

EPIC 2021- 2022

DECEMBER 2022

ANNUAL REPORT FOR EMPOWERING PREVENTION AND INCLUSIVE COMMUNITIES PROGRAM



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OVERVIEW OF 2021-2022

As we continue to navigate the ever-changing working and learning spaces at UW, 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 trainings, program expansions, and multiple new hires for the EPIC program.

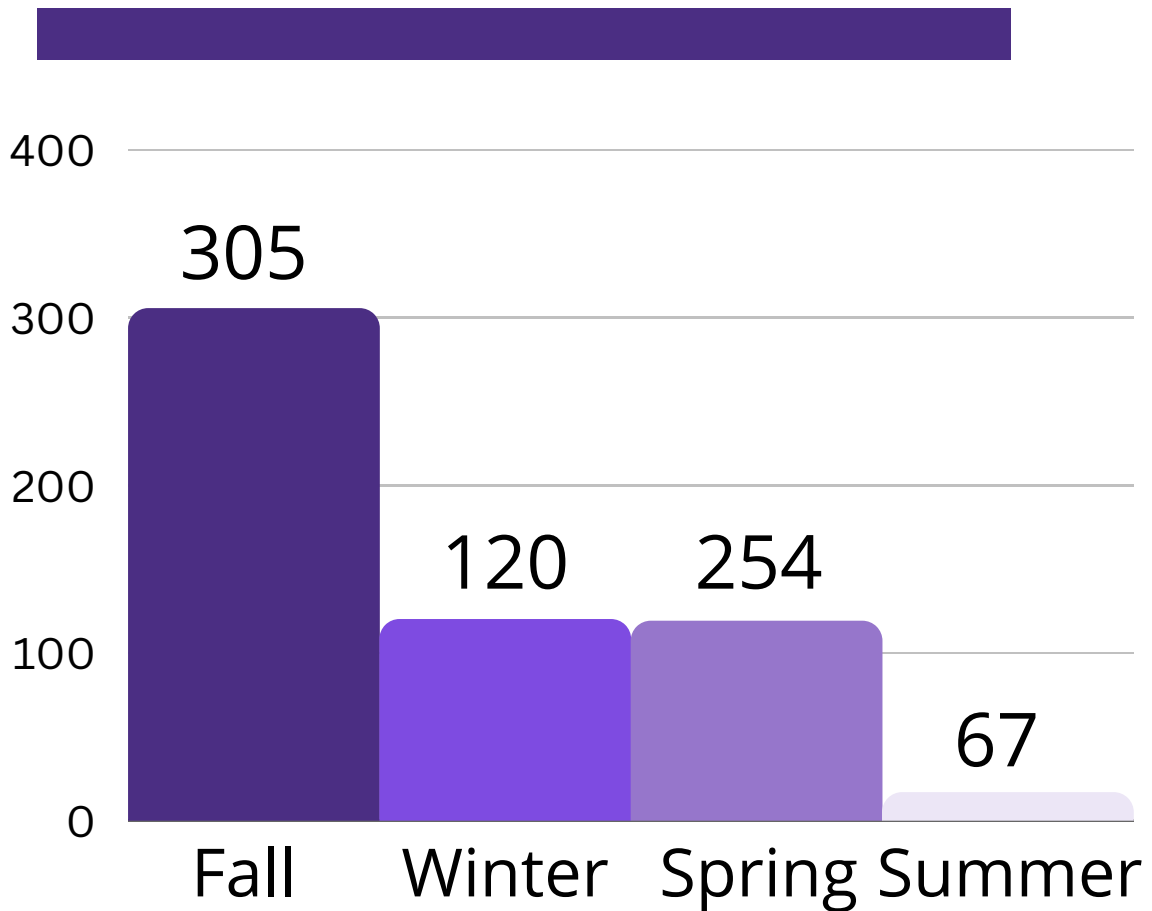
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2021-2022 NUMBERS



TOTAL TRAINED

- 470 ASEs
- 160 postdocs
- 42 sessions
- 25 departments



COLLABORATIONS

- Kaelie compiled a detailed toolkit from her past collaboration with Electrical and Computer Engineering so that future EPIC trainers can schedule training sessions with a departmental approach.
- Elena and Rebecca collaborated with the UAW 4121 Postdoc Organizing Committee to disseminate information about EPIC training (and registration) to new UW postdocs via union orientations and email blasts.
- Rebecca collaborated with the Postdoc Organizing Committee to make sure postdocs in departments with EPIC training got at least two peer-to-peer emails encouraging registration.
- EPIC worked with the Anti-Discrimination Work Group to update and analyze the 2022 Equity Survey.
- Sarah, IB, and Vern collaborated with the ASE Organizing Committee to deliver a Summer 2022 union organizer version of the EPIC training (parts 1 and 2) to 18 organizers across campus.
- In the physics department, Sarah, Rebecca, and Paige partnered with the EDI committee and union organizers, specifically Nicel Mohamed-Hinds, on this full-scale approach to trainings. They helped improve strategies for approaching departments through EDI committees and data tracking methods for building ongoing relationships with union organizers for improving outreach and turnout around trainings.

