

Evaluating the Awareness Anti-Racism Training Program at the University of
Victoria

By

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I would like to acknowledge that this work, anti-racism work and decolonizing work, have been done for generations. This project stands on the shoulders of anti-oppression advocates and activists. This work has been done since the start of colonialization and continues to be a strong force both within the university community and outside of it.

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I want to especially thank Dr. Moussa Magassa for his mentorship, his stories, for believing in me and encouragement. I cannot thank you enough for your support, help and inspiration.

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My Positionality

I am Métis on my mothers' side, and German, Ukrainian and white on my fathers' side. I was born on Treaty 6 Territory and the Homeland of the Métis; I have lived on the Lekwungen people's territory for over 12 years now.

I would like acknowledge with the greatest respect the Lekwungen peoples on whose traditional territory this work was done, and the Songhees and Esquimalt and WSÁNEĆ peoples whose relationships with the land and culture continue to this day.

This project builds on the work that advocates, activists and land and water protectors have been doing, and continue to do both inside and outside the university perspective. Anti-oppression work and decolonization has been going on since the start of colonization.

My hope is that this work can contribute in some way to making UVic a more inclusive and welcoming place.

Executive Summary

This research project's intention is to evaluate the Awareness Anti-Racism Training Program offered by the Equity and Human Rights Office (EQHR Office) at the University of Victoria (UVic). This project attempts to answer two main questions about the training program in effort to evaluate the success of the program as a useful tool in addressing racism, and to test how well the learning was received by the participants and retained through a six-week period.

This project seeks to answer the following questions:

1. Was learning and or personal reflection from this program sustained over a six-week time period by the training participants?
2. Did the participants find the training useful in their everyday life?

A tertiary goal to support the project client is:

3. Did the EQHR's Awareness Anti-Racist Training Program at the University of Victoria achieve the intended learning outcomes for the participants immediately following the training, and six weeks later?

Methodology

This project was based off research completed by Hill & Augoustinos (2001). Participants were sent three electronic surveys; the first survey was sent before they participated in the Awareness Anti-Racism Training Program offered by the EQHR Office to set a baseline of knowledge. The participants then took part in the training program and were asked to complete a second electronic survey. Six weeks later, participants were asked to complete a third electronic survey. All answers were then analysed by the researcher. The questions in all three surveys were very similar to allow for answers to be compared. This project was a mixed methods project. Participants were asked a variety of questions, both qualitative and quantitative in nature, data was collected anonymously. Participants had the option to opt into a personal interview with the researcher. No participant opted into the interview option.

Key Findings

The key finding in this project was that the participants demonstrated a retention of knowledge and comfort with key terms six weeks following the training program. The participants demonstrated that they felt empowered to have conversations and take action to address issues of racism with their friends and family and specifically mentioned the theme of reducing microaggressions. Participants also found that the training met the four learning objectives set out by the EQHR Office and the workshop facilitators.

Recommendations

There are six recommendations in this project report for this project. These recommendations are:

- Continue offering anti-racism training opportunities at UVic
- Keep the learning space safe
- Grow opportunities for learning about microaggressions
- Increase the training time
- Engage Faculty in this work
- Grow and fund anti-racism training at UVic

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1.0 Defining the Problem

Racism is socially constructed, a system that reinforces the dominance of others using power and privilege that have also been socially created by the dominant society (Chambers and Pettman, 1986; Diangelo, 2018; Gillborn, 2005). Racism can also be defined as an action by an individual, either conscious or unconscious, perpetuated against a person or group based on their race through a person or systems of power (Magassa & McKay, 2019). The topic of racism and systemic racism is rarely discussed at Higher Education Institutions (HEI) in Canada at the administrative level (Drolet, 2009). In fact, Vallianatos (2018, p. 4) said that “most Canadian universities have not implemented many anti-racism practices.” To begin this conversation at the administrative level, to foster a more welcoming, inclusive and anti-oppressive environment, and to implement the university’s Strategic Framework, the Office of Equity and Human Rights (EQHR) at the University of Victoria (UVic) created an Awareness Anti-Racism Training Program for all members on campus including staff, faculty and students (Strategic Framework, n.d.). However, research is not conclusive on the effectiveness of anti-racist training programs (Vallianatos, 2018). Some have suggested that these program learning outcomes are not frequently evaluated because HEI are in denial of the systemic racism that affects these campuses (Hill & Augoustinos, 2001; Pedersen & Barlow, 2008; Drolet, 2009). Many have called for more research on the changes in attitudes, biases and knowledge in the long term for individuals who take anti-racist training (Hill & Augoustinos, 2001; Pedersen & Barlow, 2008; Pedersen, Walker, Paradies & Guerin, 2011; Johnson, Antle & Barbee, 2009). In order to know if this Awareness Anti-racism Training Program at UVic is successful, an evaluation of the success and effectiveness of the training program to meet the intended learning objectives in the short and long term should be conducted (Caffarella & Daffron, 2013; Monticelli, 2017).

1.1 Project Client

The client for this project is the Equity and Human Rights Office (EQHR) at the University of Victoria (UVic). EQHR works with the UVic community to build an equitable and inclusive campus community. They provide advice and education on sexualized violence, discrimination, harassment or workplace bullying, and implement equity and inclusion work across campus (Equity and Human Rights, n.d.).

This project is important to EQHR because the unit is responsible for hosting and facilitating a variety of training opportunities to the campus community, including anti-racism training, as a tool to address racism on campus (Equity and Human Rights, n.d.). While EQHR does utilize training best practice and ensures that evaluation is a part of the planning process, a systemic evaluation of the success of training learning objectives for the long term has not been done by EQHR. There is always a concern that this type of training is only useful in the short term and does not have lasting effects on participants. This project will help the EQHR Office test how successful learning objectives for their anti-racism training program are for participants directly following the training and over six weeks. The information, anonymous data collected, and recommendations made in this project will be helpful in determining if this training should continue as is, or, if adjustments could be made to create a more effective tool to address racism at the institution.

The role of the client in this project is to assist in communication and consultation with Equity, Diversity, Inclusion and Human Rights Education Plan Committee, and to support on equity and inclusionary best practices throughout the project. The client and the researcher also developed and facilitated the training program workshop in this research in consultation with the Equity, Diversity, Inclusion and Human Rights Education Plan Committee. The workshop was facilitated by Dr. Moussa Magassa and Ashley McKay (the researcher), both of who were employed by the EQHR Office at the time.

1.2 Research Question and Project Deliverables

Through this project there are two main research questions to be answered:

4. Was learning and or personal reflection from this program sustained over a six-week time period by the training participants?
5. Did the participants find the training useful in their everyday life?

