

# Empowering Prevention & Inclusive Communities (EPIC)

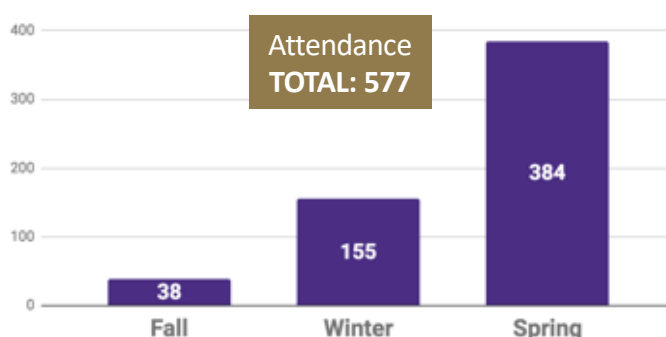
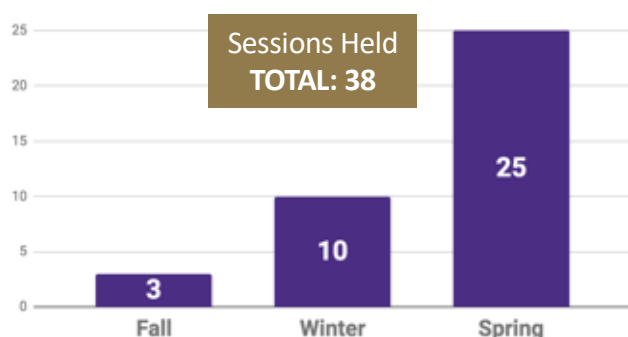
## Academic Year 2018-2019



### I. EPIC

After receiving feedback from AEs that the name **Prevention of Sexual Harassment and Discrimination (PSHD) training program** was too clunky and didn't represent how innovative the program is, we officially changed the name to the **Empowering Prevention and Inclusive Communities (EPIC) training program**. This name better reflects that our training is participatory and collaborative, and that it's focused on prevention and shaping community norms.

### II. Who We've Reached



College/School	Sessions	Departments Covered		
Arts	2	Art, Art History, and Design	<b>Drama**</b>	
Humanities	5	Asian Languages & Literature Classics <b>Comparative Literature**</b> English	French & Italian Studies Germanics Linguistics	Near Eastern Languages & Civ. Scandinavian Studies Slavic Languages & Literature
Natural Sciences	4	<b>Applied Mathematics*</b>	Chemistry**	Mathematics*
Social Sciences	5	Anthropology* Communication* Geography*	History Jackson School of Intl Studies	<b>Philosophy*</b> Political Science*
Engineering	11	<b>Aeronautics &amp; Astronautics*</b> Chemical Engineering**	CSE**** ECE*	HCDE* Mechanical Engineering
Environment	4	Atmospheric Science*	Earth and Space Science**	<b>Oceanography*</b>
School of Medicine	3	Biochemistry Biological Structure	Molecular and Cellular Biology Pharmacology*	Psychiatry and Behavioral Sciences
Evans School	3	Evans School of Public Policy		
Foster School	3	<b>Foster School of Business</b>		

## Key Target Areas for AY 19-20

College/School	Priority Departments
UW Bothell	Writing Center*, etc
UW Tacoma	Teaching & Learning Center, etc
Humanities	English, etc
Natural Sciences	Biology, Physics, Astronomy, etc
Education	Education
Tutoring Centers	CLUE, UAA*, Odegaard Writing Center, etc

