



SPH - UNIVERSAL ANTI-RACISM TRAINING
Evaluation of Training Data - Academic Year 2022-23

Presented by SPH Equity, Diversity & Inclusion Team



Training Overview & Background

The University of Washington School of Public Health's EDI Universal Anti-Racism Training (UART) program has been offered to the school community since December of 2020. This training was launched in response to a petition signed by over 300 School of Public Health (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 broaden 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



Autumn 2022

Nov 3 | 1A
Dec 1 | 1B



Winter 2023

Feb 8 | 1A
Feb 22 | 1B
Mar 8 | 1B



Spring 2023

Apr 19 | 1A
May 3 | 1B
May 18 | 1B

Training Attendance by Categories

Attendance by position

Training Attendance	1A	1B
Faculty	13	33
Staff	103	102
Student	0	3
Total	116	138

254 total attendees for the academic year

Attendance by primary department for faculty and staff

Training Attendance	1A	1B
Biostatistics	12	15
Dean’s Office	10	13
Environmental & Occupational Health Sciences	13	18
Epidemiology	6	14
Global Health	51	55
Health Systems and Population	22	18
Interdisciplinary	2	5
Total	116	138



Attendance by self-reported gender

Training Attendance	1A	1B
Female	84	76
Male	26	31
Non-Binary	6	3
Other	0	0
No Response	0	28
Total	116	138

Attendance by self-reported race/ethnicity

Training Attendance	1A	1B
American Indian/ Alaskan Native	1	2
Asian	14	18
Black or African	7	6
Chicano/Chicana	1	0
Hispanic or Latinx	4	4
Indigenous	0	0
Middle Eastern	0	0
Multiracial	9	8
Native Hawaiian/Pacific Islander	1	2
Other	1	2
White	78	96
Total	116	138

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



Training Process & Data Gathering



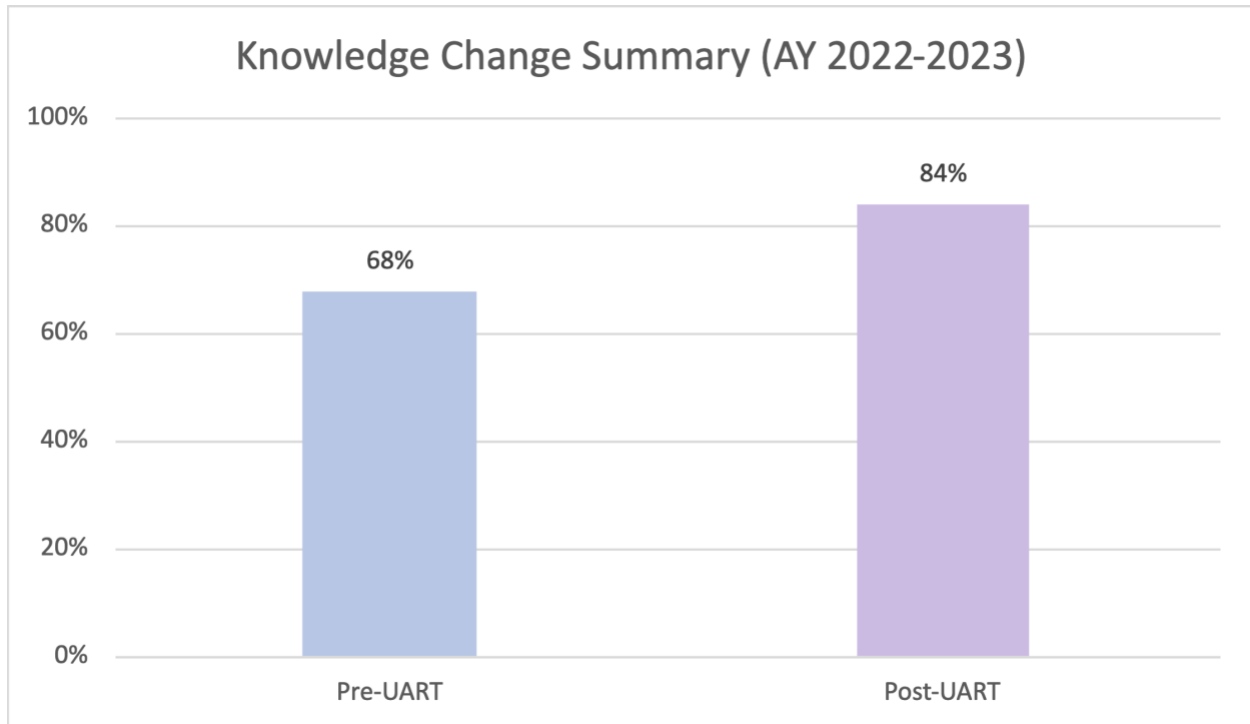
Training Survey Completion Statistics

Training	Date	Quarter/Year	Faculty/Staff /Student	Attendance	Number Completed Surveys
1A	03-Nov	AUT 22	Mixed F/S	38	14
1B	01-Dec		Mixed F/S/S	39	19
1A	08-Feb	WIN 23	Mixed F/S	41	20
1B	22-Feb		Mixed F/S	27	5
1B	08-Mar		Mixed F/S	25	12
1A	19-Apr	SPR 23	Mixed F/S	37	15
1B	03-May		Mixed F/S	20	9
1B	18-May		Mixed F/S	27	8
				254	102



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



Survey respondents that agreed or strongly agreed to the statement “I am knowledgeable and aware about racism in public health”.

