



SPH - UNIVERSAL ANTI-RACISM TRAINING
Evaluation of Training Data - Academic Year 2021-22

Presented by SPH Equity, Diversity & Inclusion Team

November 2022



Training Overview & Background

The University of Washington's SPH-EDI Universal Anti-Racism Training (UART) program has been offered to the school community since December of 2020. As a reminder, this training was launched in response to a petition signed by over 300 SPH students in Spring 2020, demanding from the Dean and department chairs, a mandatory and recurring anti-racism training for all staff, faculty and students.

The training we developed is offered as a two-part course (level 1A and 1B) and it focuses on three core areas: Knowledge, Skills and Action. The 'knowledge' piece introduces participants to important key broadened 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 to unlearn and relearn new ways of being and modeling anti-racist behavior. The 'action' piece challenges each of us to become more accountable to each other and to be part of the change we need to create a culture and climate that renounces all forms of oppression and phobia including racism, sexism, and classism. Specifically, level 1A centers on history of race and racism in public health, social determinants of health and health disparities. Level 1B centers on social identities, privilege, and intersectionality.

Framework of the UART Assessment

What do we want to achieve with the UART?

A. Raise awareness regarding:

- racism and particularly anti-black racism and how they are perpetrated in academia, research, and public health
- how white supremacy culture operates and manifests in our society and in our school

B. Improve knowledge/understanding of:

- the complexity and intersectionality of race, gender, class, position, ability and other forms of identities and their accompanying power or lack of
- the difference between being 'not racist' and being 'anti-racist'
- the basic understanding of key disparities in social determinants of health and the negative effect on the health of marginalized individuals
- target and agent identities, and their different stages of progression
- microaggressions and how to be an upstander
- the Restorative Justice framework

C. Create a safer space in our school for open and healthy dialogues regarding personal identities

D. Track the completion percentage of training among SPH faculty, staff, and students

- percentage completion measured on a quarterly basis



E. Gather feedback (positive & constructive) regarding the training and the facilitators as learning opportunities and to foster improvement

Training Timeline & Level



Training Attendance by Categories

Attendance by position

Training Attendance	1A	1B	Completed both 1A and 1B
Faculty	38	57	n/a
Staff	83	125	n/a
Student	71	27	38%
Total	192	209	

-UW Board of Directors and Chancellors (BODC) numbers (38) not included in these totals

-We are unable to provide faculty and staff completion percentages due to some faculty and staff completing UART in previous academic years.

Attendance by primary department for faculty and staff

Training Attendance	1A	1B
Biostatistics	20	47
Dean's Office	5	5
Environmental & Occupational Health Sciences	13	31
Epidemiology	14	22
Global Health	49	51
Health Systems and Population	16	25



Interdisciplinary	4	1
Total	121	182

***Students and BODC numbers not included

Attendance by self-reported gender

Training Attendance	1A	1B
Female	84	133
Male	33	46
Non-Binary	2	2
Other	2	1
No Response	0	0
Total	121	182

***Students and BODC numbers not included

Attendance by self-reported race/ethnicity

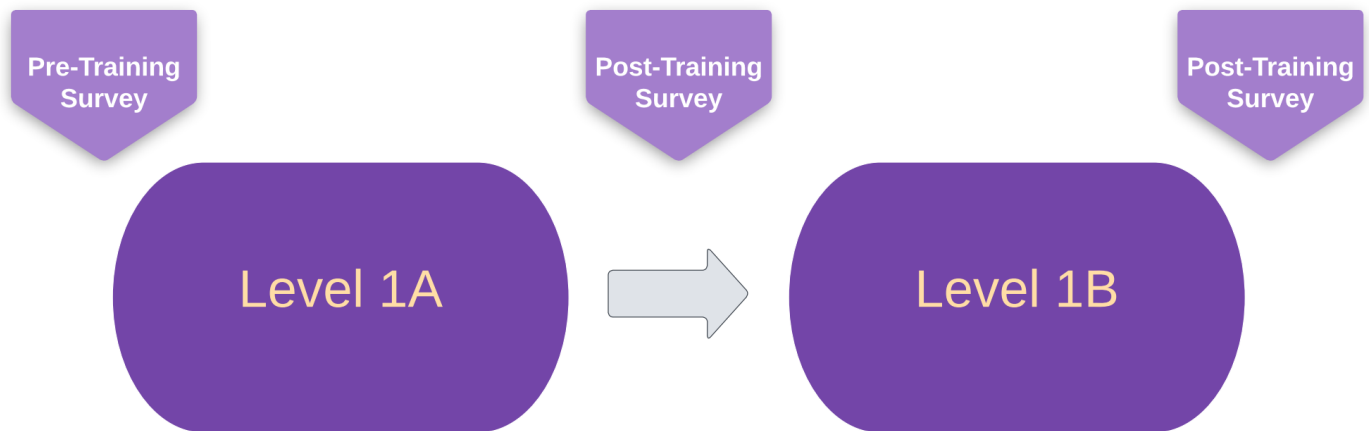
Training Attendance	1A	1B
American Indian/ Alaskan Native	1	0
Asian	16	20
Black or African	10	8
Chicano/Chicana	0	0
Hispanic or Latinx	0	5
Indigenous	0	0
Middle Eastern	1	2
Multiracial	13	10
Native Hawaiian/Pacific Islander	0	0
Other	1	0
White	79	137
Total	121	182

