence in discussing race related issues, on a scale of 1-10 (where 1=definitely disagree and 10=definitely agree) to what extent do you agree with the following statements:

I feel confident to talk about race ...

- “...with my colleagues at work.”
- “...with friends and family at home.”
- “...with pupils and students.”

What would improve your confidence in discussing race related issues?

### 3. *Knowledge*

Thinking about your knowledge about race related issues, on a scale of 1-10 (where 1=definitely disagree and 10= definitely agree) to what extent do you agree with the following statements:

I feel I have enough knowledge about ...

- “...the language and terminology I should use to talk about race.”
- “...the lived experiences of black people in the UK.”
- “...black history and the BLM movement.”
- “...systemic issues that impact black people in the UK.”
- “...what we can do in our roles in CenSCE to affect positive change.”

What would improve your knowledge about race related issues?

### 4. *Privilege*

Thinking about your own privileges, on a scale of 1-10 (where 1=definitely disagree and 10= definitely agree) to what extent do you agree with the following statements.

I feel that I understand my privilege as ...

- "...what is meant by white privilege."
- "...my own personal privileges.

What would improve your understanding of privilege?

### 5. *Taking Action*

Thinking about your own understanding of how you can make take positive action in addressing race related issues, on a scale of 1-10 (where 1=definitely disagree and 10=definitely agree) to what extent do you agree with the following statements:

I feel able to take positive action ...

- "...in my personal life."
- "...when delivering projects at work."
- "...in challenging authority to take action."
- "...in openly acting within a political movement."

### 6. *Overall*

What do you think you will find most useful about the BLM programme?

Is there anything you think this programme should focus on specifically?

How do you feel about participating in this programme and engaging with the material?

Again, the format of this survey was agreed internally to CenSCE and addressed key issues that staff raised during informal consultation. Prior to the survey being completed, staff within the department were introduced to the concept of the programme that would be delivered to them with a broad overview of what was to be included.

Outcomes from the survey gave an indication of where gaps were, however, this was intended to be a 'snapshot' of where needs may lie, rather than used for in-depth statistical analysis. Some initial themes were found which subsequently informed the programme. Almost all respondents felt strongly that there was a need for this programme, that the programme objectives were clear, and that it was appropriate for this to be delivered as a full programme of webinars and interactive sessions. Questions measuring confidence in discussing race showed a mixed level of staff ability, particularly in discussing race with pupils and students. Similarly, answers suggested varying levels of ability to take actions to address inequality, particularly at a systemic level. Ultimately, staff within CenSCE showed high levels of motivation to address racial inequality, however lacked some knowledge, and crucially, confidence to take action. No ethical clearance was required as this questionnaire and programme overall was delivered to staff internally. If delivering to students or other stakeholders, ethical clearance may will be a consideration.

### *Change management approach*

Long term outcomes within an organisation require 'change management' in order to ensure a change is supported and continued. Change management is a key tool needed when embedding a new resource, a new approach or even a new ethos. Several change management models were considered, such as Kotter's (1996) Change model, Bridges' (1991) Transition model and the McKinsey 7S model (Waterman et al., 1980), however the overriding principle was the same: innovation and change requires a plan and strategy for adoption. One of the most historically significant models of change management is the Lewin (1947) Change model. This model details a three-stage process of 'unfreeze', 'change', and 'refreeze' using a block of ice as an analogy to changing states.

The first stage details how change first must rely upon breaking down the existing norm, before one can rebuild a new process; a key aspect of this is to illustrate why things cannot currently continue. In both CenSCE and wider society, the George Floyd murder acted as a catalyst for unfreezing the accepted norm. To continue this unfreeze, the programme would provide a fuller and more in-depth picture of this issue, why it is applicable in a UK and Nottingham-specific context, and an exploration of issues, biases and problems that have perpetuated throughout history affecting all of us in our personal and professional lives.