A tertiary goal to support the project client is:

6. Did the EQHR's Awareness Anti-Racist Training Program at the University of Victoria achieve the intended learning outcomes for the participants immediately following the training, and six weeks later?

In addition to answering the questions above, this report will provide the following deliverables to the client:

1. Demonstrate how effective the training was to participants based on the learning objectives.
2. Recommendations to EQHR of training adjustments that can be made to ensure the training meets its learning objectives.
3. Anonymous data collected from electronic evaluations from participants.

1.3 Background

In recent years, there have been an increasing number of publicly racist instances at UVic ('Tidal wave' of hate follows removal of offensive posters at UVic, 2017; School Speaks out on Racism, 2018; Depner, 2018; Sauer, 2017; Martlet Staff, 2017). There has also been criticism of the administration's handling of some of these incidents including the President's response to a student art installation which solicited dozens of racist and discriminatory remarks and graffiti (Lee, 2017). It is important to name issues of racism, colonialism, and the concepts of power and privilege on campus to move towards a safer and inclusive space (Mansfield & Kehoe, 1994; Young, 2014). Unless these issues are named little can be done to address them. Anti-racist training aims to confront and name racism, prejudice, and bias and helps to educate the learner by focusing critically on inequality of social and political power and drawing attention to one's own place in that system (Mansfield & Kehoe, 1994, p. 420). Additionally, anti-racist training can raise the awareness of the individual to that of the group consciousness and consider the many levels of power or social inequity a person has within that system (Dei, 1993).

One way to address the increasing number of incidents is to begin a dialogue on campus about racism and provide training and education (Bezrukova, Spell, Perry & Jehn, 2016). EQHR educates members of the university community on topics of racism, bias and colonization through an anti-racism training program, with an objective "to confront the institutional racism within the very structure of the educational system" (Tator and Henry, 1991, p. 145). The anti-racism training program and the learning outcomes will be created by the Equity, Diversity, Inclusion and Human Rights Education Plan Committee (The Committee) with the support of EQHR and the university administration. The Committee is made up of administrators, educators, subject matter experts, staff, students and faculty members from across UVic. The Committee decided that the Anti-Racism Training Program will not be mandatory to the campus community, but all students, staff and faculty will be highly encouraged to take the training by the administration. There will be three levels of training offered within this program: level 1 (Awareness), level 2 (Intervener) and level 3 (Change Maker). Each level will increase in complexity so participants can select the level of training that best suits their needs and understanding

of the complexities of racism. This project will be evaluating the success of the level 1 (Awareness) of the Anti-Racism Training Program only. Level 1 training assumes that the participants of the training program will have a very basic understanding of racism and may have not taken any previous training program on this topic.

The UVic administration has an interest in the success of the Anti-racism Training Program facilitated by EQHR for a variety of reasons. The first is that “ethical and intellectual integrity” and “equity, diversity and inclusion” are two of the four listed values and “Fostering Respect and Reconciliation” is one of the six priorities of the Strategic Framework for the university (Strategic Framework, n.d.). The Strategic Framework is a grounding document utilized by the university aimed at guiding the work and direction for the university. By including these values and priorities in this high-level document the administration is demonstrating the importance and seriousness of the issues at the university. In addition to the Strategic Framework and university policies, student groups, advocacy groups, the Faculty Association and many other committees and communities outside the university have called for more anti-racism and decolonization work to be done by HEI administrations to create safe and inclusive spaces. Some of these committees and reports include: the Truth and Reconciliation Commission of Canada’s Calls to Action for HEIs, the Truth and Reconciliation Commission of Canada’s report, the United Nations Declaration on the Rights of Indigenous Peoples, the United Nations The Committee on the Elimination of Discrimination against Women and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (B.C. Declaration on the Rights of Indigenous Peoples Act, n.d.; Indigenous Plan 2017-2022, n.d.; OHCHR, n.d.; National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019; Strategic Framework, n.d.; Truth and Reconciliation Commission of Canada, n.d.; UVic in strong position to respond to TRC recommendations, 2016). The university also has a duty and responsibility to ensure that the institution is safe and free from discrimination and harassment as per their policies and procedures (University of Victoria, 2015).

1.4 Organization of the Report

This report is organized into seven chapters and an appendix and references. Chapter one and two will outline the problem and give an overview of what some of the literature surrounding anti-racism training programs and their effectiveness of addressing racism at HEIs Chapter two also includes a variety of important definitions of some key terminology that pertains to anti-racism training and work. Chapter three will describe the methodology of the research project and the survey designs. Chapter four will outline the findings of the research project and common themes. Chapter five will feature the discussion and analysis of the findings in relation to the literature surveyed. In chapter six the recommendations to the client will be discussed as well as different options the client can consider for future training opportunities. Finally, chapter seven will conclude the project and summarize. There is also an appendix and references that can be review throughout the research paper.

2.0 Literature Review

The purpose of this literature review is to define and discuss anti-racist training programs used in HEIs and to examine the effectiveness of these training programs to meet their learning objectives. Most of the HEIs reviewed in this literature review are in Canada, Australia and the United States. This review was conducted through database searches through the University of Victoria’s search engine Summon 2.0 as well as Google Scholar. Throughout the literature review a variety of terms were used to search for sources on this topic. Some of the terms used in the literature surveyed and used in searches are:

anti-racist, cultural safety, discrimination, prejudice reduction, diversity training, training programs and evaluation.

2.1 Definitions

It is important to review some key terms that are essential to the discussion of anti-racism training programs. The following are important terms to clarify in the context of anti-racism work and anti-racism training within HEIs.

Racism

Chambers and Pettman (1986, p.3) argue that defining racism is next to impossible as the definition is continually changing, however, attempts to define it have been made by many. Racism has been described as an ideology, and a social constructed term that reinforced the dominance of others. Chambers and Pettman (1986, p.4) have also defined racial discrimination as a behaviour that “disadvantages people identified on the basis of their (real or supposed) membership of a racial or ethnic group.” While Penderson, Walker, Paradies & Gueri (2011, p.55) simply define racism as a race related form of prejudice. Diangelo (2018, p. 21) goes on to describe racism as more than discrimination and prejudice. She describes racism as a system that occurs when a racial group can utilize power and privilege to affect the lives and power of other groups. Dei (2000, p. 14) says that “race is not connected to racism except through the deliberate human action and response.” Similarly, Gillborn (2007, p. 21) describes racism in the context of Critical Race Theory in the USA as both the obvious acts of hate and discrimination towards people of colour, but also the “hidden operations of power that have the effect of disadvantaging one or more minority ethnic groups.” In this way it is about the use of power and the to disadvantage others. In the workshop presented by the researcher and Dr. Moussa Magassa (2019) racism is defined by action through power, either conscious or unconscious against a person or group based on their race. It can be systemic or individualized.