Key Statistics

- 94% of participants reported that UART met their expectations.
- 89% of participants reported the quality of their UART experience as good or excellent.
- 86% of participants reported that UART was relevant to their work and that the facilitators presented relevant examples during the training.
- 84% of post-UART participants reported they felt knowledgeable about the history of racism in public health.

Key Themes

1) Effective Learning Experience

- 89% of respondents said they would recommend this training to other public health colleagues.
- 86% of respondents said they will take aspects of the training and apply them to their current position.

This was consistent in feedback 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.

“Shortly after the first training a colleague I didn't know well made, what I felt were, racist and inappropriate remarks in front of myself and another colleague, both of us white or completely white passing (me). While I was pretty taken aback and froze in the moment (partly since I know folks have gone through this training!), I was able to set a time a few days later to 'call in' that coworker in private and let them know the impact of their words. In the past, I fear I would have let the comments drop or given it a one-time pass. But, while scary, I felt motivated to have that conversation. I hope this training can support more SPH employees in making this a safer environment for everyone.” – Winter '23

“I thought it struck a good (and difficult to achieve) balance of presenting challenging ideas and allowing room for people to process and not feel directly blamed as an individual.” – Spring '23

2) Engaging Facilitation and Presentation

- 94% of respondents agreed that the facilitators were clear and concise.
- 91% of respondents agreed that the facilitators presented the material in an engaging manner.

People commended the facilitators for their engaging and thoughtful presentation style, expressing appreciation for the structure of the training to cover a diverse array of topics while creating space for shared experiences among participants.

“I thought the facilitators were amazing in delivering the content. Each rotated throughout the deck which provided welcomed shared experiences even when speaking to their slides. I also appreciate the difficulty in creating this training in order to encapsulate a history, context, shared language, structure, self-reflection and call to action in 3 hours. I appreciated the intentional ways to incorporate each of the topics in a way that was paced.” – Winter '23

“The training was engaging and focused. It gave space to wrestle with the reality of our work environment and the slow progress that academia takes on changes. The acknowledgement of fear and how power grips our lives and can't silence our voices when we see/feel racism happening and how to engage was especially grounding.” – Spring '23

3) Suggestions for Enhancements and Improvements

- 14% of respondents said that they did not learn anything new.
- 6% of respondents said the training content did not meet their expectations.

While the feedback this academic year was largely positive, there were valuable insights shared regarding areas for improvement, particularly in addressing concerns related to time, content relevance, and the facilitation of breakout groups.

“Everyone in my breakout group had not been in the SPH for more than two months, and I was the only person who had been at UW for more than that. The discussion was constructive so maybe it doesn't matter, but I think it would have been helpful if the group had more structure.

In another event that had breakout sessions, one person in each group put the group's responses on some kind of website that displayed the text anonymously so everyone after the fact could see the variety of responses.” – Autumn `22

Some participants highlighted the importance of incorporating more specific examples from within the SPH environment, departments, and classrooms to make the training content more relevant and engaging. They suggested creating vignettes that resonate more deeply with faculty and staff, potentially enhancing their learning experience. For instance, one participant from Autumn '21 emphasized the need for meaningful examples tailored to the SPH context.

“Would like more examples in general what has happened in the UW SPH in the past that made the students rise up and request this training. Even though it would take more time, would be tempted to have the other 20-minute video in the training (hard call on that one). On the slide of the broad view of badness in public health maybe add some examples? there were some on the focused view, just a thought. Curious of the focus on anti-black racism, vs anti-asian, etc. time constrains? background knowledge of presenters.” – Autumn `22

Feedback also indicated that the duration of the training sessions could be reconsidered as there were suggestions to either shorten the overall duration or incorporate more breaks to alleviate Zoom fatigue. This sentiment was echoed by a participant from Autumn '21 who recognized the challenges of balancing time constraints with the need to cover essential material.

“Helpful, but would prefer that it be shorter...like 2 90m sessions or 3 1h sessions...3h is a big part of the day to take out and many colleagues are struggling.” – Spring `23

Incorporating these suggestions into future iterations of the UART training can help enhance its impact and ensure that participants gain a valuable experience. By addressing concerns related to content relevance, time management, and breakout group facilitation, the training can better meet the diverse needs of faculty and staff within the SPH community.



We hope to further your commitment & contribution to improving the culture at SPH!

Your SPH EDI Team: Steven Nez, Dil Singh, Brittany Udo, rukie hartman, Ahoua Koné, and Victoria Gardner

Former members: Amir Yacoub, Sydney Rogalla, Amanda Shi, Amra Habibuddin, Michelle Arambula, and Shanise Owens

