

UW School of Public Health Anti-Racism Universal Training Proposal

Prepared by Dr. Victoria Gardner, Dr. Ahoua Koné, and rukie hartman, MA
in collaboration with the SPH EDI Anti-Racism Training Work Group | September 2020

Background

During the 2019-2020 academic year, in response to a petition signed by over 300 UW School of Public Health (SPH) students demanding “mandatory recurring anti-racism training for all staff, faculty, and students”, the SPH Dean tasked the SPH Equity, Diversity & Inclusion committee (SPHEDIC) to propose recommendations for implementation.

In launching a new anti-racism training within SPH, we acknowledge that such training is, by itself, a small response toward racial equity against the backdrop of 500 years of oppressive, structural racist policies that is manifesting in the current covid-19 pandemic and the continuing and horrific trauma of police brutality, including the recent murders of George Floyd, Breonna Taylor, Tony McDade, Elijah McClain, Ahmaud Arbery (among so many names) – all of which occurred despite years of diversity trainings. We are struck by both the “futility” of more training as well as the urgency and importance of this task as part of a broader anti-racist strategy. Racism is a fundamental public health issue, both as a direct cause of ill-health and death and an underlying determinant of health. Tackling this issue requires both inside work and outside work; becoming aware of our biases, privileges, social positions and identities, and acting to undo at both the individual and system levels, the racist ideas and policies that continue to dictate structural and power norms and everyday realities of academia, leadership, health, and the criminal justice system.

This is not the first time that appeals for anti-racism training or activities were expressed to the SPH. In 2013, a letter was issued by Community-Oriented Public Health Practice students demanding “a more robust and courageous approach to race in both classroom culture and course content” (Hagopian, et. al., 2018)¹. In 2016, following a racial profiling incident in the Department of Global Health, concerned students, staff and faculty requested anti-Black awareness and accountability followed by a prolonged campaign demanding a UW Police Department reform to create a “Safe Campus For All” at the University of Washington, particularly for Blacks, Indigenous People and People of Color (UW Concerned Faculty, 2016)². Similar petitions for cultural and Black people awareness were formulated by students from the School of Medicine. During the same period, a parallel effort was made to develop a school-wide competency resolution on racism. In 2016, the SPH Curriculum & Education Policy Committee adopted the following resolution: “Recognize the means by which social inequities and racism, generated by power and privilege, undermine health”. Building on this history, an SPH EDI Workgroup was formed in the summer of 2020 to address the recent SPH students’ petition. This workgroup included over 45 faculty, staff and students from SPH.

Approach

The first step of the EDI workgroup was to develop learning objectives for students, staff, and faculty. The workgroup was then divided into three subcommittees – student, faculty, staff – and created

¹ Hagopian, Amy et al. Adopting an anti-racism public health curriculum competency: The University of Washington Experience. *Public Health Reports*, 2018, Vol 133(4) 507-513.

² UW Concerned Faculty. Open letter to UW President, 30 November 2016.



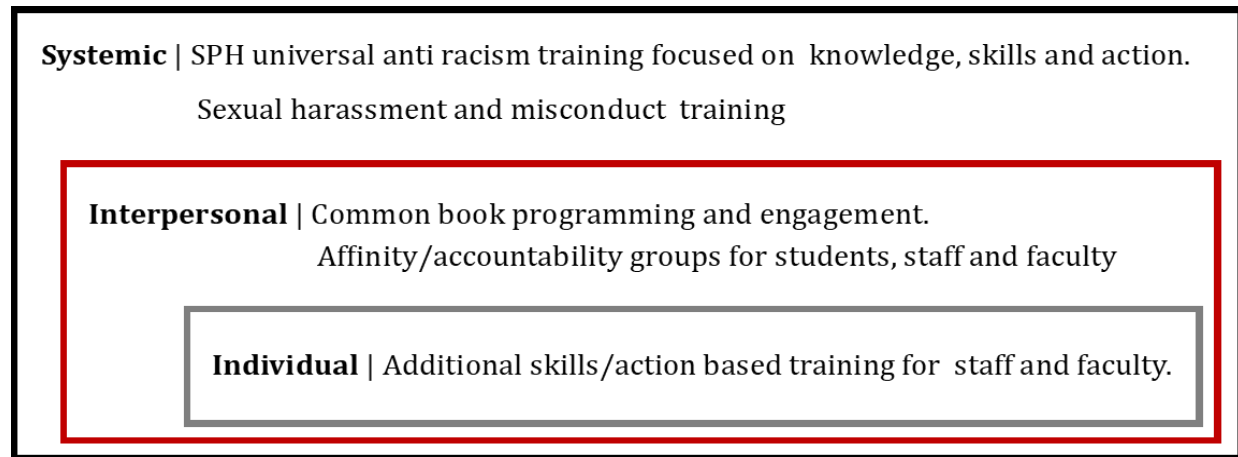
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learning objectives that were discussed in small and large group settings. After organizing the learning objectives into **Knowledge, Skills, and Action**, the committee further subdivided into race-based (affinity) discussion groups to review and revise the objectives. In these discussions, we focused on the content areas for each objective, and what might be missing. We also discussed strategies that could complement training implementation and evaluation. What follows is a recommendation for an SPH wide community-based approach for anti-racism training and engagement developed by this group.