COLLABORATIONS

- Based off of Kaelie's toolkit, the EPIC team collaborated with several programs to take a comprehensive approach to trainings, simultaneously scheduling trainings for ASEs, postdocs, and faculty. This required logistical meetings between the EPIC team and department members including administrators, faculty, and union organizers at the ASE and PD levels, streamlined communication efforts from all involved, and increased participation of organizers to strategize around turnout. A few key successes:
  - Biology (for postdocs and faculty)
  - College of the Environment (Departments: Aquatic and Fishery Sciences, Atmospheric Sciences, Earth & Space Sciences, Enviro Interdisc, Forestry, Marine and Environmental Affairs, Oceanography)
  - iSchool
  - Institute for Protein Design
  - Pharmacology (and Pharm-associated Center of Excellence in Neurobiology of Addiction, Pain, and Emotion)



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Equity Survey

Vern substantially improved the analysis process with detailed documentation to improve reproducibility.

Sarah, Rebecca, and UAW 4121 Anti-Discrimination Working Group members developed a strategy for conducting more in-depth analysis of the qualitative data.

Curriculum Revisions

The EPIC team collaboratively updated the 1.0 training to focus on individual power and understanding our own positions and abilities to intervene or effectively support our peers.

Vern updated the focus of the 2.0 training to build upon the changes made to the first part of the training.

SPECIAL PROJECTS**Zine: The 5 Ds**

Sarah and Vern created a zine that expands on the 5D's of bystander intervention to incorporate strategies encompassed in each of the 5D's and provides a larger set of tools for building a healthier, safer community. The zine also contains UW and community resources for folks seeking support.

Website, Feedback, & Evals

IB redesigned and Jer updated the EPIC website to improve visual appeal and navigation.

Rebecca developed and distributed feedback form for stakeholders to increase two-way information sharing.

Updated evaluation process and increased participation by 256% in the survey distributed three months after training.

ONGOING PROJECTS

1.0 Updated

The training has been updated to provide a more nuanced foundation of definitions around power, identity, and harassment. This shared foundation allows the training material to build more complexity into the intervention methods and skill-based modules in the later part of the training. The revisions incorporate new or expanded audience interaction methods, including free response polls, quick writes, polls with large group discussions, and scenario-based small group discussions. The team expanded the skill-based modules to provide attendees the option of what skill they would like to focus on during their training - calling in/calling out, setting and maintaining boundaries, identifying and addressing microaggressions, and a UAW 4121-specific module around specific intervention skills for stewards and organizers. More modules are in development, including applying a research mindset to DEI/anti-harassment work, developing systems of accountability, and creating group agreements.

2.0 Tweaked and Rebooted

The second part of the training series is focused on collective power and discussing different approaches to organizing and enacting change, identifying possibilities for broader, structural changes, and conducting a power analysis to pinpoint who can (and how to) make those changes. Similar to the 1.0 training, several methods are utilized to solicit audience participation, including free response polls, quick writes, and scenario-based small group discussions.

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QUARTERLY BREAKDOWN

 Autumn 2021

- Sarah was onboarded and held her first training.
- Rebecca was hired as a new Postdoc Training Specialist.
- EPIC held Annual Report meetings for **[xx]** stakeholders.
- Rebecca and Sarah shared Equity Survey and Annual Report data with UAW 4121 members during an EPIC team takeover of the monthly member meeting.

Winter 2022

- Rebecca was onboarded and held her first training.
- Vern was hired as a new ASE Training Specialist.
- EPIC began a curriculum revision process to update the curriculum to incorporate more nuance around power and identity, expand the skill-based modules, and create more cohesion between the 1.0 and 2.0 trainings.
- EPIC, led by IB, worked with iSchool ASEs, postdocs, and faculty to implement a department-wide EPIC training .

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QUARTERLY BREAKDOWN

**Spring 2022**

EPIC held two more department-wide trainings for ASEs, PDs, and faculty in Physics and Pharmacology.

Vern was onboarded and held their first training with their revised 2.0 curriculum and logistical process.

EPIC held a training for UAW 4121 staff incorporating portions of the new curriculum and received positive feedback.

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

Summer 2022

— Jer was hired as a new Postdoc Training Specialist.

— Anis was hired as a new ASE Training Specialist.

— EPIC and the UAW 4121 Anti-Discrimination Working Group conducted quantitative and qualitative analysis on the Equity Survey results.