Anti-racism

Dei (2000, p. 13) defines anti-racism as an “action-oriented, educational and political strategy for institutional and systematic change that addresses the issues of racism.” Chambers and Pettman (1986, p. 20) define this term more generally. They speak of anti-racism as more of a reflection on society, actions and efforts to reduce the disparities. Anti-racism work can be done in a variety of ways. Gillborn (2007, p. 13 & 18) says that because racism is found in many forms, anti-racism needs to be as flexible and adaptive since there is no formal definition and a lack of a widely used “anti-racism framework.” This type of flexibility is also described by Dua & Lawrence (2000) as they review the many ways in which Indigenous women and women of colour academics attempt to decolonize, that is to dismantle the Eurocentric and colonial educational frameworks, within HEIs by centering of other stories, knowledge, and ways of knowing and being. In the workshop given by Dr. Moussa Magassa and the researcher (2019) for this project, anti-racism is defined as is a challenge to society’s status quo of whiteness (Dei, 2000; Dua & Lawrence, 2005).

Discrimination

Discrimination has generally defined as a behavioral component of reactions to people that are perceived to differ significantly and can be utilized in part of a fulsome discussion of racism. It is described as unjust or unequal behaviour and action towards another person or group of people (Engberg, 2004, p. 477). UVic, where this training took place, describes discrimination in the Discrimination and Harassment Policy as “adverse effect or systemic discrimination which consists of entrenched and institutionalized practices, systems, and structures that operate to limit a group’s or an

individual's rights to opportunities or; to exclude a group or an individual from participation on the basis of any Prohibited Ground of Discrimination" (University of Victoria, 2015, p. 1).

Marginalization

Marginalization is generally seen as an impact and result of racism, discrimination or social exclusion. Marginalized people are those who are excluded from a system or process either due to race, age, or another feature (Young, 2014, p.18). It can also refer to people who have been pushed to the edge of society or who are socially disadvantaged. Pedersen et al. (2011, p. 58) describes this term as those who are seen as "outgroups" in society.

Unconscious bias, stereotyping and prejudice

There are other terms that are sometimes used in the definition of racism. Burgess, van Ryn, Dovidio & Saha (2007, p.882) have described unconscious bias as "habits of the mind" such as socially created racial stereotypes that are reinforced through media and other social interactions. While stereotyping is a collection of beliefs or assumptions made about a person or their identified group, it can also be described as the "outgroup homogeneity effect" (Engberg, 2004, p. 476). It is typically automatically done to categorize a person and into a social constructed category. It is considered one form of unconscious bias. Racial bias has been defined by Engberg (2004, p. 745) through the concept of intergroup bias, which is to more favourably evaluate your own racial group over others. Diangelo (2018, p. 19) defines prejudice as "pre-judgement about another person based on the social groups to which that person belongs" while Denson (2009, p.811) would add that generally prejudice is a negative attitude or thought towards another person or group based on their membership of another group. Pederson, Walker, Paradies & Guerin (2011, p.55) combines both definitions and refers to prejudice as "a negative evaluation of a social group or a negative evaluation of an individual that is significantly based on the individual's group membership." Prejudice is an action taken by an individual to disadvantage another person or group. The definition used in the Awareness Anti-Racism Training Program is to say that unconscious bias can manifest into stereotypes, which if actioned, can be prejudice towards others, and if applied to a person's race is a demonstration of racism (Magassa & McKay, 2019).

Power

The term power has been used in a variety of papers in this literature review, however the term is infrequently defined. Weber has defined power as a zero-sum game where the increase in one person's power is the decrease of another's, and where one individual or group prevents another from achieving their intended goals. In this definition power is negotiable and seen as a social resource (Heiskala, 2001, p.242). In Heiskala (2001, p. 248), Faucault described power as a strategy, tactics, or techniques that an individual or group has in relation to another, as a network of relations "in tension with one another" in which one person's power depends on the availability of the other person. One example given by Heiskala (2001, p. 245) is a husband is only a husband if he has a wife. The relation of one person's power is therefore determined by the relationship with the other. Power is complex and variable, it is also highly contextual and depends on the situation in which it is being applied. Researchers such as Batliwala (2007) and Drydyk (2013) describe power in terms of empowerment and the differences between gaining power and being empowered. Drydyk (2013, p. 255) says that "power, then, can be understood as an asymmetry involving agency." Power in this way is not transactional in relation to empowerment but it is relational and different in terms of power-to, power-with and power-over.

Privilege

Privilege and white privilege are unearned set of advantages, benefits and experiences bestowed on an individual based on society's structure, systems and social patterns (Case, 2007, p. 231; McIntosh, 1988).

Privilege is fluid, a person can have more or less privilege depending on the social situation. White privilege is often invisible to those who are white and live in the dominant group of society and system of institutionalized racism (Case, 2007).

Whiteness and the Dominant Culture in Society

Whiteness is generally seen as the dominant culture in society in Canada. It is described as a socially constructed term that focuses on privilege and power that is given to white bodies, or bodies labelled as caucasian, over those who are racialized in dominantly white spaces reinforced by society (Gillborn, 2005; Henry, et al., 2016). Whiteness also “refers to a set of assumptions, beliefs, and practices that place the interests and perspectives of white people at the center of what is considered normal and everyday” (Gillborn, 2015).

White Guilt

White guilt is related to anti-racism work, in particular for those students who learn about the experiences of other students who experience racism on a daily basis. Kobayashi (2009, p. 72) described white guilt as genuine anguish and a desire to change due to the realization that one’s self, family, home or town, etc. is racist and the feeling of guilt and pity for those who experience racism.

Intersectionality

Intersectionality was first coined and described by Kimberlé Crenshaw in 1989 in the USA to describe the inter-related social categories in discussion of advantage or disadvantage in rebuttal to the mainstream white feminist movement (YW Boston, 2017). This is the definition used in the Awareness Anti-Racism Training Program. Intersectionality is described as the interacting forms of social inequality and societal marginalization that affect an individual, group or section of the population (Henry, et al., 2016, p. 303). It is the intersecting memberships of groups people either assign to themselves or are assigned to them by society. It can make an individual either susceptible to marginalization or not. Examples of a person’s intersectionality include: gender, race, class, sexuality, disability, and many others. It is also important to remember that context is key to intersectionality. An individual may be marginalized in one context, but fully accepted in another due to that same group membership.