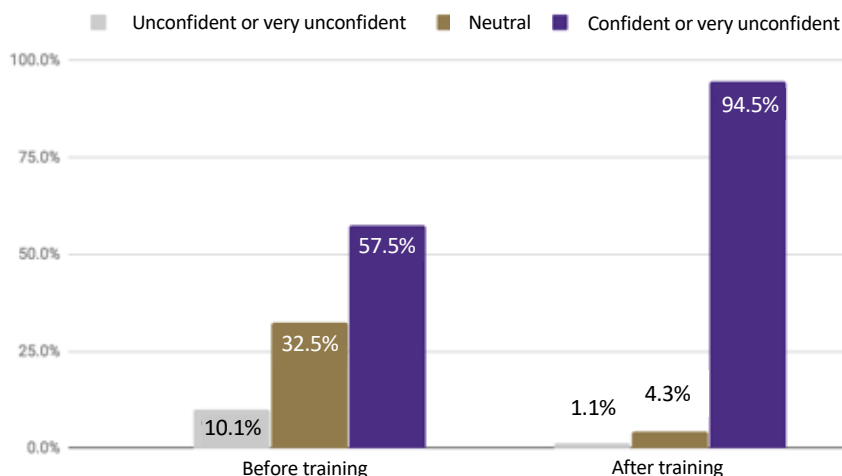
College/School	Priority Departments
Engineering	ChemE*, CEE, CSE*, MechE, MolES*, etc
I-School	Information School
Environment	Fisheries, Forestry, etc
Public Health	Biostatistics*, Epidemiology
School of Medicine	Biochem, BioE*, Microbio*, Neuro*, etc

\*Scheduling for Fall 2019 in progress or complete

### III. Evaluation

After each training session, we ask participants for feedback on three key curriculum areas to assess how well the training changes participants' confidence, knowledge, and behavior. We utilize a retrospective pre-post model by asking participants to complete both the pre- and post self-assessments *after* the training has been completed. This model is particularly helpful for ensuring that participants' self-assessments of their starting points aren't unrealistically inflated, thus yielding a more accurate measure of change.

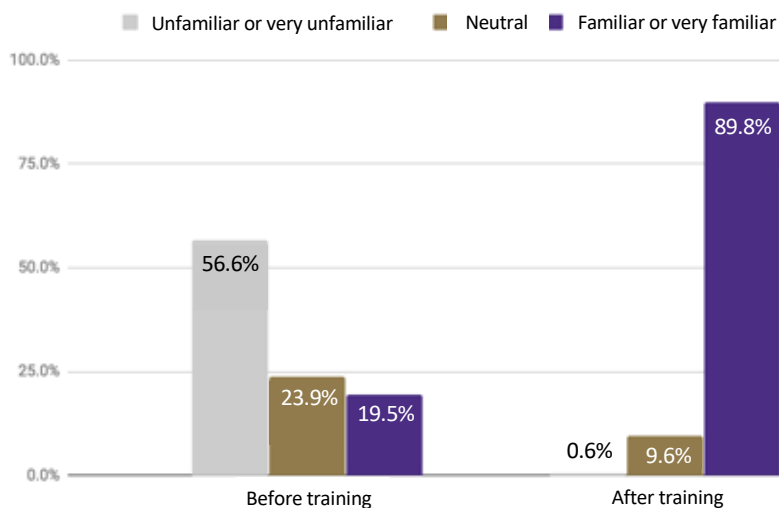
#### Confidence identifying sexual harassment (including gender harassment) if it happened in your department



*"It was helpful to learn language for gender harassment. I have witnessed that kind of talk and behavior a lot but never had a term for characterizing it."*

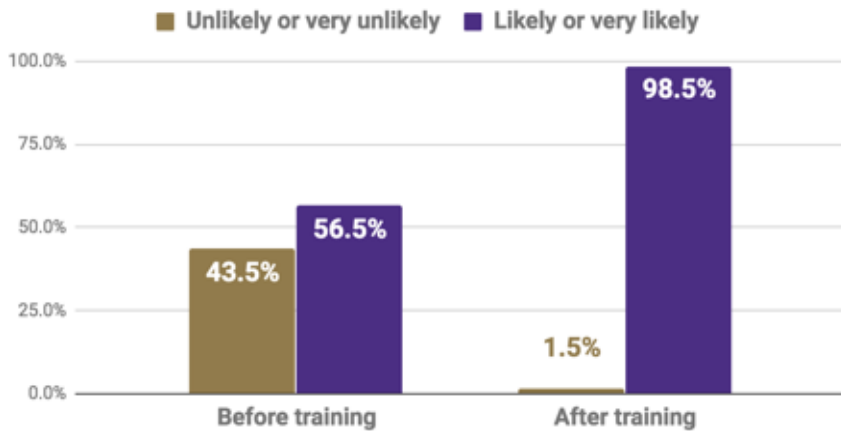
*"It was most interesting understanding what sexual harassment entails. I didn't know some of the comments would be harassment."*