A Community Based Approach to Anti-Racism Training and Engagement

The figure below shows the conceptual framework we are using to show the informal curriculum for a school wide anti-racism training effort that integrates the multiple levels of continuous unlearning and relearning that needs to happen in academia, during a complex period of time including an ongoing Black Live Matter protests and a covid-19 pandemic that is limiting personal interaction with colleagues, students and friends. Creating change requires multiple intersecting approaches. Further, matters of equity, diversity, and inclusion are often understood only in the context of institutional or systemic change. However, it also must be acknowledged that systems are made up of people, who must take on the role of doing the individual and interpersonal anti-racism work required to effectively achieve systemic change. Consequently, for SPH, we envision a community-based approach to anti-racism training and engagement, with different ongoing efforts at both the individual and system levels.



TRAINING & ENGAGEMENT AT THE SYSTEMS LEVEL

- **Universal Anti-Racism Training**

Given our school’s commitment to equity, justice and anti-racism as reflected in the 2020-2025 SPH Strategic Plan, we recommend universal and recurring anti-racism training that focuses on three core areas: knowledge, skills and action (See Table 1 for detailed learning objectives). The “knowledge” piece introduces participants to important key concepts and terminology such as race, racism, anti-racism, white fragility, equity vs. equality, social justice, transformative justice, cultural proficiency and others. The “skills” piece introduces strategies and techniques that we



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can use to unlearn and relearn new ways of being and modeling anti-racist behavior. The “action” piece challenges each of us to be accountable to each other and to be part of the shift we need to create a climate that renounces racism, sexism, classism, and many other forms of oppression. By creating a broad shared understanding of these topics, we establish a foundation for institutional change.

While all the proposed anti-racism trainings will contain an aspect of each of the three core elements of knowledge, skills and action, we recommend starting with facilitated Zoom based or in person universal training that will focus on knowledge building to help us build a common and shared understanding of anti-racism efforts on which we will scaffold further skills and action training. This initial training will be developed in-house and offered in two parts: Level 1A (2-3 hours) and Level 1B (2-3 hours) [4-6 hours total training time]. The Level 1A training will cover the history of race and racism in public health, key social determinants of health, and health care disparities. The Level 1B training will cover the constructs of social identities, privilege and intersectionality and how these impact public health. We recommend offering Level 1A training starting in Fall quarter 2020 with repeated sessions. With the support of and championing of departments and school leaders, we propose to offer Level 1B training starting in Winter quarter 2021 to faculty and staff who have completed Level 1A training. We will continue to offer Level 1A & 1B training throughout winter and spring 2021 (and beyond) for students, faculty, and staff. This proposal assumes that we have the capacity and the bandwidth to facilitate the universal trainings (Level 1A and 1B) with in house facilitators, specifically the Assistant Dean for EDI, EDI Program Operations Specialist, and EDI Committee Co-Chair. Implementation of this effort will require administrative support from the Dean’s office to help track workshop invitations, registrations, and documentation of completion. We acknowledge the stresses involved with the impending election and the continued social protest, and we recognize that most of the SPH community will be zoomed in on the election results and outcomes.

- **Level 1A Universal Training**
Focusing on History of Race and Racism in Public Health; Social Determinants of Health and Health Disparities
 - Synchronous 2-3 hours.
 - Reflects learning objectives expressed in Table 1.
 - Initial roll out in Fall 2020 for students, staff, and faculty.
 - Continue roll out in Winter and Spring 2021 (and beyond) for the rest of faculty, staff and students, including during spring break.
 - Efforts supported by SPHEDIC, SPH and department leaders including HR.

- **Level 1B Universal Training**
Focusing on social identities, privilege and intersectionality
 - Synchronous 2-3 hours.
 - Reflects learning objectives expressed in Table 1.



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- Initial roll out in Winter 2021 for people who have completed Level 1A training, prioritizing faculty and staff.
- Efforts supported by SPHEDIC, SPH and department leaders including HR.