Any attendees who listed more than one race/ethnicity were included in the multiracial category

***Students and BODC numbers not included



Training Process & Data Gathering



Training Survey Completion Statistics

Training	Date	Quarter/Year	Faculty/Staff /Student	Attendance	Number Completed Surveys
1A	21-Sep	AUT 21	Mixed F/S	24	14
1A	24-Sep		Student	65	21
1A	20-Oct		Staff	37	14
1B	3-Nov		Mixed F/S	47	24
1B	1-Dec		Mixed F/S	27	10
1A	11-Jan	WIN 22	Mixed F/S	44	15
1B	24-Jan		Student	27	5
BODC	2-Feb		BODC	38	17
1B	15-Feb		Mixed F/S	35	9
1B	1-Mar		Mixed F/S	31	12
1A	19-Apr	SPRG 22	Mixed F/S	22	7
1B	10-May		Mixed F/S	42	12
				439	160

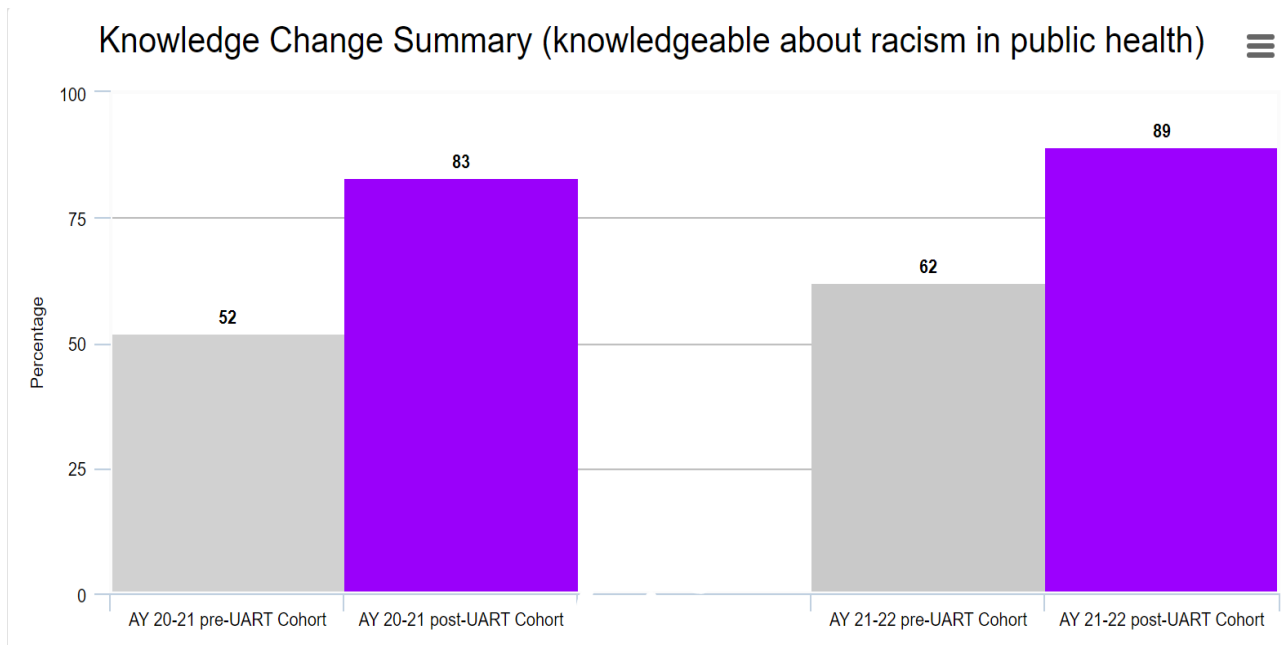
**no trainings were offered during Summer 2022





