OVERVIEW OF 2019-2020

As a new program, EPIC has been at the forefront of many changes on campus. 2019-2020 provided unique challenges and opportunities. Most significantly, COVID-19 upended our commitment to in-person trainings and required curriculum revisions and new modes of participation. This report recounts the work of our program in the last year, despite the experience of remote academic environments for many in our community.

CONTENTS

In the report you will find:
1. The Year in Numbers
2. Recommendations
3. Collaborations
4. Ongoing projects
5. Quarterly review of work
7. Future plans to increase the program's visibility and reach
8. Acknowledgements
FALL 2019 NUMBERS (800)

TOTAL TRAINED 19-20

978
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. This eases organizational difficulties, demonstrates UW’s commitment to EPIC and ensures wider education about resources, bystander intervention, and identifying harassment.

• Foster coordination between UW Resources. Our data shows that most ASEs are confused and uninformed about resources, including Title IX. Our training has been a central resource for many, but cannot do that education alone.

• Fund 50% Summer Appointments: We need a more reliable source of funding at 50% that will allow us to focus on logistics, reporting, and community outreach--all of which are essential to autumn prevention work.
COLLABORATIONS

CONVERSATIONS WITH COMMUNITY PARTNERS

**Equity Survey:** Paige and Kaelie worked with the Anti-Discrimination Working Group of UAW 4121 to analyze the data gathered during the second iteration of the Equity Survey.

**Title IX Training and Education:** Paige served on the Title IX Training and Education Working Committee, a committee developing online and in-person content for sexual misconduct prevention and response training that will be received by all new students and new employees at the University of Washington.

**Erin Casey:** The EPIC team met with Dr. Erin Casey, a professor of Social Work at UW Tacoma, in order to discuss distribution of the EPIC model and publication of aspects of the program.

**Rebecca Milliman:** EPIC met with Rebecca Milliman, the Prevention and Education Coordinator for Harborview Abuse & Trauma Center. They met to discuss how to share their program implementation toolkit to wider audiences.

**Prevent Connect Coalition:** Sam and Paige presented about the EPIC program at the Prevent Connect Coalition’s National Townhall webinar.

**NASEM Action Collaborative on Preventing Sexual Harassment National Summit:** Sam and Paige presented a poster to academics and practitioners at the National Academies of Sciences, Engineering and Math in Autumn 2019.

**Organizer Series Training:** Kaelie and Paige contributed material for and promoted an organizer series training for UAW 4121 in Spring 2020.
• **Onboarding Toolkit:** Kaelie is revising the trainer toolkit to account for the COVID-19 environment and her own experiences with onboarding.

• **Hiring a Post-Doc Training Specialist:** We are currently working on recruiting a Post-Doctoral Training Specialist to better reach that underserved community.

• **Publications:** Paige is working on an article about trauma-informed approaches and pedagogy, using EPIC as a case study.

• **Prevention Toolkit:** Kaelie is designing a toolkit that would allow other universities to adapt EPIC for their needs.
• **Addressing the Intersection of Racism and Sexism:** Given the recent surge in activism around anti-Blackness, we hope to develop a module that deals more explicitly with the intersection of sexual harassment and racism. Since the murder of George Floyd, questions have arisen about what it means to show an institutional commitment to different kinds of oppression at the same time. It also means thinking about how to prioritize the prevention of sexual harassment as a racial justice issue. Attempts to create a racially equitable campus that ignores issues like rape culture, misogyny, and transmisogyny will necessarily only perpetuate violence.

• **2.0 Action Steps Training:** We plan to regularly schedule trainings for past attendees. The training follows up on brief action steps conversation from the first training.

• **Outcomes and Indicators:** We will update our goals and learning outcomes for the program in light of COVID-19 restrictions.
QUARTERLY BREAKDOWN

- **Autumn 2019**
  - 800 students trained across 17 departments.
  - UW-Tacoma and UW-Bothell sessions were well attended.
  - Orientations continue to be a popular and challenging time. The demand is higher than our capacity.

- **Winter 2020**
  - Equity Survey administered.
  - New ASE, Kaelie Giffel, hired.
  - Equity Survey data analyzed by Paige and Anti-Discrimination Working Group.

- **Spring 2020**
  - Post-doc position empty after Aric Colunga’s departure.
  - Zoom training for COVID-19 context developed, piloted and delivered in two pilot trainings.

