

UBC Teaching and Learning Enhancement Fund

Final Report – maximum 2 pages

Project Name: Intercultural Understanding: A Transformative Student Training Model

Date: April 30, 2015

Submitted by: CJ Rowe

Year of Funding: 2014 - 2015

Summary of Work Accomplished

In our third and final year of this TLEF funded project, our successes included:

Really? Campaign Passive Program: We continued our passive programming with posters, postcards and digital signage, engaging the campus community on issues pertaining to sexual assault as well as intercultural understanding by addressing racism, homophobia, ableism, sexism, etc. We were also able to engage with the topic of cultural appropriation and Halloween costumes through printed flyers and social media, and through a campaign led by a couple of our student facilitators in Place Vanier residence.

Video Development and Production: We are currently working on 4 new scripts to be developed into videos in April. Two of these scripts are focused on non-binary gender and sexual orientations, and two look at the experiences of Muslim students and are focused on the differentiation between religion and culture, and perceptions about wearing hijab. These 4 videos will add to our existing 9 UBC specific scenarios which depict incidents of sexism, racial stereotyping, ableism, discrimination based on Indigenous heritages, and more. This year we were also able to develop a video about the Really? Campaign to use for facilitator recruitment.

Student Facilitator Training: This year we offered two, 2-day facilitator training opportunities that took place in late October 2014 and late January 2015, and have trained 21 new student facilitators. Each weekend long training session equipped Student Facilitators to facilitate the 90-minute Really? Active Witnessing Workshop. In order to build each facilitator's conceptual toolkit and develop their facilitation skills, we explored a breath of theories and concepts with an emphasis on fostering effective approaches to facilitating difficult conversations on issues such as anti-oppression, power and privilege. During the past three years, 82 students have taken part in this 2-day train-the-trainer program.

Community of Practice: As part of our support structure for our Student Facilitators, we meet bi-weekly to continually engage with learning—through continued skill development opportunities, knowledge acquisition and facilitation practice. Key issues discussed and investigated in 2014-15 include Holocaust awareness, cultural appropriation during Halloween, rape culture and supporting survivors (workshop with SASC), spectrum of gender identity and sexual orientations, and Muslim women lifestyles and wearing hijab.

Really? Active Witnessing Workshop: We continued to revise and strengthen our 90-min workshop, which serves as an introduction to the Active Witnessing Model developed by Dr. Ishu Ishiyama in his A.R.T model. This year we trained over 800 students in the 90-minute workshop, including 350 students simultaneously trained during a session for the UBC Sororities. During the three years of the program, 1700 students have been trained with the 90-minute workshop.

Student Leadership Training: In late July and early August 2014, 29 UBC staff members took part in a 1.5 day capacity building, train-the-trainer session to prepare them to lead "Building Respectful & Inclusive Community" (BRIC) training for student leaders on campus. 1500 student leaders, who were involved in welcoming and orienting new students to UBC participated in the BRIC Training, included student leaders from Orientation (Imagine Day), Jumpstart, Undergraduate Societies, Peer Programs, Residence Life and Athletics and Recreation. These BRIC Training Sessions were held throughout the months of August & September 2014. The BRIC Training including an introduction to Active Witnessing (1.5 hour of Active Witnessing content).

Sustainability of the Project: After the BRIC training piloted last summer, and after much consultation with students, faculty and staff, the student leadership training has been re-developed and re-branded. The training of student leaders on campus is now expanding to include a 90-minute session entitled "Community Building through Action: Active Witnessing". This session is closely modeled after the 90-minute Really? Active Witnessing Workshop, although we have shifted a few elements to better reflect the competencies and learning objectives outlined in the University's Taskforce Report. *Community Building through Action: Active Witnessing* will be implemented this spring, with 34 workshops taking place over the weeks of March 30th and April 6th, with over 1350 student leaders participating in the training. This set of workshops are part of a much more robust student leader curriculum centered on community building and is complemented by other in-person and online components. We are excited to be rolling out this new curriculum, and to have a session of Active Witnessing training embedded within the mandatory Student Leadership Training on campus.

Including the 90-minute Really? Workshop, the BRIC training module, and now, Community Building through Action: Active Witnessing, 3650 students have been trained in Active Witnessing this year alone, with over 4500 students in total being trained during the 3 years of the project.

Evaluation of Project's Success

(Include evidence of rigorous evaluation.)

The 90 minute Really? Workshop was evaluated through pre- and post-workshop surveys and nine in-depth participant interviews. The interview data confirms the efficacy of both the Active Witnessing Model and the Really? workshop structure. In particular, participants valued the interactive format, the peer group discussions introducing them to new perspectives, and the dialogic facilitation style modeled by the facilitators. These components helped participants develop the following five key skills: empathy, context evaluation, critical awareness, creativity, and courage. Most of the participants said that they had put the skills honed in the Really? workshop into praxis afterwards, improving their ability to recognize stereotyping and discrimination in their surroundings and their ability to communicate across difference, thereby supporting the project's goals of fostering intercultural understanding on campus and enhance student capacity to engage in difficult conversations. Participants reported engaging in active witnessing in creative ways, including supporting friends, denaturalizing discriminatory language, and working with the assumption of people's good intentions when intervening.

The quantitative data collected through surveys support the interview findings. The data indicates that the Really? workshop significantly increased participants' knowledge of how to respond when witnessing discrimination: while only 28.2% felt their knowledge was "quite" or "a lot" before the workshop, 87.2% reported this was the case after the workshop. Furthermore, Participants reported a substantial increase in confidence in own ability to recognize discrimination and stereotyping. Before the workshop, 15.4% strongly agreed with the statement "I am confident in my ability to understand and identify stereotyping, prejudice, and discrimination when it happens in my everyday life." After the workshop, 60% strongly agreed with this statement.

The survey data affirms that Really? succeeded in its objective to empower students to respond to discriminatory and hurtful language and behaviour as they witness it. The workshop significantly increased participants' willingness to intervene in two proposed scenarios of discrimination (sexism and homophobia) and doubled their sense of both intervention skills and knowledge in these two scenarios. Importantly, the data suggests that skills are more important than knowledge for increasing students' willingness to intervene, thus affirming Really?'s emphasis on practice and skill-building. In the interviews, most participants requested more opportunities to practice active witnessing, and this suggests that skills-focused trainings should be prioritized in future initiatives. In both the surveys and the interviews, participants affirmed the value of anti-discrimination work and suggested that active witnessing should be a central value to student leadership at UBC.