#### Familiarity with campus resources



*"Having all the resources in one place was great."*

## Likelihood to intervene (e.g., by using a bystander strategy) if you witnessed someone else being harassed

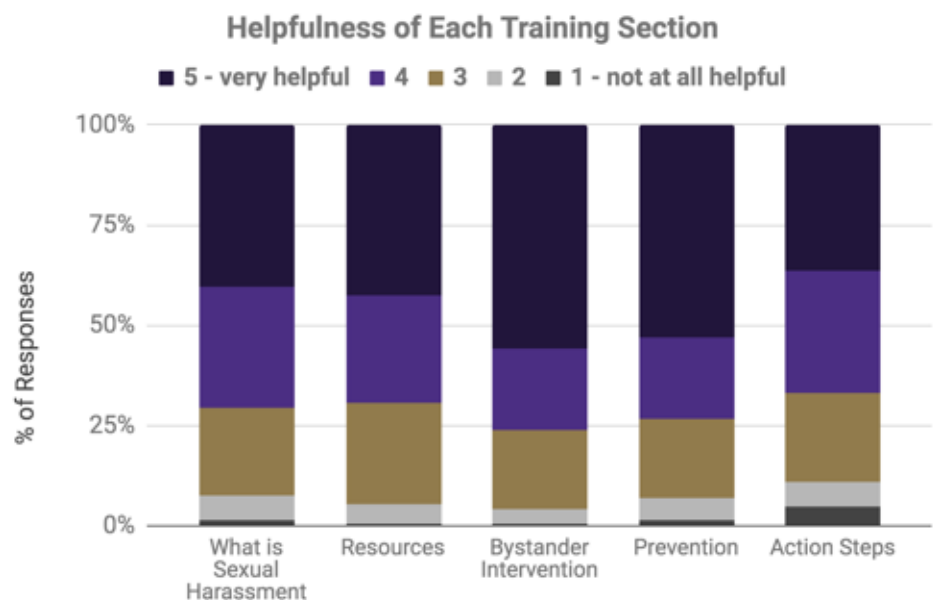


*"I now feel much more capable of assisting as a bystander. Walking through scenarios was super helpful."*

*"This was a very good training program. I feel much more equipped to handle situations I might encounter in all areas of my life, not just on campus."*

## Helpfulness of each training session

Additionally, after each training session, we ask participants to evaluate how helpful they found each section of the curriculum. A clear majority of participants rank each section either "Helpful" or "Very Helpful"



## IV. Curriculum Evolution

The Training Specialists led curriculum development with continual support and feedback from the Program Supervisor. The EPIC curriculum is designed to evolve with the needs of the ASE community and individual departments. Using feedback and insights from our first 38 training sessions, we have identified and acted upon two key evolutions:

- > Moved from a model where every standard session ran 3 hours to a model where a standard 2-hour department- or discipline-based session is supplemented by a 1-hour interdisciplinary 2.0 session.
- > Early versions of the prevention section were too abstract for participants or were too far removed from their everyday experiences. We've refined that section to focus more heavily on participants' day-to-day lives.

Overall, participants find both the structure of the session and topics covered engaging and useful for shaping their understanding of the issue of sexual harassment at UW and in academia.

*"I was really impressed by the small-group and all-together discussions. These made me proud to be a part of my department, my university, and my union. I also especially enjoyed the prevention steps, which made it possible to understand \*everyone's\* role in the cultural underpinnings that support sexual harassment."*

*"The breakout sessions were very interesting. I learned a lot by discussing these issues with my peers."*

*"It was helpful to be in a smaller group of just grad students instead of mixed up with faculty and/or undergrads or in a giant lecture hall."*

*"I greatly enjoyed the mix of forms of interaction. The combination of online polls, writing, and group discussion, made it very engaging."*

## Culture of Prevention

One of the most innovative features of our curriculum is its explicit focus on prevention and building community norms that decrease the likelihood sexual harassment will occur in the first place. Not only is this in keeping with the most cutting-edge research on sexual harassment education and intervention work (e.g., refer to NASEM 2018), but we've consistently found that this model is also highly engaging and useful for participants.