The second stage of the process is the actual change. This involves staff beginning to work in a new way, with new perspectives, objectives, and a refocused goal. At this step, it is key that staff understand how the change will benefit them and their work personally, as staff will need to retrain themselves and their working practice. A lack of reflection or full consideration of our own work at this stage may mean a change is not correctly implemented, or assumptions are not fully challenged. An external perspective here would be helpful, as this would ensure all aspects of existing work can be reviewed.

The third stage ensures the changes have been fully embedded and staff feel confident and comfortable in their new processes. Management would need to consistently lead by example and provide stability for the change to become fully embedded. Without continued support and reinforcement of the change, culture, practice, and/or behaviour can 'revert to type'. The programme therefore requires management support to scaffold the change and to ensure staff buy-in, while the group must consider effective pedagogy and learning, exploring how the programme is delivered throughout this process.

### *Pedagogy and learning*

In the programme, the aim was to not simply teach staff about the subject, but to create a change within the individual in order to influence behaviour and practice. Several key principles are already used in the delivery of CenSCE's outreach interventions that successfully change behaviour that can be applied to this programme. Firstly, active learning (Bonwell & Eison, 1991) as opposed to traditional

passive learning ensures staff absorb knowledge and learn to analyse future issues when they see them, as well as evaluate their own practice. Therefore, any sessions must contain interactive elements, such as the previously described 'debate sessions', to allow staff to contribute during learning.

Secondly, encouraging staff to be responsible for their own learning and development requires the freedom to personalise their learning and to take ownership for researching answers to questions through self-discovery. Mitra (2015) describes this through SOLE (Self-Organised Learning Environments) pedagogies and suggests that this could be accomplished through posing questions to a group for them to explore in their own way. Encouraging exploration with their colleagues outside of the sessions is also linked to a 'constructivist approach' (Powell and Kalina, 2009) and would help to develop confidence and motivation, as well as a sense of agency (Cooperstein & Kocevar-Weidinger, 2004). Thirdly, understanding issues of race requires staff to consider where and how they fit into structures and/or social settings that create and perpetuate racial issues, and staff will require time to reflect upon their experiential learning (Kolb, 1984).

Finally, research into embedding new skills and practice into a workplace suggests that this should be evidence based (Clark, 2010) as well as actionable and developmental rather than simply fixed knowledge (Grant, 2010). Furthermore, the introduction of external agents (i.e. an individual or party who interacts with the organisation but is external to it) when considering problems through action learning sets allows assumptions to be challenged (Pedler, 2008). As the latter stages of the programme are reached, transitioning from sessions to inform to sessions where staff can apply what is learned, external agents would be critical to give an objective view.

### **Programme overview and outcomes**

A research-informed approach to outreach provision in CenSCE meant the department has adopted a 'Theory of Change' approach. The 'Theory of Change' map for the programme was designed and created as shown (Appendix 1 and 2). All sessions were advertised online and were promoted to all staff within CenSCE, and department senior management strongly encouraged attendance to all sessions, however some staff members were unable to attend due to work-related responsibilities. With sessions being delivered virtually and participants able to contribute both verbally and via the 'chat' function, each session was also able to be recorded for non-attendees to catch up. Details of each activity, what they focused on, and how they were received, is discussed as follows.

#### *Session 1: Language, Myth Busting, and a Safe Space*

The first session acted as an introduction to the programme itself. Firstly, it was established early on that there were expectations for staff in engaging with the material, and looking for information themselves, rather than relying on the presenters for answers. This also linked to the short-term outcome of 'Establishing a safe space'. Rules were established such as 'how to ask a question', for example, staff were encouraged to frame a question as "where can I find out more about this

problem” rather than “why is this a problem?”, in order to motivate them to be active in their learning, and reducing any offence that may be caused by any unintentionally insensitive questions.

This session introduced key terms to ensure language used in the discussion was consistent, to begin to address the intermediate outcomes of ‘knowledge of language and strategy’ and ‘engagement with discussions and action’. As Bourdieu (1991) describes, language has a power, and in order to ensure the organisational habitus corresponds with an inclusive culture open for discussion, language is key.