- **Summer 2020**
  - Paige created the Equity Survey Report.
  - Kaelie created the Annual Report.
  - Coordinated 17 trainings for the first two weeks of the quarter.
  - Training in CSE delivered.
  - Intermediate survey administered and analyzed.
After the training, how likely are you to intervene?
Responses: 676

On a scale of 1-5 how familiar are you with UW resources for responding to sexual harassment?
Responses: 676

- The pre/post retrospective evaluation for the EPIC training asks which sections of the training participants found most compelling and also measures their sense of agency leaving the training.
- The overwhelming majority (94%) feel empowered by the training, indicating their willingness to intervene in future situations.
- Additionally, EPIC seems to be a central point for education about the university’s resources. The majority of participants initially knew little to nothing about available UW resources. They ultimately leave with more knowledge.
This survey is distributed annually by UW and UAW 4121. It measures campus climate and also looks for whether EPIC is having an effect on that climate. 36% of students surveyed have reported experiencing harassment. As last year, we found that there is a gap between experiencing and identifying harassment. Holistically, confidence in the university's commitment to equity, inclusion, and prevention of harassment is lower compared to confidence in departments.

Department takes issues of equity, inclusion and harassment seriously

University takes issues of equity inclusion and harassment seriously

Have you experienced any of the following in the past year?
EPIC'S ADAPTED ZOOM CURRICULUM

The NASEM report discourages online trainings, because they are not effective or engaging. In addition, there is research to suggest that virtual training may intensify harassment and microaggressions because it is more difficult to enforce and create community norms. We thoughtfully adapted to address these concerns and still deliver EPIC to ASEs.

KEY ADAPTATIONS

• **90 minutes:** Zoom fatigue is real. We want participants to be fully engaged so we condensed material to expand discussion time and PollEV.

• **Breakout Rooms:** To model the in-person group work, we create breakout groups of 4-5 people to discuss the material. Each breakout room has a co-facilitator.

• **Co-facilitators:** We ask volunteers to run a breakout group where they facilitate the discussions. We meet with the co-facilitators before each training to discuss how to prevent and address harm through trauma-informed pedagogy.
PARTICIPANT FEEDBACK FOR THE ZOOM CURRICULUM

"I really enjoyed the breakout rooms because they offered a better opportunity for me to engage with the material. Hearing others solutions to the same problems really helped open up my perspective."

"I really enjoyed the examples and conversations around sexual/gender harassment- pointing out the less obvious ways that this manifests was super helpful. Also really interesting to learn about the 5 D's and walk through them- I'm going to take that technique into practice moving forward."
INTERMEDIATE EVALUATION
Mid-term Evaluation and Qualitative Data

• Across four quarters of evaluation, we have a sample of 131 responses.
• Participants frequently asked for follow-up conversations to the EPIC training, including department specific conversations about action steps, and repeat trainings.
• Many specifically requested mandatory EPIC trainings for students and faculty.
• Many qualitative comments asked for “Resources about how to handle it when it happens to me.”
• One participant also indicated online resources as helping address some access issues: “Having a place to report behavior to the department/ university online would be amazing.”
INTERMEDIATE EVALUATION

Reporting: Knowledge and Access

Since the training, have you experienced or witnessed anything that constitutes harassment? 131 responses

- The qualitative data indicates common uncertainty regarding resources, accounting for the **low reporting rates**.
- There continues to be uncertainty about what constitutes harassment: A majority respond "no" even though they have witnessed and/or experienced harassment.
- One two-hour session cannot totally overwrite the conditions that produce harassment. This suggests room for more education and more dedicated resources.

This graph tallies witnessing and/or being the target of harassment, in addition to responses that registered neither. 100 responses

- Unsure 12.8%
- Yes 7.5%
- No 79.7%
- Both 43.5%
- Witnessed 26%
- Targeted 6.1%
- Neither 24.4%
Participants reported high rates of bystander interventions. **77% engaged in some form of bystander behavior.**

We asked participants what specific bystander intervention tactics they have engaged in. They've been grouped here into general categories that map onto the 5 Ds that we teach in the curriculum. Participants cited discussions and education most frequently, suggesting that EPIC is sparking broader conversations even outside the trainings.

Participants were more sure of their responsibility to intervene but less certain that they knew how. Both of these results suggest an appetite and need for the 2.0 trainings.
ACKNOWLEDGEMENTS

This report was written on unceded territory. We respectfully acknowledge the stewardship of this land by the tribes and bands within the Suquamish, Tulalip and Muckleshoot Nations throughout the generations.

We want to thank Kiana Swearingen for her consistent and unwavering support; Gillian Wickwire, Elizabeth Wilmerding, Laura Fay, Natalie Dolci, and Roberta Blood for their feedback and engagement during our curriculum overhaul; Sam Sumpter for hosting and facilitating breakouts for our first Zoom training; David Parsons for his feedback and support; our fellow union members for believing in our work. Finally, we would like to thank each other.