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*"What was most helpful for me was learning about what we can do as a community to fight sexual harassment normalization. "*

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*"I think the training is a great way to begin normalizing the discussion around things like gender harassment, calling someone out/in and also being called in yourself."*

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*"I liked how much participation and discussion there was. It was very applicable and made it clear that we all play a role in changing the culture."*

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## Future Evolutions: Curriculum Modules

In the 2019-2020 academic year, we will move toward a modular structure for the prevention section of the curriculum. Currently, the primary way that we tailor the curriculum to the departments we train is through adapting the scenarios so that they reflect the dynamics and phenomena most common in departments and job types. Moving forward, developing a variety of modules will be a particularly efficient way to provide sessions that are even more tailored to the needs and interests of particular departments, job titles, and communities. This will also enable us to maintain and improve a strong commitment to intersectionality. In addition to the current prevention section modules, new modules will include:

<b>Allyship</b>	Participants will discuss the ways in which having more privilege can translate into having more capacity and responsibility to do the work of creating a culture of prevention. This module will give concrete skills on how to wield that capacity in a responsible way.
<b>Boundaries</b>	Participants will develop skills around establishing and revising boundaries, as well as developing and communicating expectations that function in a variety of interpersonal and community relationships in an academic context.
<b>Fieldwork</b>	Participants will discuss and build strategies and resources for responding to and preventing sexual harassment in contexts where individuals are working at sites off campus. To develop this module, we plan to coordinate with Sea Talk, an ongoing interdisciplinary group that discusses the challenges of sexual harassment in fieldwork in the Applied Physics Lab and the College of the Environment.
<b>Inclusive Pedagogy</b>	Participants will discuss strategies and resources for creating inclusive classrooms and learning environments, specifically with attention to trauma-informed best practices. This will be particularly useful for departments and units where ASEs are primarily in instructional roles.

## V. Program Implementation

### Process Evolution

- > In Fall Quarter, we developed the curriculum, evaluated how the structure of session worked, and made adjustments accordingly.
- > In Winter Quarter, we began working with departments to schedule sessions for their ASEs. The EPIC Program Supervisor met with key administrators in the College of Engineering, the College of the Environment, the College of Arts and Sciences, and the School of Medicine.
- > The EPIC Training Specialists then coordinated with administrators in these areas to schedule sessions. This approach was ultimately quite time-intensive and did not result in high-turnout sessions.
- > At the end of Winter Quarter, we changed our approach in order to schedule more sessions and reach more people. The EPIC Training Specialists began having one-on-one meetings with stakeholders in target departments and more successfully strategized session scheduling and turnout. The high volume of sessions and attendance in Spring Quarter reflects this.
- > Throughout the year, the EPIC team met weekly to review progress and continued program development.

## Phases of Training Session Implementation

Pre-Training Preparation						Training	Post-Training
Work with dept administrators and ASEs to schedule a time, date, & location	Follow up with dept to announce training and email out registration	Meet with stakeholders in dept to discuss how to tailor curriculum and to solicit help with turnout	Assess projected turnout and improve attendance	Tailor PPT to dept needs	Send out reminder email	Session occurs. Participants fill out eval in the last 5 mins.	Review participant evals and edit curriculum accordingly
At least 5 weeks out	4 weeks out	4 weeks out	1-3 weeks out	Week out	24h out	Day-of	1 day to 1 week after
1 hour	1 hour	3 hours	2 hours	30 min	15 min	3 hours	30 min

**Total time per training: 11 hours**

The outreach we conducted with stakeholders in each department was critical to the success of each session. These conversations enabled us to develop trainings that were tailored to the group, and also enabled us to do the pre-training outreach and turnout that bolstered attendance and participant buy-in.