TRAINING & ENGAGEMENT AT THE INTERPERSONAL LEVEL

The culture and climate of our school is largely informed by how we interact with each other. It is not realistic to address systemic change without paying attention to how we engage with each other. This is especially true given the many hierarchies of power that exist within a higher education context that often create barriers for how we talk about equity issues. To compliment the universal anti-racism training (Level 1 parts A and B, and Level 2), we recommend the creation of race-based affinity groups to help support ongoing learning and unlearning – race bound problems require race based solutions (Lipsitz, 2019)³. Based on our social identities, power and positionality, we all have different work to do when it comes to undoing institutional racism, and it is through affinity group work that this is best achieved.

Health Sciences Common Book

This year’s Health Sciences Common Book is “How to be an Anti-Racist” by Dr. Ibram X Kendi. We recommend that the school, the department and program leaders participate and encourage their teams to participate in health sciences wide conversations on anti-racism. SPH faculty and staff are closely involved in planning these efforts alongside other health sciences partners. Activities will begin during autumn quarter and will be widely disseminated.

Ongoing SPH Affinity Groups

To support the objectives of an anti-racist curriculum within SPH, we need to build together – build trusting relationships with each other, stay connected with our allies, find support and affirmation and healing through affinity groups. Affinity groups help build community, increase safety in dialogue, proactively share resources, provide moral support and positivity as individuals experience growth in their learning and cultural proficiency. Affinity groups are intentionally created as spaces to reflect, process and interact as well as act on social justice issues, especially those that align with broader demands at the community level. All the affinity groups will have coordinated facilitation from volunteers and consultants. We recommend the creation of opt-in listserves for the SPH community to sign up for meeting announcements and agenda items. Three affinity groups are suggested:

- **Black affinity group**

Supporting a Black affinity group is an intentional effort to provide community space within SPH for Black people (students, staff and faculty) to build together, share, learn, and interact

³ Lipsitz, George. The Sounds of Silence: How race neutrality preserve white supremacy. Chapter 2 in *Seeing race again*. Kimberle Crenshaw et al, eds (2019) 23-51.



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in a safer manner. To help make this happen, this group needs a dedicated external facilitator/consultant to avoid further burdening the few Black colleagues we have in the school and provide stronger systemic support. We recommend hiring someone who can create a monthly curriculum to support the wellness of Black students, staff and faculty.

- **Indigenous and non-Black People of Color affinity group**

Supporting this affinity group will require facilitation by at least two people, and we propose SPH staff members rukie hartman and Tess Matsukawa. This group will focus on addressing anti-Blackness in higher education, public health and our community, as well as be a space for Indigenous and non-Black students, staff and faculty to process their own experiences with internalized, interpersonal and institutional racism.

- **White affinity group**

Supporting this affinity group will require facilitation by at least two people, and we propose SPH staff members Liz Shriver and Joe Harper Kowalczyk. This group will focus on addressing anti-Blackness, White Supremacy culture, white privilege, and whiteness within our community of higher education for faculty, staff and students.

- **Large group reconvening**

While the bulk of the race-based work will be done within the different affinity groups, it will be necessary to reconvene from time to time as a large group to assess progress made and identify barriers and gatekeepers of the status quo. This may require a paid facilitator.

TRAINING & ENGAGEMENT AT THE INDIVIDUAL LEVELS

The path to systemic change is reinforced through individual accountability. It is individuals who are in positions of leadership and authority who will play an important role in addressing systems level change. To achieve this, we are recommending that faculty and staff, particularly those who are school leaders in positions of power, take an added active role in learning how to reflect anti-racism values, principles and actions in their work and environments by taking advantage of additional training opportunities that build on anti-racism principles and action. Given the ongoing nature of anti-racism work, we recommend that continued learning and training opportunities be provided in the following areas:

Level 2 Training (offered faculty and staff who complete Level 1A and 1B)

- Skills based sessions with variable hours (e.g., Interrupting Microaggressions Training).
- Faculty development training on integrating Black awareness and anti-racism strategies into classroom, teaching and research pedagogy.
- Staff development training on integrating Black awareness and anti-racism strategies in the school organizational culture, team and individual work plans.
- Leadership development around anti-racism, Blackness awareness and institutional accountability.



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- Reflects learning objectives expressed in Table 2.
- Efforts supported by SPH EDI Committee and department leaders including HR staff.

Other recommended Level 2 trainings:

- How to interrupt microaggressions (can be in-house).
- Calling in/Calling out/Accountability (can be in-house with invited guests).
- Government to government relations (How to work with tribes – UW or contract out).
- Intergroup Dialogue to train individuals on how to facilitate challenging conversations, particularly in the classroom or in work space (UW IGD experts).
- Scott Winn’s Leading and Teaching with Racial Equity for Structural Transformation.
- Dr. Nicole Robinson’s Cultural Connections by Design workshops that focus on creating diversity in higher education.
- Speakout Series with online webinars focused specifically on higher education and anti-oppression.

