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# EPIC 2020- 2021

ANNUAL REPORT FOR  
EMPOWERING PREVENTION  
AND INCLUSIVE COMMUNITIES  
PROGRAM



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# OVERVIEW OF 2020-2021

As we enter yet another year of COVID-19, we welcome a chance to reflect and engage with our stakeholders to both celebrate a year completed and look forward to future goals and improvements.

This year's annual report recounts a year of remote training, piloted trainings, and multiple new hires for the EPIC program.

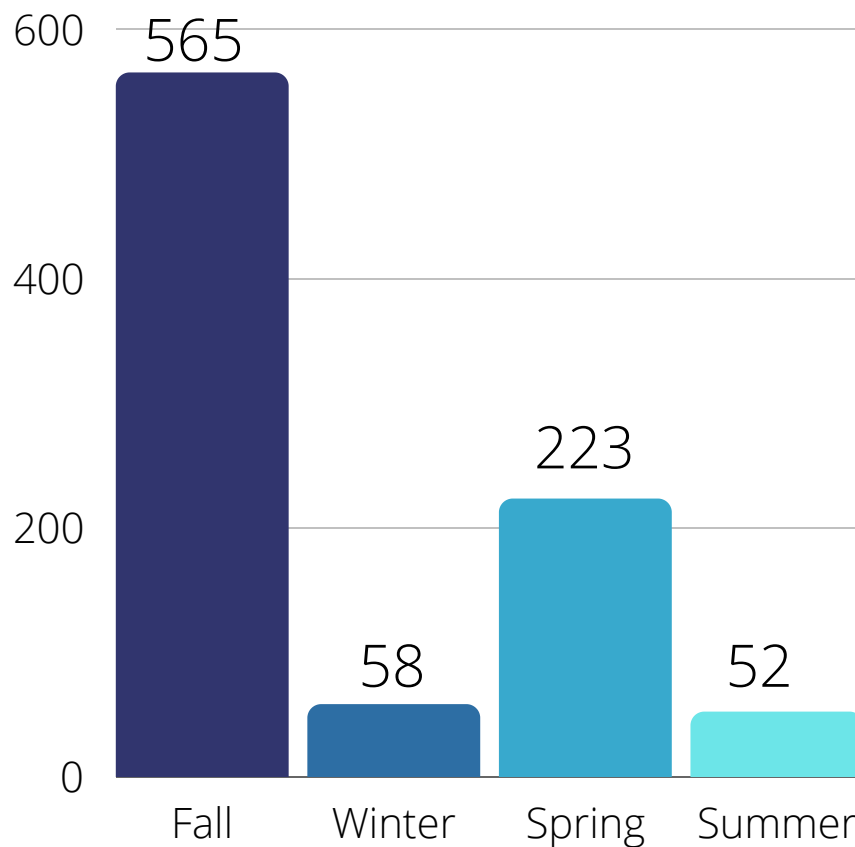
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## 2020-2021 NUMBERS



## TOTAL TRAINED 20-21

- 669 ASEs
- 115 Postdocs
- 54 Sessions
- 29 Departments



## COLLABORATIONS

- Paige worked with Jennifer Snider to schedule four successful trainings in the **Mechanical Engineering Department** to ensure comprehensive reach in the department.
- Kaelie worked with stewards and department administrators to schedule and successfully hold 6 trainings in **Electrical and Computer Engineering**, training 145 students over the course of spring quarter.
- Elena collaborated with the UAW 4121 **Postdoc Organizing Committee** to host a pilot training for stewards and organizers.
- Elena worked with stewards Annabel Beichman, Greg Booth, Claire Williams, administrators, and many co-facilitators to hold a large (~40 person) training in **Genome Sciences**.
- Kaelie, IB, and Elena collaborated with **UAW4121** to include EPIC as part of our union's leadership development workshop series.
- EPIC worked with the UAW 4121 **Anti-Discrimination Working Group** to create the Equity Survey report.

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## Equity Survey

The team worked with the ADWG to organize and solicit participation in the Equity Survey. Then the EPIC team worked with the analyze and synthesize findings from the Equity Survey.

## Chrysalis Network

### Conference Presentation

Paige and Kaelie presented at Chrysalis Network. Their presentation provided attendees with tools for conventional approaches to evaluating a program and asked what radical and responsive means of evaluation exist outside of the methods currently used today.