2.2 Context

Racism and systemic racism are perpetuated through the continued favouring of whiteness and the societal status quo through unconscious or conscious institutional policy and process within HEIs that favour some individuals over others (Dua, 2009; Dua & Lawrence, 2000, Henry, et al., 2016; Gillborn, 2015; Law, 2017). While most Canadian HEIs indicate an outward facing desire to support anti-racist work on their campuses, and many boast public statements and equity plans to demonstrate as much, Canadian HEIs continue to be physical places dominated by white men in both faculty and administrative composition at all levels (Dua, 2009). Interestingly, Canadian universities are becoming more diverse as students from marginalized communities, or those communities that are traditionally excluded from activities such as seeking higher education, are gaining more access to an university education (Henry, et al., 2016; Jayakumar, Howard, Allen, & Han, 2009; Law, 2017). Due to the change of the student body composition, growing racial tensions, and the need to adequately implement policies and institutional equity plans, HEIs are more frequently supporting and funding anti-racist training for their students, staff, and faculty to attempt to address inequity and racism that permeates systemically and organically through HEIs with varying levels of success (Bezrukova, Spell, Perry & Jehn, 2016; Dua, 2009; Engberg, 2004; Law, 2017).

Anti-racism training is a specific type of training aimed at “systematic change that addresses the issues of racism” (Dei, 2000, p. 13). Anti-racism training is specific in that it attempts to address the action of racism and attempted to “address internalised, interpersonal and institutional racism through a focus on prejudice reduction, countering stereotypes and reducing discriminatory behavior among individuals” (Paradies, n.d.). Anti-racism training involves and encourages individual or systemic action to combat racism. It is different then from diversity training, equity training, multi-cultural training or cultural awareness training opportunities which may touch on similar concepts of anti-racism training, but it is clear that they are not the same. Diversity training and other types of training listed above are training opportunities aimed at increasing collaborative working relationships between people. It does not address the systematic or internalized bias or prejudice that can be addressed in anti-racism work. For example, Bezrukova, Spell, Perry & Jehn (2016, p. 1228) described diversity training as “instructional programs aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of participants to interact with diverse others.” While this may touch on similar processes in anti-racism training it does not get to the core of individual or systemic racism.

When conducting the literature review it became necessary for the researcher to review and read a variety of different types of training programs to ensure that there was enough literature and data to understand the subject matter. This meant utilizing meta-analysis papers that documented research on diversity training, Cross-Cultural Training, intercultural sensitivity training and others like it. While these trainings are not the same as anti-racism training the same and do not have the same objectives, the sentiments are similar and the results of the effectiveness of those training programs were analyzed as though they were the same as the effectiveness as the anti-racism training program for the purpose of this literature review.

Anti-racist training programs can take a variety of forms. The literature reviewed covers those anti-racism training programs that are held outside traditionally academic programs and academic curriculum at HEIs. These programs are generally offered by offices of equity and human rights, or other similar units. These programs vary in length, substance, and form and can be either mandated or voluntary programs (Bezrukova, Spell, Perry & Jehn, 2016; Dua, 2009). While most of the anti-racism workshops, training programs, and opportunities are offered in different capacities and lengths of time, many of the programs have similar learning outcomes which generally include that the participants will leave with a better understanding and awareness of racism, discrimination, and or prejudice in society and within themselves (Bezrukova, Spell, Perry & Jehn, 2016; Engberg, 2004; Chang, 2002). It should also be noted that there are other forms of diversity training that HEIs can implement. For example, faculty or administration can adjust course work, readings or core course requirements to include materials from marginalized authors or researchers can help to introduce students to anti-racist theories and practices (Chang, 2002; Larke, 2013). While these practices do take place, it is not the focus of this project or literature review.

Both Denson (2009) and Engberg (2004) completed a comprehensive review of anti-racism training programs that had learning objectives which aim to reduce prejudice or racial bias among their students. Denson (2009, p. 811) described these training programs as “institutionally structured and purposeful programmatic efforts to help students engage in racial/ethnic and/or gender "diversity" in the form of both ideas and people.” Additionally, Engberg (2004, p. 482) summarized that the goals of these programs are generally to encourage students to understand the following: “gaining knowledge of diverse groups, reducing prejudice and stereotypes, developing skills to work with diverse others, and

challenging inequalities and injustices found in society.” Penderson, Walker, Paradies & Gueri (2011) describe this type of training mechanism as “prejudice reducing” rather than anti-racist. This could be because racism, as they describe it, is the action of prejudice, and can therefore be adjusted as an action. Finally, Sit, Mak & Neil (2017, p. 3) described this training as “formal educational effort to help elicit affective, behavioural, and cognitive changes for improving cross-cultural adjustment and communication.” Bezrukova, Spell, Perry & Jehn (2016, p. 1228) did a meta-analysis of diversity training and they described the training as “aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of participants to interact with diverse others.”

Anti-racist training programs within HEI

For many HEIs, the reasons for creating these types of anti-racism training opportunities is to help ensure that the education provided to both undergraduate and graduate students is as diverse and inclusive as possible, and to prepare students for working in a diverse and multicultural world while also working to adhere to equity policies and plans (Bezrukova, Spell, Perry & Jehn, 2016; Bowman, 2010; Denson, 2009; Dua, 2009; Sit, Mak & Neil, 2017). Institutions may also be motivated to include this type of training in curriculum or programming because research has shown that participation by undergraduate students in these types of workshops or training programs can increase student satisfaction, retention, cognitive development, values, attitudes and increase empathy towards others as important discussions regarding race, privilege and power are had (Astin, 1993; Bowman, 2010; Burgess, van Ryn, Dovidio & Saha, 2007, p.882; Sit, Mak & Neil, 2017, p. 8). While anti-racism training is become more common, some HEIs are still not providing enough opportunities for this type of education for students. Henry, et al, (2016) found that in some instance’s students in HEIs in Canada graduated from programs without ever discussing decolonization or the country’s colonial history, a necessary first step in the discussion of anti-racism in Canada. In addition, there have been instances where university graduates have self-identified a lack of anti-racism in their programs and actively request these topics be included in the curriculum (Henry & Tator, 2012, p. 84).