Ongoing evaluation and assessment

In addition to the proposed framework for anti-racism training, sexual harassment and misconduct training, and ongoing affinity group support, we recommend an assessment of the training via catalyst surveys. These evaluations will be supported by SPHEDIC co-chair Ahoua Koné and graduate student assistant Shanise Owens. We may also include a pre- and post-assessment to determine any changes in knowledge, skills and attitudes using both qualitative and quantitative data. We will also monitor the number and types of bias reports received in the Dean’s office, course evaluations, and climate survey data. Based on evaluations and feedback from this proposal, an on-going plan for anti-racism training at the school level will be recommended.



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TABLE 1: Universal Training Learning Objectives (Level 1A and B):
for students, staff and faculty

Learning Objectives	Key Concepts (this may change as curriculum is finalized)
To understand the construction of race and institutional racism within academia, research, and public health. To contextualize the distrust between communities of color and the public health.	History of race, racism; anti-blackness in society, higher education, medicine, academia, public health, and policy; Definitions of key concepts
To describe the different levels of racism and how these can act together to reinforce racist ideas and racist policies	Understand systemic, Interpersonal, and Individual racism; historical trauma, Anti-oppression framework; lateral oppression; targets & agents of oppression; safer spaces.
To understand how anti-blackness is perpetrated in academia, research and public health.	Define and contextualize behavior that leads to anti-blackness, colorism, and how this upholds white supremacy and patriarchy. How anti-blackness and colorism reflects across fields; Yosso’s Cultural Wealth model
To describe the characteristics of cultural humility and cultural proficiency and identify where each of us is on the spectrum.	Self-awareness, patience, flexibility of thought, curiosity, active listening, tolerance for ambiguity; reflection; empathy
To understand how white supremacy culture operates and manifests in our world; To ground and reground ourselves in disrupting white supremacy culture in our practice and relationships.	Colonization/decolonization, systemic racism, extraction mentality, capitalism, religious nationalization organizational culture; reflexivity; critical race theory; white supremacy culture (in health care, higher education, etc.); white fragility, privilege.



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To understand the complexity and Intersectionality of race, gender, class, place, ability and other identities and their accompanying power or lack thereof	Power analysis; intersectionality theory; anti-oppression theory
To explain the difference between not-racist and antiracist and to describe one's journey appropriately	Anti-racism principles –at both individual and organizational levels
To articulate a basic understanding of key social determinants of health and explain how and why these affect the health of Black, Indigenous and People of Color (BIPOC)	Social determinants of health, health disparities, criminal justice system



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TABLE 2: Possible Topics and Frequency for Level 2 Trainings. Skills-based follow up workshops available to people who have completed Level 1A and B universal training; individual workshops may be on different topics and focus on either a single learning objectives or combine two or more learning objectives.

Learning Objective	Workshop	When/Frequency
-To interrupt and respond appropriately to incidences of racism and discrimination based on positionality or environment; -To bring anti-racist frameworks to our pedagogy, curriculum, teaching, mentoring and advising.	Intergroup Dialogue	Winter & Spring 2021/Quarterly
-To move from reflection and learning to ethical action	Interrupting Microaggressions: Calling in/out	Summer (2 hours)
	Leading with Racial Equity for Structural Transformation	Spring 2021
To be able to identify and remove structural barriers within our school that perpetuate racism and anti-Blackness.	Dr. Nicole Robinson’s Cultural Connections by Design workshops that focus on creating diversity in higher education	Summer 2021
	Speak Out Seminar Series	Monthly
To increase our sense of institutional and individual accountability	Apichaya: Accountability	Spring or Summer 2021
To develop a basic understanding of sexual orientation and gender diversity and the role that stigmatization, discrimination has on access to healthcare, especially 2 spirit, queer and trans youth	2SLGBTQIA Health and Healthcare Disparities	Fall 2021
To understand how community organizing and direct action creates change	Direct Action Training	Annually



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Recommended AY 20-21 Schedule or Rollout

Quarter	Audience	Training Level	Frequency
Autumn	Faculty who will be teaching in Winter quarter	Level 1 A	2-3 Times
Winter	Students, Staff, Faculty	Level 1 A	3-5 Times
	Students, Staff and Faculty	Level 1 B	1-2 Times
Spring	Students, Staff, Faculty	Level 1 A & B, Level 2	3 – 5 times
	Students, Staff, Faculty	Level 1 A & B	3-5 Times
Summer	Staff and Faculty	Level 1A & B, Level 2	3-5 Times