## ONGOING PROJECTS

## Toolkit

This year Kaelie worked on creating a toolkit for adapting the principles and research that EPIC is built upon for anyone interested in creating a similar program. We are working on distributing this toolkit.

## Trauma-Informed Pedagogy Paper

Paige is working on a paper that applies Trauma-Informed Social Services in a Prevention Education program. Paige uses trauma-informed principles to analyze EPIC and our current approach to pedagogy.

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**ONGOING PROJECTS: CURRICULUM REVISIONS****Calling In and Calling Out**

In order to ensure that our curriculum is continually evolving we revamped a section in our curriculum focused on Calling In & Calling Out. This skill equips students and postdocs with action-oriented steps that prepares them to recognize harmful situations and engage appropriately. We also discuss being on the receiving end of Calling In & Calling Out and how to respond in a sensitive manner.

**2.0: Tweaked and Rebooted**

This year we rebooted the EPIC 2.0 session in the Winter and revisited the curriculum in the Summer to include material that we determined would be relevant for folks who wanted to develop advanced skills past those introduced in the 1.0 training.

**Co-facilitator Training**

In the coming months we're going to revise how we recruit and train co-facilitators as we look to more in-person trainings.

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## QUARTERLY BREAKDOWN

 **Autumn 2020**

- Paige and Kaelie presented “Our Data, Our Stories” at the Chrysalis Networks’ Puzzles Conference.
- EPIC held annual report meetings for over 40 stakeholders.
- EPIC piloted co-facilitator training.
- Elena was hired as first Postdoctoral Training Specialist.

**Winter 2021** 

- Kaelie revised and adapted the 2.0 training curriculum for Zoom, holding 4 sessions.
- IB hired and trained as new ASE Training Specialist.
- Paige onboarded as new SafeCampus prevention education and communications manager.
- Elena was trained and held her first Postdoc training.
- Intermediate evaluation for Fall 2020 conducted
- EPIC began hiring search for a second and third Postdoc trainer after Postdoc contract negotiations.

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## QUARTERLY BREAKDOWN

**Spring 2021**

IB was onboarded and held her first training.

EPIC and the UAW 4121 Anti-Discrimination Working Group prepped and distributed the Equity Survey

Revised curriculum modules for skill-building to enable tailored trainings based on what each department needs.

Worked with the ECE department as part of a grievance resolution to train ASEs, Postdocs, faculty, and staff. From this process, Kaelie and Elena developed protocols for department-wide training.

**Summer 2021**

Implemented updated version of the Calling In/Calling out module.

Revised and implemented EPIC 2.0.

Modified our scheduling process to ensure more consistent and even trainings throughout the year. This will result in better experiences for trainers and expand opportunities to work in-depth with more departments.

After ASE contract negotiations, we began a search for a third ASE trainer.





## POSTDOC PILOT PROGRAM

Elena held the first Postdoc EPIC trainings this year after tailoring the curriculum to Postdocs' working conditions and relationships. These EPIC trainings serve as an important opportunity for Postdocs to build harassment prevention skills in community with one another. Because Postdocs tend to be isolated within departments, these trainings also help build community within their departments, and across campus.

This year we have developed best practices to coordinate and ensure good attendance for different types of EPIC Postdoc trainings. To-date, Elena has held six departmental trainings and three university-wide trainings, resulting in 115 trained Postdocs.

## THE POSTDOC PILOT PROGRAM

How we coordinate a departmental EPIC training for Postdocs:

- Meet with Postdoc(s) in department to (1) identify a date/time and to (2) understand department culture as it affects postdocs specifically (1 hour)
- Develop and coordinate communications for trainings with department (1 hour)
- Coordinate with departmental Postdocs, Postdocs in UAW 4121, and department administrators to increase registration (4-5 hours)
- Periodically update registration and contact lists (1 hour)
- Review Zoom registration; tailor and set up training (1 hour)
- Identify co-facilitators, provide them with resources, and meet with them (1.5 hours)
- Prep and host EPIC training (2 hours)
- Send out follow up resources to attendees; send thank you to department administrators, organizers, and co-facilitators; send data to SafeCampus (30 mins)

## KEY CHALLENGES OF THE POSTDOC PROGRAM

- **Postdocs are often isolated**, which makes communication and registration difficult for EPIC Trainings. Isolation also makes it difficult for Postdocs to seek help when needed.
- **Some departments don't have an email list of all the postdocs that they hire.** This shows a lack of integration of Postdocs into the departmental community and a lack of departmental and administrative support for Postdocs, as a community.
- **The Postdoc Trainer position is only 8 hours a week.** Hiring more trainers will help us expand the capabilities of the program and train more Postdocs.