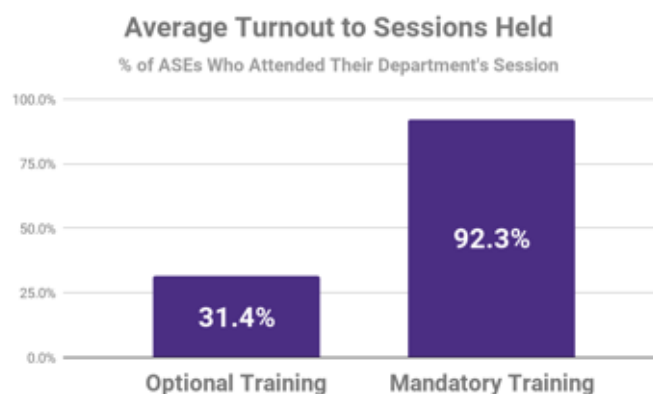
*"The scenarios in which we had to respond were very helpful because they were very relatable."*

*"I was impressed that the training was tailored to my department."*

*"The most helpful things for me were the real world examples."*

Research demonstrates that the ideal training size is 25-50 (e.g., Kalinowski et al 2013). For sessions that a department did not make mandatory, we spent significant time working to generate strong attendance. Mandatory sessions filled with little staff time.

Attendance for non-mandatory sessions averaged at 14 participants, whereas mandatory sessions averaged at 30. Additionally, departments who made the training mandatory had a significantly higher percentage of their ASEs attend than did departments where the training was optional. On average, in departments where the training was mandatory, 92.3% of the ASEs in the department attended, compared with only 31.4% in departments where the training was optional.



Our ongoing and regular evaluation component was hugely important for the successful evolution and refining of the curriculum. Participants' feedback in post-session surveys enabled us to make key changes to the curriculum structure to ensure its efficacy.

Our most successful sessions were in places where departments incorporated one or more of the following best practices:

Best Practice	Examples
The chair of the department conveyed the training was a priority by making the it mandatory	Aero & Astro, Comp Lit, Drama, Foster School of Business, Oceanography, Philosophy
The department cancelled an event that ASEs would have attended & scheduled the session instead	Chemical Engineering, Drama
The EPIC team conducted deep & early engagement with dept stakeholders, including with regard to scheduling, tailoring, and turnout	Chem E, Chemistry, Communication, Computer Science and Engineering, Drama, Oceanography





## VI. Collaboration

Departmental and UW community buy-in is crucial in our efforts, so over Winter and Spring Quarters, we sought out key collaboration points and welcomed opportunities to discuss program goals. These relationship-building activities help us ensure that the ways we discuss prevention at UW reinforce and complement others' efforts and that there is a broad understanding of our work outside just the intended ASE audience. Key collaborations this year include:

**EPIC Session for HR:** We held a training session for the HR Consultants and other HR Staff. During this session, we focused on conveying not only the content of the curriculum but also the pedagogical rationale behind how the session is structured.

**UW-UAW Equity Survey:** We worked with a group of UW and UAW 4121 stakeholders to develop and analyze the jointly administered equity survey, and presented key findings in a report.

**Bystander Intervention in the School of Drama:** In addition to the EPIC training we administered to the ASEs in the School of Drama, we also gave a modified, hour-long version for Drama undergrads. Developing a modified version for an undergraduate student population was an opportunity to generate material that will be useful for parts of the ASE population that are primarily undergraduate, such as tutors and undergraduate teaching and research assistants.

**#MeTooSTEM:** We delivered a version of our training during a session at the #MeTooSTEM conference hosted by Dr. Sharona Gordon, a professor in Physiology and Biophysics as well as the founder of Below the Waterline, an organization that focuses on grassroots responses to sexual harassment in academia.

**Faculty/Staff Trainings:** The EPIC Program Supervisor delivered a version of the training adapted for faculty and staff in: Aquatic and Fisheries Science, Computer Science and Engineering, Foster School of Business, Nursing, Philosophy, Pharmacy, and at UW Tacoma.

**Faculty/Staff Buy-In Meetings:** We attended college-wide meetings with chairs and administrators of the College of Engineering, the College of the Environment, the College of Arts and Sciences, and the School of Medicine. During these sessions, we discussed the approach, objectives, and content of our sessions and answered questions.