A ‘myth busting’ section presented several arguments commonly heard on social media at that time that suggests racial inequality does not exist in 2020 UK society, and evidence that counters these points. In addition to boosting ‘knowledge’ and ‘confidence’, the ‘myth-busting’ exercise can also give staff some tools to immediately ‘advocate’ for racial equality in their personal lives.

Throughout the session, staff were encouraged to share thoughts and ideas in the webinar ‘chat’. The largest activity in the chat was during the ‘myth-busting’ section, where staff began sharing their thoughts, articles and videos. This was an encouraging first step, as it suggested staff were already meeting the short-term outcome of ‘engagement with the material’ and are keen to participate in ‘ongoing reflection’ and ‘regular learning’.

*“So good to see so many people engaging with it. Seeing the facts relating to the myths was powerful, really hits home the extent of the issue. Thank you to the group who I know have worked really hard to pull this together!”*  
(Practitioner comment made towards the end of Session 1)

### *Session 2: The Black Experience Panel*

The second session was a panel discussion that aimed to give staff an insight into the lived experience of Black women. The panel consisted of five Black women and one White woman and were a mix of staff and students from within NTU. The experiences of women in particular were chosen both due to the unique challenges that group face, and as two thirds of CenSCE staff are comprised of women. Again, this session relates directly to objectives illustrated within the Theory of Change map.

During the session, the panel discussed their interpretation of race related terms such as ‘BAME’, the representation of Black women in leadership positions, presented a critique of existing programmes within NTU aimed specifically at Black students (such as the Black Leadership Programme), and shared thoughts on ‘colourism’. The panel also explored more specific issues such as personal relationships, how they have been stereotyped throughout their life, and how Black women consider how they wear their hair within the workplace.

Feedback received highlighted the importance of hearing about the Black experience directly from those who have been affected. Staff took time to reflect on what was

said, and applied it to their own lives, and many commented that allowing the time for staff to listen, discuss, and learn, was crucial in their own understanding.

*“It really had me questioning myself throughout every question. One of the first things that hit me was that I had never imagined myself being the only White person to walk into a room and how that might feel, so to recognise that and reflect throughout was quite an emotion [...] It also really built on the previous session and I am glad we had chance to talk more in the team meeting before this session.”* (Participant comment made after Session 2)

### *Session 3: A History of the Black Lives Matter (BLM) movement*

The third session aimed to provide history and context for both the Black Lives Matter (BLM) movement, and the wider issues it is attempting to address, with a focus specifically on the UK. The aims of this session were to increase participant knowledge of racial issues, begin reflections on ‘Whiteness’ and ‘White Privilege’ and develop staff ability to identify structures that perpetuate racial disadvantages.

This particular session was designed to be emotive as well as informative, as the programme continued to ensure participants were motivated to address issues raised. A balance of objectivity and subjectivity with a consideration for ‘defensiveness’ (DiAngelo, 2018) ensures increased sympathy and empathy for the disadvantaged group, rather than reducing sympathy and/or empathy for other disadvantaged groups.

Staff were encouraged to explore this subject before the session and were given significantly more resources to look into after the session concluded. Feedback gathered during and after the session suggested that staff found it useful in terms of developing knowledge, however it was also a difficult topic to explore from an emotional perspective.

*“The sessions are very useful and interesting but quite sobering which is probably why you don't get much immediate response. I think the extent to which the problems exist in the UK is quite a surprise to many.”* (Manager comment made towards the end of Session 3)

### *Session 4: Systemic Racism in a Higher Education Context*

The fourth session took the format of short presentation, followed by a structured breakout room workshop, and concluded with groups sharing their discussions. This aimed to not only give some context for, and evidence of, systemic racism particularly within a HE setting, but allowed for staff to engage more actively in debating these issues. Prior to this session, staff were provided with ‘core materials’ of articles and videos to consume and reflect on. Providing pre-reading, asking participants to search for additional materials, and dividing staff into groups, is part of the development of participants own process of independent learning, with reference to SOLE skills (Mitra, 2015).