EPIC modified our scheduling process to ensure better data tracking, prioritize providing both the 1.0 and 2.0 trainings, and include strategies for working with UAW 4121 organizers and department administrators.



POSTDOC PROGRAM EXPANSION

We trained ~14% of all UW postdocs this year (n=131)

We were able to capitalize on the momentum Elena built during the postdoc program's first year to provide postdoc trainings in a total of 12 departments this year (increased from 10 in AY2020-21), alongside 4 trainings open to postdocs across UW. Altogether we've trained over 230 UW postdocs.

As in 2020-21, several departments were reached via one super-area combination (2020-21 School of Public Health, 2021-22 College of Environment). Moving forward we hope to build on the success of these super-area trainings to increase our reach to departments with relatively few postdocs.

POSTDOC PROGRAM EXPANSION: DEPARTMENT-WIDE APPROACH



Four of the individual department trainings were coordinated to occur in close proximity with ASE trainings, two of which also scheduled contemporaneous SafeCampus' *Building Healthy Workplaces* trainings for faculty. This department-wide training paradigm can help emphasize that trainees should not and cannot shoulder the entire burden of improving academic culture at UW. It can also catalyze broader conversations between department faculty and postdocs and ASEs, which is a desire that comes up repeatedly in conversations with department administration and faculty. This department-wide schema may also indicate more meaningful buy-in from area leadership and allows for broader departmental advertising, both of which help drive participation.

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POSTDOC PROGRAM NEEDS

Outreach to postdocs can be difficult and time-consuming. The program would greatly benefit from access to a strong university infrastructure for communicating with postdocs. That said, because so few departments have postdoc-specific communications or administrators, postdoc EPIC trainings tend to require buy-in from more members of the department, thereby increasing EPIC's overall visibility.

We know from the Equity Survey and from training-related conversations that isolation continues to be a challenge for UW postdocs. While EPIC takes pride in helping connect postdocs to support one another, 1-2 contact opportunities through EPIC can't sustain a support network. Additional university- and department-level efforts are needed to help postdocs of all backgrounds integrate and flourish. These efforts would also benefit from a stronger infrastructure for broad communication with UW postdocs.

While the postdoc program has funding for three postdoc trainers, we have struggled to recruit postdocs to fill them. Part of the difficulty recruiting postdoc trainers likely stems from poor postdoc-specific communication mechanisms at UW, but it is compounded by the prevailing tendency of academia to devalue the work of building strong communities. The university must make additional efforts to recognize and reward this type of work in order to engage and support more community members.

2.0: COLLECTIVE ACTION

Before the COVID-19 pandemic, the EPIC training was one 3-hour long training. However, since moving trainings remotely, we now offer them in two 90-minute trainings to reduce Zoom fatigue.

After being onboarded to the EPIC team in early 2022, Vern began focusing on the EPIC 2.0 training. This included overhauling the turnout and registration processes and holding more 2.0 trainings. We also developed process documents, which outline current practices in detail (including providing email templates).

The EPIC 2.0 training builds on what is covered in the 1.0 training by focusing on collective power to intervene in and prevent sexual harassment in academic spaces. During the training, attendees:

- Discuss different approaches to accountability and organizing
- Identify possibilities for broader, structural changes
- Conduct a power analysis to pinpoint who can (and how to) make those changes

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2.0: COLLECTIVE ACTION



A total of 8 virtual EPIC 2.0's were held between May and August 2022, including:

- 2 department-specific trainings for the Chemistry department
- 2 union organizer-specific trainings as part of new organizer onboarding and a summer organizing workshop series
- 4 “catch-all” workshops that anyone who had completed a 1.0 was encouraged to attend

NEXT STEPS



The increased number of EPIC 2.0 trainings offered in 2022 is a big success for the program. However, there are still opportunities to continue to improve the process and implementation of these trainings. Adjusting the outreach and registration process so that participants register for both parts of the training at the same time would significantly reduce the number of hours EPIC trainers spend on outreach. This would leave more time for other priorities like developing curriculum, connecting ASEs and postdocs to each other and organizing efforts, and creating additional resources. This new process is in place for testing in Fall 2022 and we look forward to reporting increased efficiency and attendance in next year's report.

EVALUATIONS: 1.0 TRAINING

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 participants. Having this information allows us to better tailor our workshops and prepare ASEs and postdocs for addressing the issues that are important to them.

This academic year, 539 ASEs and postdocs completed the 1.0 training. This training focused on growing bystander intervention skills in order to prevent and address sexual harassment in academia. Of these participants, 40% (n=215) completed a post-training evaluation.