## Future Collaborations

Because having strong relationships in a variety of academic communities is helpful both in establishing buy-in and in allowing us to provide the most current and accurate information about prevention efforts around campus, we would like to continue to develop relationships with new partners in the coming year. These include:

- > **Department Equity and Diversity Coordinators:** Including in the Computer Science and Engineering department.
- > **Tacoma and Bothell:** In conducting initial outreach to UW Bothell and UW Tacoma in Fall and Winter Quarter, it quickly became apparent that the dynamics and contexts at those campuses are different enough from the typical PhD program at UW Seattle that simply implementing the program we've developed for UW Seattle ASEs would not be successful at UW Bothell or UW Tacoma. We also recognize that a critical component of developing successful trainings at those campuses is to build solid relationships with key administrator and student stakeholders. We began that work this year, but given our limited capacity, were unable to complete this relationship-building to the extent that we wanted. We plan to make this a priority for AY 19-20.

## VII. Recommendations

### Recommendation 1: The EPIC training program should be mandatory, and departments should take other measures to demonstrate that this is a priority.

- > Making a training mandatory was one key way that departments communicated to their AEs that this training and issue are a priority for them. Feeling confident that one's department takes sexual harassment seriously has been shown to have a strong impact on training effectiveness (Cheung et al 2017), and this is one easy way to bolster AEs' confidence.
- > As discussed above, the mandatory sessions we conducted this year had significantly higher turnout generated by significantly less staff time. We initially set a goal of holding 48 sessions to reach 1000 AEs. While we've come quite close to the number of sessions (at 38), we're much farther from the number of participants (at 577). Making the training mandatory would help the program reach its intended volume, particularly as the program expands to include the Postdoc unit.

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*"The 2 hours were engaging and thought-provoking and I believe that every single person in the university can and will benefit from this training, especially undergraduate students, staff, and faculty, not only AEs."*

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### Recommendation 2: The EPIC training model should be extended to prevention education for every UW group.

- > A peer-led, in-person prevention model that is tailored for a group of 25-50 participants is highly effective at increasing ability to identify sexual harassment, increasing awareness of campus resources, and increasing likelihood to actively intervene when others experience harassment. In particular, our prevention model offers guidance and practice with specific skills, an approach that is shown to be far more likely to help change behavior than just increasing awareness or sensitivity (Rosenthal et al 2016).
- > The most frequent comment we receive at the end of each session is that faculty and staff should receive the same training. Holding analogous sessions for those groups would also help demonstrate to AEs that culture change is something the entire University community is developing a conversation around, which bolsters buy-in (Cheung et al 2017) and the kind of across-the-board cultural norm-setting that is necessary for prevention (NASEM 2018, 121). Further, the few trainings we were able to conduct for faculty and staff were well-received.

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*"Prevention and effective response of all types of harassment...can only be addressed if every member of the UW community is aware and equipped to handle [them], and I believe that this training is a step in that direction."*

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### Recommendation 3: The EPIC training program should be consistently funded across not only the academic year but also each summer.

- > This academic year we were continually constrained by our capacity as a program, and our limited hours meant we could not complete all the work necessary for the program's long-term success. For instance, we regularly have had to delay substantive evaluation analysis, have not been able to build significant relationships with UW Bothell and UW Tacoma, and have not been able to consider larger curriculum adaptations or develop new modules many participants have expressed a need for. We have also not been able to develop the kind of infrastructure that will be necessary to efficiently and successfully maintain the program when new AEs are hired into the positions and when the Postdoc unit is integrated. Summer is a prime time to do these kinds of critical sustainability work.
- > In addition, summer is a key time to schedule sessions for Fall Quarter. For one, department administrators often use summer to plan out for the academic year. For another, as we clearly saw in Winter 2019, scheduling can take weeks to complete, so it should be happening on an ongoing basis, as we did in Winter for Spring Quarter. Waiting until Fall Quarter has started to begin scheduling for Fall means we will not be able to schedule the volume of trainings necessary to meet our overall goals for program reach each year.

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*"What was most helpful about this training was hearing from others in my department since we rarely have these conversations."*

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*"The way that the presentation of the material emulated the material itself was helpful for me."*

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## VIII. Works Cited

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