During the session delivery, participants were very active in the group discussion, and towards the end of the session participants actively began to make suggestions for how working practices within the department could change in order to apply what is being learned. This suggests impact relating to the intermediate objective of staff 'applying what is learned to their personal and professional experience'. Staff also recognise that this process is difficult and reflects some of the challenges of the programme overall, illustrated in the comment below.

*"It can feel uncomfortable talking it [sic], as we can only ever imagine the experiences we've heard about. So we need to hear about the experiences, but it is a hard discussion to have."* (Practitioner comment made towards the end of Session 4)

#### *Session 5: White Privilege*

The fifth session was due to be delivered towards the end of November 2020 by an external company, with a workshop-style structure. Unfortunately, due to issues in the tender process for an external company, this step was delayed until March 2021. External agents are needed at this point in objectively reviewing staff behaviours and process (Pedler, 2008). This session aimed to achieve several intermediate objectives illustrated within the Theory of Change map.

The workshop setting took staff out of a working environment into a virtual reflective space for a full day of exploring the subject of 'White Privilege' and where they fit into this. With a background in how to discuss the topic (subject 1), experiences to draw on (subject 2), a history of discrimination and barriers that Black people face (subject 3) and a grounding in systemic issues particularly in the place of work (subject 4), staff are well placed and have the resources to fully break down the concept of Whiteness and their own actions and beliefs within this. This also represents the final step on a personal level of 'unfreezing' in Lewin's (1947) change model, allowing staff to focus on the next stage of changing practice and behaviours.

#### *Sessions 6 and 7: Internal Practice Review and Continued Wider Change*

The sixth session to be held from May 2021 and throughout the subsequent summer period, at both a team and department level, whereby staff break down their own internal practices. At this stage, staff will review their own programmes and interventions, applying what they have learned throughout the programme so far. In addition to reviewing individual practice senior members of staff will review wider departmental policy and practice, from recruitment to staff development to delivery, in order to embed change at a structural level. The objective of this is to apply the learning specifically from the intermediate outcome of 'application to work experience' in a real way, changing policy and structure within their teams and the wider department.

The seventh session concerns the 'refreezing' process, due to commence from the start of the 2021-22 academic year and beyond, and serves two main functions. The first is to take a broader scope of how the project is impacting the wider cohort of stakeholders, through the changes that staff have made. By measuring the impact

both internally and externally, the success of the changes can be reviewed in their effectiveness, and changes can be improved or amended based on the data collected. These data are both quantitative (for example, reviewing the participation and attainment of Black pupils and students, and the proportion of Black representation in both staffing and interventions), and qualitative (for example, in the views of staff and participants to their programmes).

The second function of this stage is to reinforce the objectives and values of the programme within staff. Continued engagement with ensuring racial issues are being addressed by CenSCE is the responsibility of staff, in order to maintain motivation, confidence, knowledge, and ability to advocate. Staff will be required to continue to reflect on the issue and to deliver sessions internally to the department ensuring a successful 'refreeze' of a permanent culture change. At this stage, CenSCE will have an embedded practice of ongoing learning and reflection through the structure of 'essential learning', 'staff development', and key performance indicators of both individual staff and the wider team, to continue the change in behaviours beyond the life span of the working group.

#### *Discussion forum, debate sessions, and personal learning*

In addition to the structured sessions described, three further channels of learning were created for staff. Firstly, the creation of an online discussion forum, whereby staff could ask questions, share content and materials, and invite others to virtual events relating to race. Secondly, several informal debate sessions were held for staff to discuss and learn. These sessions were both at team level and department-wide (department-wide sessions only are listed on the timeline in the appendices) and were designed for staff to participate at their leisure, rather than attendance be mandated by senior leadership. Thirdly, senior managers resolved that within team meetings (often held fortnightly) and management team meetings (held monthly), a 'discussion of racial issues' was listed as a standard item going forward. This was to encourage and facilitate ongoing personal reflection and learning.