Based on the literature surveyed there has not been a full consensus on whether anti-racist, prejudice reduction or cultural awareness training programs can be effective tools to address racism in HEI, and in some instances can increase racial tensions through these programs (Mooney et al, 2005; Mansfield & Koehoe, 1994). This could be because racism and prejudice are so ingrained in our society it is difficult to change people’s minds on such complex issues (Pedersen & Barlow, 2008; Engberg, 2004; Kulik & Roberson, 2008). Additionally, because each program at HEIs utilizes a different definition of what success of the program looks like, it is challenging to academically assess if the training programs are effective over a long time period. It should be noted that while this may be the case, each program generally has common goals of creating awareness and knowledge of diversity issues for its students (Kulik & Roberson, 2008). It has also been noted that there is a lack of research in the area of long-term effectiveness and a lack of follow-up on evaluations or plans to evaluate the success of anti-racist training programs (Bezrukova, Spell, Perry & Jehn, 2016; Dua, 2009; Engberg, 2004; Hill & Augoustinos, 2001; Kulik & Roberson, 2008; Sit, Mak & Neil, 2017).

That being said, there is evidence to suggest that there can be positive results from anti-racism training programs, but there is not complete agreement as to what these factors of success are, however there are a couple of themes. The first theme noted in this survey of the literature is that the comprehensiveness of the program design has an important impact on the success of the program. Denson (2009) demonstrated that anti-racist training programs can be effective in reducing racial bias for all students, but especially for white students. Some formats, such as those with a racially diverse

composition of students and institutional support are most effective at reaching their intended learning outcomes for students than others. Denson (p.827) found that the keys to success in the development of these programs includes a high “level of institutional support, comprehensiveness of [design] approach, a diverse racial composition [of the program].” Both Sit, Mak & Neil (2017) and Bezrukova, Spell, Perry & Jehn (2016) demonstrated through their meta-analysis that this type of training can be at least partially effective especially when behavioural and skill growth components are utilized within the training. Chang (2002) would agree and would add that a multitude of diversity initiatives done at the same time can have positive effects on white students, suggesting that young undergraduate students should have access to this type of training early. Kulik & Roberson (2008, p. 312) found in their study that knowledge of diversity issues can be successfully raised in academic settings because students are used to being challenged and instructors are well versed in “good pedagogical practice.”

Another theme that has been consistent in this survey is the notion of longer training programs, such as those that are multiple days or semester long (Astin, 1993; Bezrukova, Spell, Perry & Jehn, 2016; Bowman, 2010; Denson, 2009; Tarique and Caligiuri, 2009 in Sit, Mak & Neil, 2017). Kulik & Roberson (2008) found that both full and half day events were much less successful in participants ability to retain knowledge, while semester long courses were much more successful. Burgess, van Ryn, Dovidio & Saha (2007) also found that that there are three important factors for anti-racism training program success. The first factor is length, the longer a program is the more likely it is to be effective in promoting anti-racism learning. Duckitt (1992) would agree and noted that the most successful of these programs regarding prejudice reduction are longer and require the active participation of attendees (in Hill & Augoustinos, 2001 p. 245). Hill & Augoustinos (2001, p. 260) have questioned whether one-off anti-racist training programs are effective, and certainly the research that they have conducted demonstrated that in the short-term racial prejudice can be reduced, however after three months their research showed that this change was not sustained by the training attendees. Hill & Augoustinos recommended that these types of programs be implemented by all workplaces including HEIs so “that employees receive on-going and repeated exposure to the values and principles of equality and social justice that underlie such programmes.” It would also seem relevant that this theory be extended to students and faculty as well.

Finally, the use of empathy and removing shame for the participants of the training has found to be effective ways of creating behaviour change (Burgess, van Ryn, Dovidio & Saha, 2007; Penderson, et al., 2011). Burgess et. al (2007) found that the use of a cognitive strategy of individualism instead of collectivism which focuses more on an individual as a person, instead of just a part of a separate group is an important step in creating an empathetic environment and helps to break-down internal biases. It also creates a safer space for mistakes and learning to occur. One study found that by the end of a training program there was an increase in awareness of racism, but the program also increased white guilt, a feeling of shame for not knowing one’s own privilege, among white students (Case, 2007). This could be why more effective programs create a safe space for white students to explore their white guilt by creating safe empathetic learning spaces (Dua & Lawrence, 2000).

Backlash and Resistance of Anti-Racist Training

While this type of training has generally been a necessary step in reducing racism in HEIs, there is still constant resistance to their implementation. In fact, while there has been a growth in this type of programming offered to students in HEI, there has also been a backlash from mostly white students objecting to this lens in academia or resistance due to feelings of white guilt (Bezrukova, Spell, Perry & Jehn, 2016; Dua & Lawrence, 2000; Henry & Tator, 2012; Kobayashi, 2009, p. 68;). There has also been documented resistance from university administration, senior leadership, and white faculty who, in many cases, refuse to take additional training unless explicitly mandated (Dua, 2009, Gillborn, 2015;

Kobayashi, 2009). A discomfort with the centering of non-white stories and an indifference to those stories can cause issues for marginalized faculty, staff and students (Dua, & Lawrence, 2000; Gillborn, 2015; Henry & Tator, 2012; Jayakumar, Howard, Allen, Han, 2016; Law, 2015). Additionally, anti-racism training programs are generally provided by underfunded and over worked equity offices, many of which suffer from lack of capacity and burnout (Dua & Lawrence, 2000; Dua, 2009).

Voluntary training:

A final note on this is that generally these programs are voluntary. Creating voluntary anti-racist training programs is a necessary step to addressing concerns of racism on campuses, however, those who attend these programs are generally already sympathetic to the cause. This is an obvious limitation and issue when discussing anti-racist training programs since those who are resistant to this type of training or are not interested in learning about it will generally not participate unless forced (Dua, 2009; Kobayashi, 2009). The literature reviewed found that mandatory anti-racist training programs can have a backlash effect on university campus and can further ingrain racism and resentment into the culture if not done correctly. However, if done correctly there can be success in terms of staff and senior leadership attendance (Dua, 2009; Dua & Lawrence, 2000; Henry, et al., 2016).

2.3 Summary

In summary, HEIs have begun to more frequently support and fund anti-racist training programs and activities to address racism and increase inclusion. While the data and research are not in full agreement, it has been shown that there are some successes in anti-racism training programs at HEIs to make changes in people's thoughts and behaviours (Bezrukova, Spell, Perry & Jehn, 2016; Hill & Augoustinos, 2001). Creating longer-term programs which include a mix of people from different backgrounds, experiences and knowledge can help to make a more compressive training program experience (Astin, 1993; Bowman, 2010; BURGESS, van Ryn, Dovidio & Saha, 2007; Denson, 2009). In addition, removing shame and judgement from the training is helpful in creating an effective learning environment (Burgess, et. al, 2007; Penderson, et al., 2011). Finally, it should be noted that HEIs can experience a backlash within the institution if anti-racism or other types of anti-oppression training is conducted. This backlash is generally from a place of uncomfortableness with centralizing stories, histories and experiences of non-white people, bodies and ideas (Dua, & Lawrence, 2000; Gillborn, 2015; Henry & Tator, 2012; Jayakumar, Howard, Allen, Han, 2016; Law, 2015).