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## ELECTRICAL AND COMPUTER ENGINEERING

**As part of a grievance settlement between UAW 4121 and the ECE department, all members in the department, including faculty, staff, Postdocs and ASEs had to receive harassment prevention training.**

1. Kaelie met with Aileen Trilles, Bridget O' Flaherty, Mark Rafferty, and Momona Yamagami to establish communication protocols and points of responsibility.
2. Templates for communicating about the training were developed and Bridget identified common times when students were able to attend the training.
3. Consistent check-in meetings with administration and organizers alike ensured consistent registration.
4. Kaelie held meetings with co-facilitators to ensure community buy-in and trauma-informed trainings.

## NOTABLE ACHIEVEMENTS:

- Working with the department, we trained 150+ ASEs and 20+ Postdocs in one quarter.
- Developed a toolkit for this to be possible in other departments.
- Gained insight into local work needed to supplement trainings to truly improve ASE and Postdoc experiences.

## HIRING / ONBOARDING AT EPIC

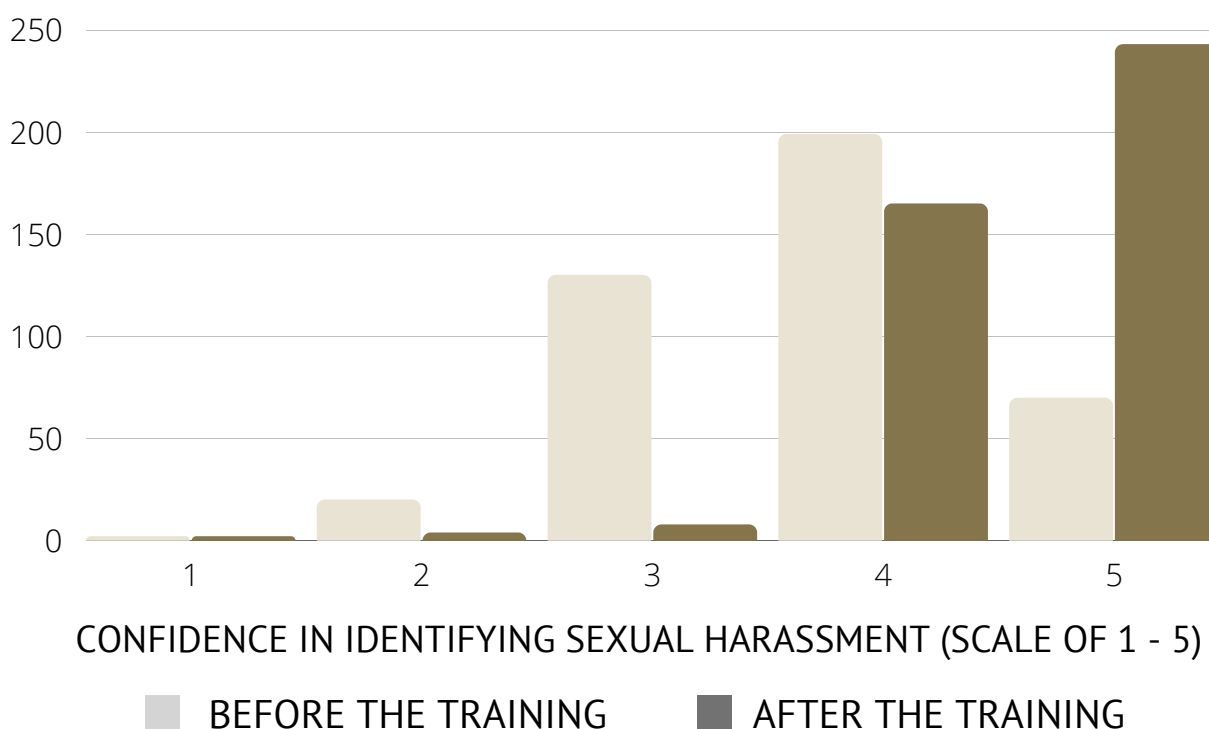
This past year, we also had to adjust our hiring and onboarding processes to fit a virtual work setting. Some of the steps involved with onboarding new hires includes:

- Holding remote stakeholder meetings with several organizations across campus: SafeCampus, confidential advocates, Title IX.
- Engaging with the UAW 4121 to learn about the union, union meetings, and working groups in the union.
- Conducting literature review in contemporary prevention research.
- Attending an EPIC training to better understand what it entails.
- Learning and practicing how to lead a training with the SafeCampus and EPIC team.
- Researching topics for new modules to incorporate into trainings like counterspaces.
- Planning and leading a first training.
- Practicing how to communicate with department administrators about the logistics of setting up a training.
- Learning about the Equity Survey and Annual Report projects and assisting in creating new processes for Equity Survey analysis.

## EVALUATIONS

Evaluation is an integral step in our program as it measures the efficacy of our training methods. Our evaluations inform us on the issues that matter to students in relation to equity, inclusion, and access. Having this information allows us to better tailor the skills taught in our trainings and prepare students for addressing the issues that are important to them.

This past year, **98% of respondents said they were likely to intervene if they witnessed someone being harassed.** We also observed **a significant increase in respondents' confidence in identifying sexual harassment after attending a training.**



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We received feedback from participants that they appreciated experiencing the training with their peers, which speaks to the efficacy of our peer-to-peer approach. When asked what they found helpful participants said:

“I really enjoyed hearing other's perspectives on how to deal with different situations in the bystander training. Also, reading through the google doc that showed others' ideas for promoting a healthy work culture was helpful too! Thanks for organizing this!”

We also conduct **intermediate evaluations** every quarter to serve as a “check-in” for students who attended trainings during the previous quarter. This survey asks questions around witnessing and experiencing sexual harassment as well as broader questions regarding the culture in departments and the university at large.

This year, we noticed increased awareness around the topic of sexual harassment in our attendees. **50% of respondents indicated that they were having discussions around the topic of sexual harassment with others.**

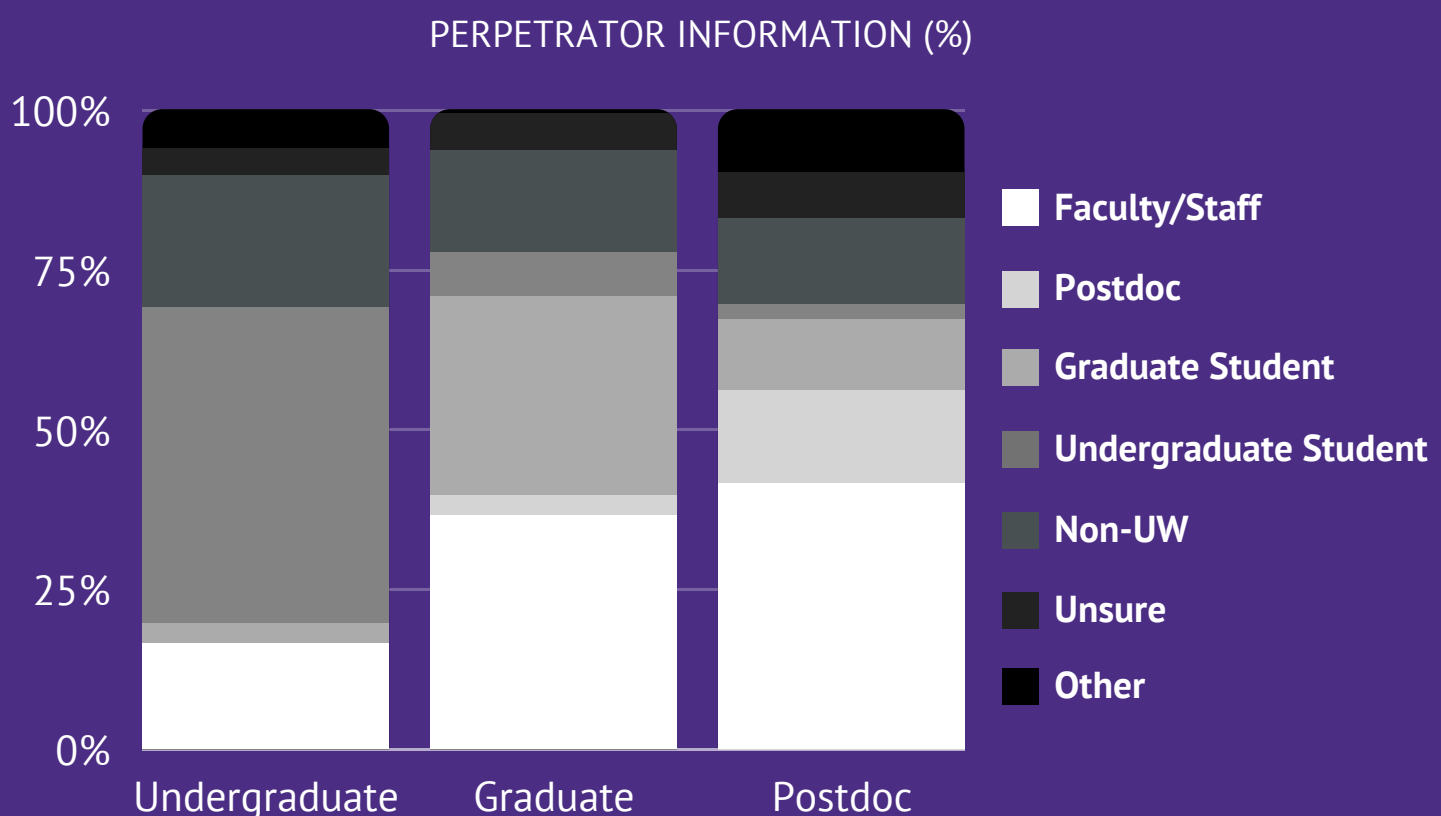
When asked “What successes have come up for you in using the skills we discussed during the training?”, one of our respondents said:

“I feel [I] have several verbal tools “in my pocket” for use when needed to intervene when I see or hear inappropriate actions or words.”

## EQUITY SURVEY

The Equity Survey is an annual evaluation conducted among ASEs and Postdocs across the university. This year's Equity Survey found that people are still being harassed by their supervisors.

In the past year, almost **50% of respondents reported experiencing sexual harassment**. To delve deeper, we asked and analyzed what positions the perpetrators in these experiences occupied. **We found that faculty/staff made up the majority of this category.** After faculty and staff, we also found that respondents were likely to experience harassment from their peers.







## FUTURE PLANS

- **Tailoring the curriculum:** We plan to expand the skills that we teach to ensure the training is relevant to ASE and postdoc needs. Two new modules we will be working on are **intersectionality** and **managing up**.
- **Employing a systematic and comprehensive approach to trainings:** We want to explore new ways of organizing and conducting our trainings to focus on shifting the culture in departments and university-wide.
  - This will include identifying departments where ASEs and Postdocs are having really bad experiences and organizing trainings there.
  - It will also mean extended relationship building with departments.



## FUTURE PLANS

- **Build a sense of shared responsibility among departments, ASEs, and Postdocs:** In order to begin this work of culture shifting identified above, we plan to define new ways of attaining buy-in from departments, ASEs, and Postdocs. Some of these ways include:
  - Departments including information about EPIC in their handbooks.
  - Develop methods for departments to track their own progress in matters related to equity & inclusion (like the equity survey).
- **Maintain the structure of co-facilitators to support EPIC trainings:**
  - Collaborate with co-facilitators to continue harassment prevention work in their department.
  - Develop cross-departmental networks.

## RECOMMENDATIONS:

EPIC MAKES THREE RECOMMENDATIONS TO SUSTAIN THE CHANGE THAT EPIC HAS FOSTERED. WE HOPE THAT UW WILL TAKE INTO SERIOUS CONSIDERATION THE RECOMMENDATIONS OUTLINED HERE AND ENSURE IMPLEMENTATION.

- **Make EPIC training mandatory** when trainings are scheduled through departments. This eases administrative difficulties, demonstrates UW's commitment to EPIC, and ensures wider education about resources, bystander intervention, and identifying harassment.
- **Coordinate efforts between the SafeCampus and EPIC teams to train departments holistically.** Coordinating ensures that graduate students and postdocs aren't solely responsible for departmental culture.
- **Fund and implement peer-based support on a departmental level.** Attendees that have shown leadership potential should be cultivated and compensated for the equity work they do in their departments.





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