## **Discussion**

The programme presented was a self-directed attempt to move staff towards a greater racial awareness, to challenge existing issues, and ultimately become change-agents. The work is ongoing. This is thought best achieved in a systematic theoretical way, using a Theory of Change approach, and active learning pedagogies already applied through CenSCE working practices. The key strength of this approach is that staff already champion the methods which are being used to help develop their own knowledge and skill, in order to make change. This is self-directed, self-governed, self-delivered, and collaborative in nature. Staff from other departments within NTU, such as members of NTU's Equality, Diversity, and Inclusion (EDI) team, as well as students, were invaluable, not only for the unique perspective they provided, but for ongoing consultation when problems arose.

Staff had ownership not only in delivery and learning, but in curating the environments in which the programme exists. Using Microsoft Teams as a forum led to a crowd-sourced bank of resources, and colleagues responding internally to

questions and discussion topics, thereby ensuring that learning was collaborative and self-perpetuating. With clear aims and objectives of the project detailed using a Theory of Change approach, impact can be understood and measured for evaluative purposes, and external or additional providers were able to understand what had been delivered previously and why, ensuring continuity in delivering subsequent sessions.

In exploring the issues of race, understanding the Black experience, and in identifying privilege, White staff were motivated to ask questions and engage in dialogue with their Black colleagues. However, due to the limited number of Black staff within the department available to share in their experience, this presented a challenge. It can be demanding for CenSCE's Black colleagues to share and re-live their personal experience of the disadvantages and prejudice they have experienced, in order to educate and discuss the issues with their White colleagues. This emphasised the need for a collaborative approach and bringing in external agents to facilitate and contribute to the programme.

Working internally on such personal issues also presented a secondary problem; that issues raised about personal experience are interpreted from an individual and personal perspective. It was intentional to create an environment whereby White staff members would internalise a problem in order to not only understand, but empathise, and be motivated to act and advocate. Naturally, individuals would then interpret an issue differently, when considering their own experiences, background, and critical view. This on limited occasions led to some conflicts and miscommunication regarding differing interpretations of the same issue. Managing these issues fell to the working group, and again, in part unintentionally fell back on Black members of staff who are part of the group. To avoid this going forward, an externally managed system is to be created, whereby questions or comments that result in subsequent miscommunication, or that cause offence or hurt can be properly addressed.

After the first few sessions had been delivered, staff were engaging with the process well, sharing their own reflections and resources with each other outside of the session. As discussions developed, some staff felt motivated to begin taking actions to redesign their own programmes and start to facilitate change within the department. This positive step, however, does also present a problem; creating change before all of the sessions are delivered and all staff have engaged and participated fully in learning and reflection. Not all sessions equally addressed all of the short to intermediate outcomes in our Theory of Change map, and therefore if action is taken before all the sessions are delivered, the change may miss some key aspects of dealing with the complex issues that are attempting to be addressed. A challenge faced by the group therefore was to encourage motivated staff to not make sweeping changes before completing the programme, without reducing the existing high motivation to act.

### **Conclusion and the future of the project**

At the time of writing, sessions on White Privilege and beyond were delivered by an external company in March 2021. Prior to this, a 'refresh' and 'relaunch' of the

project will be delivered to staff, in order to prepare them for the next steps they need to take individually and as a team. During the summer 2021, the survey will be redistributed to staff to complete, providing the project team with insight into the impact of the various sessions.

This is a continuing process, and as the project develops the responsibility for delivery and development will move away from the project group and onto individual teams within the department. The strengths of the programmes itself are clear; a robust research-informed approach to creating a staff development programme addressing racial issues, driven by staff at the grassroots level, has already created a significant change within CenSCE. This area of work however must continue and grow going forward, or the risk of a return of previous lack of understanding, systemic failures, and unintentionally disadvantageous practice may be inevitable. It must not take another death or an emotional shock in order to inspire an individual or group to take action to address injustice and discrimination.

While we all are still in a state of 'unfreeze', we have a critical opportunity to make a change, and it is one we simply have to take.