3.0 Methodology

The methodology outlined below was designed to address the following research questions:

1. Was learning and or personal reflection from this program sustained over a six-week time period by the training participants?
2. Did the participants find the training useful in their everyday life?

A tertiary goal to support the client's needs is:

1. Did the EQHR's Awareness Anti-Racism Training Program at the University of Victoria achieve the intended learning outcomes for the participants immediately following the training, and six weeks later?

Mixed research methods best support these project objectives and questions. Data was be collected through three electronic surveys sent to participants at three separate points: one before the training, one directly after, and final survey six weeks later. The analysis of data collected by the researcher was

anonymous and collected through primary qualitative and quantitative analysis, averaged and compared between surveys. Through this comparison changes in behaviour, self reflection or knowledge based on the Awareness Anti-Racism Training Program's learning outcomes over six weeks or more will be demonstrated.

3.1 Project Design

This project design was based off a similar research project conducted by Hill & Augoustinos (2001). In the Hill & Augoustinos study researchers evaluated an in-house stereotype and prejudice reduction training program aimed at decreasing harmful stereotypes and prejudice towards Aboriginal Australians in Australia. The results demonstrated by Hill & Augoustinos showed that within the short-term, knowledge from the training program was maintained by participants, however, a longer time period of three months the participants returned to their baseline knowledge and behaviour. The program was held in a large public service organization. The research project tested the change in variables over three months utilizing three questionnaires: one before the training, one directly following and one three months later.

The Hill & Augoustinos (2001) project design is similar to the design of this research project for two reasons. The first reason these methods were chosen was because the methods used and described in Hill & Augoustinos helped the researcher to answer the research questions asked in this project. By using three surveys, one before the training, one directly after, and one six-weeks later, the researcher could test the baseline knowledge and the growth of knowledge over time which would help to answer the first research question of this project. The second reason for using these methods was because the design was simple and easy to replicate. While this is not the main reason for implementing this type of method it is still important to recognize.

As mentioned, three surveys will be sent to participants, one before the participants take a training program to set a baseline of knowledge, one directly following the training to test how immediately effective the training is, and one six weeks later to test how well information is retained and how much reflection and awareness is retained or grown for the participants.

While this research project was based off the work done by that of Hill & Augoustinos (2001), there are some differences between the projects. In the Hill & Augoustinos project the researchers had a total of 62 participants, which is many more times than in this project, all of which were employees of the organization. Additionally, the researchers in Hill & Augoustinos tested the workshop format and facilitation style, as well as the way the participants reacted to the facilitator's style of teaching. The researchers also tested for specific stereotypes of Aboriginal Australians. This research project is more focused on individual knowledge and behaviour change based on the self-reflection of the individual. Finally, in this project the final survey was sent out six-weeks following the training, not three months.

3.2 Project Design Phases

There were five phases built into this project's design:

Phase 1

The first phase in this process was to create the survey questions in consultation with the client and in relation to the Anti-Racism Awareness Training Program's learning objectives, which can be found in Appendix 2, and to conduct survey testing. The survey questions for all three surveys were determined based on a variety of factors. The first was to ensure that the survey questions were designed to answer

the research questions of this project. Next, the questions were reviewed by the client to ensure the data collected was useful to both the client and the researcher. The questions were also reviewed with an inclusion and bias lens by the client. The questions were preliminarily tested by the researcher on other students in the program and then created in SurveyMonkey on the UVic server to account for data and security storage restrictions.

Phase 2

The second phase of this project included the recruitment of participants from the pool of individuals that had registered for the Awareness Anti-Racism Training Program. This is because a qualifier for participating in this research is the registration and completion of the Awareness Anti-Racism Training Program offered by EQHR in November 2019. All individuals that registered for the training program were sent an email inviting them to voluntarily opt into this research. This training program was offered twice, and approximately 25 participants attended each training. The pool of 50 participants were sent emails from the researcher to recruit participants for this research.

Once a participant voluntarily registered for this research, they were sent a consent form along with information regarding the research project as per the ethics process and requirements. In order to create a layer of anonymity to the project, each participant was assigned a six-digit number so that the researcher would not know who the answerer was attributed to when looking at the data. The six-digit numbers were created through a random number and letter generator. At the time of registration participants were sent the first electronic survey hosted on SurveyMonkey. Participants were instructed to complete the first electronic survey before attending the Awareness Anti-Racism Training Program on either November 4th or November 5th, 2019. Participants were all informed that they could opt into an additional voluntary interview with the researcher to provide more context to their answers at any point. This option was included so that participants who felt defensive or uncomfortable about their answers could discuss it more fully. No participant opted into this interview option throughout the whole project.

Phase 3

In phase three of the project participants completed the Awareness Anti-Racism Training Program at one of the two workshops presented. These workshops were presented one day apart from one another. The training program lasted for two hours and was facilitated by Dr. Moussa Magassa, Human Rights Education Advisor and Ashley McKay, Project Manager, EQHR and the primary researcher for this project. The second survey was sent to participants hours after the workshop was presented and participants were encouraged to complete the survey as soon as possible following the training. This data was then used to compare to the baseline data collected in Survey 1. The survey asked participants to give examples of their knowledge and evaluate the success of the program's learning objectives.

Phase 4

The fourth phase in this project was to send the third and final electronic survey to the participants six weeks after the training has been completed. This survey was modeled after the other two surveys with slight grammatical adjustments to account for the training being completed in the past. The goal of the third survey was to see how much learning has been retained by the participants and to see if they have done any additional reflection or thinking on the training. The third survey was also created to test the impact of the training and to see if the learning objectives were achieved six weeks later by the

participants. The data from the third survey was utilized in comparison to the other two surveys to answer the research project questions.

Phase 5

The final phase of this project was to review the data collected from the participants, complete an analysis of the data, and to complete the project report including recommendations to the client.

3.3 Survey Question Design

The following is a summary of the survey question design and survey design reasoning. It should be noted that none of the questions in any of the surveys were mandatory and included a mix of open-ended questions and rating questions. A copy of the survey questions for all three surveys used in this project can be found in Appendix 1.

