Empowering Prevention and Inclusive Communities (EPIC): An Intersectional, Data-Driven Approach to Prevention of Sexual Harassment Training

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A DIFFERENT APPROACH TO PREVENTION TRAINING

Building upon the insight that organizational climate is a key determinant in sexual harassment rates, the Empowering Prevention and Inclusive Communities (EPIC) program has created a unique evidence-informed training model that empowers academic student employees and postdoctoral scholars at UW to cultivate civil, inclusive, and equitable work environments.

Challenges with Traditional Training:
- Focused on policy compliance rather than culture change
- Removed from real-life encounters
- Lacks evaluation data on training effectiveness
- Fixed (non-adaptive) curriculum

OUR APPROACH

Joint program evaluations oriented Community-Intersectional Tailored training Peer-to-peer cultivation civil, inclusive, and equitable work employees and postdoctoral scholars at UW to model that empowers academic student created a unique evidence-informed training and Inclusive Communities (EPIC) program has https://www.washington.edu/safecampus/epic-program University of Washington; SafeCampus; EPIC Program Paige Sechrest*, Sam Sumpter*, Aric Colunga, Kiana Swearingen An Intersectional, Data-Driven Approach to Empowering Prevention and Inclusive Communities (EPIC):

- **Part I: Sexual Harassment and Workplace Culture**
  - Analyze power and intersectionality in academia
  - Discuss how gender harassment relates to sexual coercion and unwanted sexual attention
  - Collaboratively build a list of factors that lead to sexual harassment in academia
  - Identify the type of work culture that attendees want to build and promote

- **Part II: Responding to Sexual Harassment**
  - **Resources on campus:**
    - Confidential advocates
    - Mental health resources
    - Campus support
    - Reporting options
      - Title IX investigators
      - UCRO
      - Union
  - **Bystander intervention scenarios:**
    - Discuss five intervention strategies
    - Practice tailored scenarios in small groups

- **Part III: Preventing Sexual Harassment**
  - **Microagfirmation**
    - Employing individual actions that build more supportive and equitable environments
  - **Calling In & Calling Out**
    - Bringing private and/or public attention to problematic behaviors
  - **Scenario:** After a few weeks in a seminar, you start to notice that a fellow student, Ronald, has a habit of interrupting women in the class, and that several women have stopped participating as much in discussion.
  - **Scenario:** Imagine you’re being called out by a friend. In what ways might that be challenging for you.
  - **What are some strategies you can try to overcome those challenges?**

- **Part IV: Community and Individual Action Steps**
  - Develop concrete action steps to implement post training that address preventing sexual harassment at personal, community, and departmental levels
  - Consider steps to take that can reduce the occurrence of sexual harassment
  - Build strategies to actively create the workplace culture they want to build and be a part of:
    - **Action Step:** Make departmental conversations about equity a regular practice

INTERACTIVE LEARNING

- Live, integrated online polling: Quick and anonymous way to gather feedback and illuminate common ground
- Small-group discussion: Participants articulate their ideas and practice strategies with each other
- Large-group discussion: Share ideas and establish and create group social norms
- Quick write: Allows participants to work through their own thoughts in a very low-risk way
- Pair & share: Encourages participants to articulate thoughts in relatively low-risk setting
- Media clips: Give participants ideas to reflect on, promote discussion, and build recognition that participants can identify these issues in many areas of their lives

EVALUATION DATA

Retrospective Pre/Post Evaluation: At the end of each training session, participants compare their own knowledge before the training to their knowledge having completed the training. Evaluation is anonymous and conducted immediately using online polling, there is a high completion rate.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICROAGFIRMATION</td>
<td>Employing individual actions that build more supportive and equitable environments</td>
<td></td>
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**EVALUATION DATA**

**FAMILIARITY WITH CAMPUS RESOURCES**

<table>
<thead>
<tr>
<th>Before Training</th>
<th>After training</th>
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</thead>
<tbody>
<tr>
<td>Unfamiliar or very unfamiliar</td>
<td>Neutral</td>
</tr>
<tr>
<td>Neutral</td>
<td>Very familiar</td>
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“Having all the resources in one place was great.”

**CONFIDENCE IDENTIFYING SEXUAL HARASSMENT (INCLUDING GENDER HARASSMENT)**

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<tbody>
<tr>
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</tr>
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<td>Neutral</td>
<td>Confident or very confident</td>
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</tbody>
</table>

“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.”

**LIKELIHOOD TO INTERVENE (e.g. Bystander Strategy IF YOU WITNESS SOMEONE ELSE BEING HARASSED)**

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<tr>
<td>Unlikely or very unlikely</td>
<td>Likely or very likely</td>
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</table>
| Likely or very likely | “I now feel much more capable of assisting as a bystander. Walking through scenarios was super helpful.”

**Longitudinal evaluation and adaptation:** We have implemented a 3-6 month follow-up questionnaire to assess participants’ post-training knowledge retention, skill utilization, successes/challenges that have arisen, and identification of additional programming needs.