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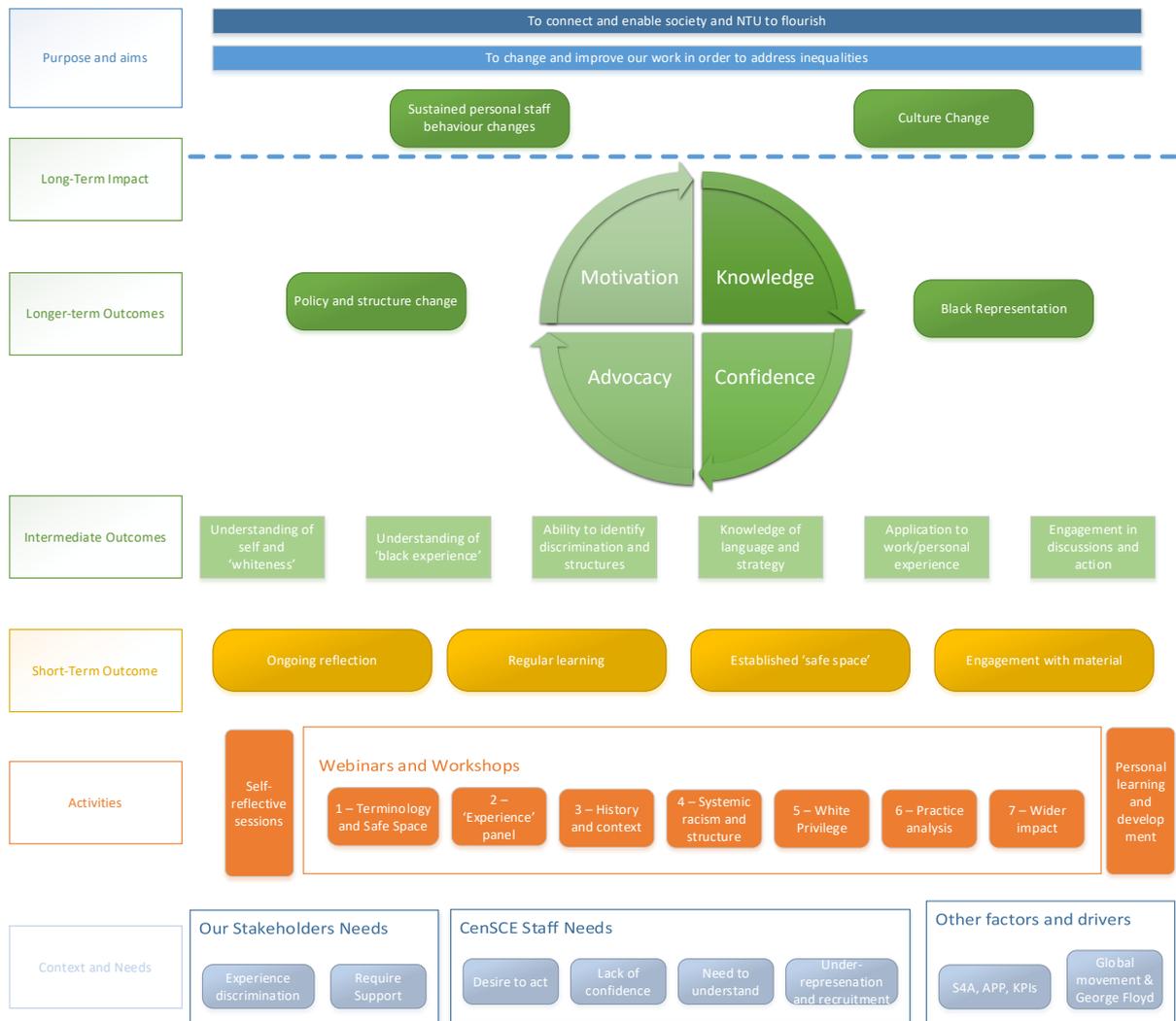
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Appendix 1 – Programme Theory of Change Map



## Appendix 2 – Timeline of Synchronous Programme Events