Survey 1

The survey questions in Survey 1 were designed to set a baseline of knowledge of the participants to compare to the other two surveys. Participants were asked to self identify as racialized, white or Indigenous, this question was not required and participants were able to not respond to this question if they did not want to. This question was asked to help give the researcher more information into the possible personal experience the participants have with the topic of racism. However, it should be noted that this is only one small data point and does not give a full picture of a person's life experience, nor does it guarantee a person's understanding, life-experience or knowledge of this subject matter. Participants were also asked about their motivations for taking this training, if they have ever taken any other anti-racism training program before, and they were asked to describe the training if they had. Participants were asked to predict if they think the training will make a difference to their thoughts, behaviours or reflections, and if so why.

Participants were then asked to give their own definition of some key terminology that will be covered later in the Awareness Anti-Racism Training Program without doing any additional research. These terms were: Racism, Privilege, White privilege, Dominant culture in society, Decolonization and Intersectionality. These terms were selected in consultation with the client to ensure that not only would these terms be described and discussed in the training, but also that they would be accurate terms as indicators of understanding anti-racism work. Next, participants were asked to rate on a scale one to five how comfortable they are describing the terms (Category 1), how comfortable they are discussing the terms with friends or family (Category 2), and how comfortable they felt discussing the terms with a stranger (Category 3). The reason for these questions was to put a value on the participant's knowledge and comfort with the terms. These values were later compared after the training has been completed to see change in the participant's knowledge and confidence with the subject matter. Finally, participants were asked to give any other thoughts or context to their answers and if they would like to opt into an optional interview with the researcher. Both questions were also asked in the last two surveys as well.

Survey 2 Question design

The second electronic survey sent out to participants was modeled very similarly to Survey 1. The second survey included the same self-identifying questions. Participants were asked "Did you find this Awareness Anti-Racism Training Program useful to you?" and were encouraged to explain their answer. They were also asked what the most impactful part of the training was. The participants were also asked if they thought the program would change their thoughts, behaviours or reflections in the future, and

were again asked to explain their answers. These questions will be useful to determine if the training met their expectations, and to answer the first and second research questions of this project. The participants were asked to again create definitions for the same key terms and give a value from one to five on how comfortable they felt describing the terms (Category 1), discussing with friends or family (Category 2) or discussing with strangers (Category 3). The learning objectives for the Awareness Anti-Racism Training Program were listed in this survey, and the participants were asked to rate how successful they felt the learning objectives were achieved and to give a reason for their answer. The answers to this question will be useful to the client to know how well the learning objectives were achieved by the participants. Finally, participants were asked to describe a recent situation where this training could have been useful. This question was included to test how applicable this training is in real life and to see if they could apply their learning in a real-life situation.

Survey #3 Question design

The third survey included the same questions as Survey 2. One major difference was the survey questions focused more on what happened between taking the training and completing this survey. Participants were asked if they “made any changes in your thoughts, behaviours or reflections because of this training program?” and to explain their answer. Participants were then asked for a third and final time to define the key terminology and give a value to how comfortable they are with the terms from one to five as they were asked to do in the previous two surveys. The goal behind these questions is to test how well the technical information was retained by the participants over the six weeks. Participants were then finally asked to give an example of a recent experience where this training was useful to them. The goal behind asking this question was to test whether or not the participants were able to utilize this training. It was expected by the researcher and client that in Survey 3 participants will be able to give a more concrete example of how they were able to put this training into use. This would also demonstrate that the knowledge gained from the Awareness Anti-Racism Workshop was maintained for at least six weeks by the participants.

3.4 Methods and framework analysis

The survey and the results from this research project are both qualitative and quantitative in nature. In parts of the surveys, participants were asked to give a numerical rating or they were asked to give a qualitative answer to give more context to their numerical answer. Averages were found from the group when possible and were used to compare across surveys.

In order to analyze the qualitative data that was supplied by the participants a framework for data analysis was created by the researcher. Tags were created for each answer theme given by the participants so the answers could be more easily reviewed and compared for common themes. Some answers given by participants resulted in more than one tag. Qualitative rating scales were converted into numerical data so it could be averaged and compared.

3.5 Data analysis

The data was compiled and completed between all three surveys. No names or identifiers were used in the data analysis. Averages were used in the data analysis and compared, and themes were identified. Much of the survey included qualitative data. This data was reviewed and tagged based off a distillation of what the participant is getting at in their statements. Some of the common themes included self-awareness, allyship, and encouraging action in others. The definitions created by the participants in each of the three surveys which were marked and scored for accuracy compared to the definition used by the

facilitators and researcher in the Awareness Anti-Racism Training Program. The definitions that were used in scoring can be found in Appendix 3.

3.6 Participants

Participants had to be recruited from a pool of individuals that had registered for the Awareness Anti-racism Training Program offered by the EQHR Office at UVic since it was a qualifier for participating in this research. There was a pool of a possible 50 individuals. Eleven participants opted into the research, and only ten completed the Awareness Anti-Racism Training Program. The participants in this project are a mix of students and staff at the UVic. While this research project was advertised and open to all students, staff and faculty at UVic, only staff and students opted in to participate. While there was an invitation and interest from Faculty to participate in this research, no faculty members joined in this research. This could be for a variety of reasons. The Awareness Anti-Racism Training Program was offered during the 5 Days of Action at UVic, while this program was also offered to all students, staff and faculty, the majority of the participants are staff and to a lesser extent they were students. Staff are more likely to participate in this type of event and training opportunity because they receive time away from work to participate. Two participants indicated they identified as a part of a racial minority, one person identified as Indigenous, and nine identified as white. In terms of familiarity with the topic of anti-racism, and past participation in this type of training previously, three participants indicated a high level of knowledge, one self-identified a medium level of knowledge and seven said they have a low level of knowledge.

3.7 Project Limitations

One limitation to this research is the low numbers of participants who registered for this research. The possible pool of participants was approximately 50 individuals of students, staff and faculty of UVic. However, only eleven participants opted into the research project. Only seven were able to take the training to the end. This is a relatively small pool and can make comparative data difficult. Efforts were made by the EQHR Office and the researcher to recruit more participants within the limits set out by ethics.

A second limitation to this research is due to the subject matter, as some individuals may not feel safe sharing their experience. It is a risky subject and although all possible avenues will be explored to reduce this risk for the individuals participating through anatomization of data and results. Still, it is important to realise that some individuals may not feel safe. This could limit the information, experiences and perspectives that are shared.

Another limitation is self-reporting function of this research. Those who opt into this type of research are most likely already sympathetic to the topic of anti-racism. They are probably already aware to some degree of their thoughts and behaviours in the context of racism and will likely already have some knowledge of the topic and key terminology. While this is not the case for every participant it will likely skew the data towards those who have a higher knowledge base than the general public at UVic.