Knowledge Change – Terminology & Definitions

Topic	Response
Power	The assumption, ability or official authority to decide what is best for others; who gets access to resources; the capacity to exercise control over others.
Prejudice	Preconceived notion not based on reason or actual experience
Oppression	A pattern or system of inequality that gives power and privilege to one group at the expense of another.
Race	A specious classification of human beings created by Europeans which assigns human worth and social status using "White" as the model of humanity and the height of human achievement for the purpose of establishing and maintaining power
Racism	Power + Prejudice + Race
Topic	Response
Institutional (Systemic)	Structural barriers, societal norms, policies, laws, practices, access...
Personally Mediated (Interpersonal)	Intentional/unintentional, acts of commission/omission, condones and maintains barriers
Individual (Internalized)	Internalized superiority/inferiority, active undoing



Key Statistics (+/- % change from the previous year)

- 94% of participants reported that UART met their expectations (+2%)
- 91% of participants reported the quality of their UART experience as good or excellent (+2%)
- 92% of participants reported that UART was relevant to their work and that the facilitators presented relevant examples during the training (+9%)
- 89% of post- UART participants reported they felt knowledgeable about the history of racism in public health (+7%)

Key Themes derived from participants' feedback

1) **Facilitation/ Facilitators were integral to the success of UART:**

- 99% of participants felt facilitators were clear and concise
- 95% felt the facilitators presented material in an engaging manner

When asked “What do you like about the trainings?” facilitators were the second most coded option. People praised their skills at handling difficult topics, a willingness to share their personal stories, and bringing depth to a difficult topic in only three hours.

“The facilitators did a great job of encouraging participants to engage -- which can be difficult with this subject. They did a good job of making everyone feel included, while also encouraging new voices to share, after a few participants had already talked quite a bit.” -Winter 22

2) **Content and sharing with colleagues were an essential part of the UART experience:**

- 93% of participants felt that the mix of presentation and sharing with the interactive nature of 1B were suitable for their learning experience

This was consistent in the qualitative feedback section where people consistently expressed, they enjoyed the readings, videos, and other presentation materials, but that being able to share and discuss the content in breakout groups and then again with the larger group was helpful for learning and engaging with the UART materials.

"I appreciate the training because it provided a safe space for many people to learn and share their thoughts about anti-racism." -Autumn 21

3) **Constructive Feedback for future UART content relevance, time, and breakout groups**

- 9% of UART participants rated the quality of the training as poor, fair, or average
- 5% said UART did not meet their expectations

While the feedback this academic year was very positive, there was some negative feedback around issues of time, content relevance, and the management of breakout groups. Specific examples for future breakout examples were requested.

"I think we have to use more specific examples from our SPH environment, our departments and our classrooms {...} and create vignettes that are more meaningful to our faculty and staff." - Autumn 21

Additionally, many participants asked for more logistical support in the form of more time to develop rapport with their breakout group members and the ability to call in a moderator if they ran into issues during their discussions.

"The breakouts were short for the topic, but I understand the need to balance that time against the amount of material that needed to be covered." - Autumn 21

"Maybe a moderator in each group, or an easier way to call a moderator to a group!" - Autumn 21

Finally, the issue of time cannot be ignored. There was consistent feedback that three hours of Zoom was a long time for training and that either shorter training sessions or more breaks would be preferable. However, these complaints were usually tempered by participants acknowledging the restraints of the team and that having it via Zoom was preferable.

"3 hours is a lot of time to find for a Zoom, but not sure how else it could be done. Actually, preferred the Zoom to in-person. Probably because I'm shy, but it felt more OK to share." - Autumn 21



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***Thank you for your commitment &
contribution to improving the culture at SPH!***

***Your SPH EDI Team: Amir Yacoub, Sydney Rogalla, rukie
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***with Amanda Shi, Amra Habibuddin, Shanise Owens,
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