(VERY) LIKELY TO INTERVENE

PRE: 70%

POST: 96%

FAMILIARITY WITH RESOURCES

PRE: 2.58

POST: 4.29

1: NOT FAMILIAR

5: VERY FAMILIAR

CONFIDENCE IN IDENTIFYING SEXUAL HARASSMENT

PRE: 3.85

POST: 4.55

1: NOT CONFIDENT

5: VERY CONFIDENT

After training, 96% of respondents said they were likely to intervene if they witnessed someone being harassed. We also observed increases in respondents' confidence in identifying sexual harassment and familiarity with relevant resources. **On average, 86% of respondents rated each segment of the training as helpful or very helpful.**

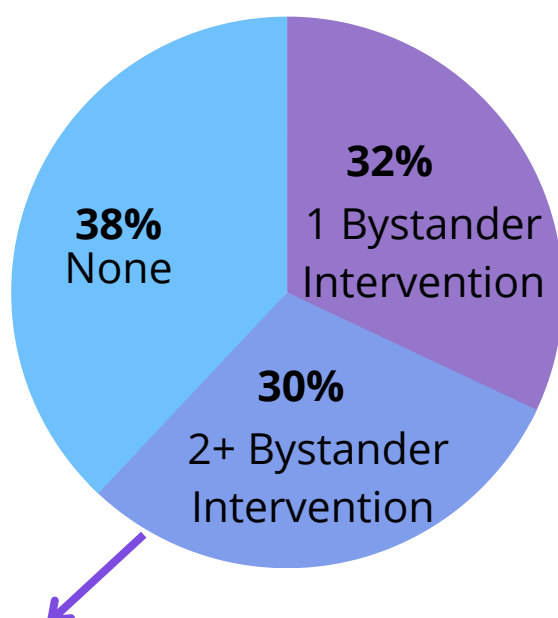
“Honestly, it was probably the most useful training I have received on this topic. I liked that it was discussion-based and that the presentation itself was specific and to the point.”

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EVALUATIONS - 3 MONTHS LATER

This year 33% (n=179) of 1.0 participants also responded to our intermediate (3-month post-training) survey. This was a substantial increase (256%) over past years' participation, which is likely due to process modifications the team made to standardize the number and timing of emails soliciting participation.

In the intermediate survey, participants were asked about their experiences with sexual harassment, bystander intervention, and attitudes toward sexual harassment over the past 3 months. 25% (n=45) of respondents reported experiencing or witnessing sexual harassment in the past 3 months. However, when asked about specific behaviors (such as derogatory jokes, dismissive comments about women or minoritized genders, different treatment, unwelcome romantic or sexual advances, etc.), 45% (n=80) of participants reported witnessing or experiencing sexual harassment in the past 3 months (183 instances across 8 types of sexual harassment). **This disconnect strongly suggests a continued need for discussion and clarity in our UW academic communities about what constitutes sexual harassment.**



62% of participants engaged in at least 1 bystander intervention in the 3 months after training.

When asked about successes they've experienced using the skills discussed in the training, participants said:

Increased communication is always a success and having more conversations [...] has led to normalization of these topics and skills.

Reevaluating my response, attitude and awareness of gender in the workplace. Also, power imbalances at the workplace.

GOALS & PLANS



We will continue building skill-based modules for tailoring the 1.0 training. In the works: systems of accountability, developing mentorship teams, group agreements, positionality and academic bias.

We will further develop our approach to systematically tracking training coverage and turnover in order to optimize departmental training frequency and broaden reach across the university.

We aim to improve the balance of ASE trainings across the academic year to prevent trainer burnout in the fall orientation crush.

We hope to develop a strategy to further facilitate department-wide discussion following trainings and/or provide department leadership with actionable, carefully anonymized feedback.



RECOMMENDATIONS & NEEDS

Our program can only be its most effective with support from the UW and UAW 4121 communities. We appreciate past stakeholder support and have identified some ongoing needs. We propose the budget be opened up for use fulfilling the following needs:

We need more support with advertising and outreach around the Equity Survey from the university, especially with regard to postdocs.

The work of Equity Survey analysis has fallen almost completely on the EPIC team and unpaid UAW 4121 organizer labor. The Equity Survey requires additional labor beyond the team's capacity, and the team needs to be able to fairly compensate that labor.

We recommend encouraging EPIC trainers to participate in relevant trainings and workshops (focused on, for example, survey design/analysis and SPSS/RedCap proficiency).

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- For his support on qualitative analysis for the Equity Survey: William Yang
- For their vital support in organizing training all ECE ASEs and postdocs:
- For their participation in hiring processes:
- For making all of our Zoom-based trainings possible: almost one hundred co-facilitators
- For advocating for, expanding, and believing in EPIC: UAW 4121 members
- Each other for all the support and hard work during this long, long year.