More detailed information about the participants was not collected in the surveys. While at the time of survey creation it did not seem pertinent to ask, and did help with some privacy and confidentiality of the participants this type of information could have been useful in better understanding the results and could have helped in further recommendations for the client.

One final limitation is the use of electronic surveys to collect data. While this is a more efficient way to collect data, it removes much of the personal connection and context that can be achieved through other forms of data collection. This format also allows for participants to self-edit their responses and participants may choose to leave out key details or information that may be useful in this research. In addition, follow up on responses by participants is not possible in this survey format.

3.8 Delimitations

One delimitation that should be stated is that some of the participants took up to nine weeks to complete the third and final survey following the training program. Data was analysed the same for the individual who responded nine weeks after the training had completed. This lapse in time was most likely due to the holiday break that occurred around the time of the six-week mark. Flexibility in the expected timeline by the researcher was required.

In addition, the researcher decided to go ahead with only 11 participants in the survey. It may have resulted in better data to wait for more participation by facilitating an additional workshop in the future and recruiting more participants into this research project, however it was unknown to the researcher if future workshops could be facilitated.

4.0 Findings

The following is a review of the data collected. Eleven participants completed the first survey, one did not complete the training and so did not complete Survey 2 or 3 as it was a prerequisite for the following surveys. Eight participants completed Survey 2, despite follow up with the remaining participants. Only seven participants completed the third and final survey, and one of the seven did not fully complete the survey.

4.1 Motivations for registering for the Anti-Racism Workshop

One of the first questions asked to the participants in Survey 1 helped the researcher understand the motivations for why the participants registered for this type of training and what they hoped to get out of it. When asked: “Why did you decide to register for the Awareness Anti-Racism Training Program?” (see Table 1). Eight out of eleven participants answered that what they most wanted to get out of the training was self-awareness of their own bias and racist acts and how they impact others. One participant answered that they wanted to learn how to be a better ally, and two had other motivations for taking this training including work requirements. Some answers given by the participants included more than one theme.

Table 1: Quantitative response tags to the question: Why did you decide to register for the Awareness Anti-Racism Training Program?

Answer Theme Tag	Number of participants who gave this theme as an answer (11 respondents)
Self- awareness	8
Allyship	4
Other	2

4.2 Impacts on thoughts, behaviours or reflections

Participants were asked in Survey 1 if they thought the Awareness Anti-Racism training would have an impact on their thoughts, behaviours or reflections, they were not forced to answer either a yes or no, they were simply asked to write a response to the question. Two participants indicated that they did not think it would be useful to them before they took the training. But one of those two participants said that they might be able to become more self-aware. The other already had a high level of understanding of the subject matter, but they thought that may find some of the tools useful in the training. One participant did not fully answer the question. In total, seven answered in the affirmative nature that self-awareness would be the result of this training for them, and two answered that they would become a better ally in combination with self-awareness following the training. These answers help to give the researcher a better understanding of the participants frame of mind before taking the training and can help give context as to what they want to get out of the training for themselves. This question was asked again in both Survey 2 and Survey 3 after the participants had taken the training program. In Survey 2, six participants talked about the way the workshop empowered them to act and to start self-reflection on their own actions and behaviours. Many of the participants also indicated that it gave them the language, skills and knowledge to make change within others. One participant indicated that the training did not change their thoughts, reflections or behaviour because they were already very familiar with the concepts and topic. In Survey 3, two of the seven participants reported being more aware of microaggressions in their day to day life. Five out of the seven indicated a growth in either or both self-awareness and self-empowerment. It is clear the training continued to have an impact on the participants. One participant indicated that since they already had a high understanding of this topic, they did not notice any changes for them. Table 2 summarizes the answers supplied by the participants in the three surveys to this question, some answers given by the participants included more than one theme.

Table 2: Quantitative response tags from Surveys 1-3 to the question: “Have you noticed (or do you anticipate) any changes in your thoughts, behaviours or personal reflections because of this training program?”

Tag Summary	Survey 1 (10 respondents)	Survey 2 (7 respondents)	Survey 3 (7 respondents)
Self-awareness	7	6	3
Training may not be useful	2	1	
Allyship	3		
Other	1		1
Self-empowerment to act		4	3
Microaggressions			2

4.3 Training usefulness

In Survey 2 and Survey 3 participants were asked if they thought the training was going to be useful to them. The term “useful” was not defined for the participants, they were able to identify what that term means to them, they were not asked to respond in either a yes or no answer, but given enough space in the survey to write a fulsome answer. In Survey 2 participants indicated that they thought the increased

awareness of racism, and their own self-awareness was the most useful part of the training. In Survey 3 participants seemed to be more impacted by the discussions they had in the training. Three participants mentioned that the discussions they had with other participants and the facilitators were the most useful. Four of the seven participants spoke about how the training session helped them to self-reflect on their own thoughts and behaviours. Two participants spoke about growth in empathy for other’s experiences. One participant talked about the growth in their self-empowerment to speak to others who may have made a racist comment. One participant commented that they wanted more time to unpack the discussions during the training time. This was a theme in the second survey as well, however only brought up by one participant in the third survey; Table 3 summarizes this data. Like the other questions, some of the answers given by the participants fell under multiple themes.

Table 3: Quantitative response tags from the question: “Did you find this Awareness Anti-Racism training program useful to you?”

Answer Theme Tag	Survey 2 (8 respondents)	Survey 3 (6 respondents)
Self-awareness	4	4
Self-empowerment to act	1	1
Facilitation style	3	1
Empathy for others		2
Allyship	1	
Discussions with the group		3
Wanted more time	1	1
Other	1	1

A similar question was asked again in Survey 2 and 3, but were asked to give an example of how the Awareness Anti-Racism Workshop either could have been useful to them, or in the case of Survey 3 was useful to them. In Survey 2, three participants did not have an answer to give for this question. Three participants gave a concrete example of how they could have utilized the knowledge from this training. Two participants gave general comments about how they might use the training in the future. In Survey 3 each participant gave thoughtful examples of how there were able to use the training in their everyday life. All but one participant indicated that they used this training in conversations. Each had a different example how they were tangibly able to utilize the training. Two specifically mentioned their growth in ability to utilize concrete language in their discussions with others. One participant also mentioned they felt more empowered to speak with their daughter about these issues. Finally, one participant did indicate that they were able to have a conversation with a stranger and was able to use concrete language to explain themselves. Only six of the seven participants completed this part of the survey. Table 4 summarizes this data collection.

Table 4: Quantitative responses from question: “Describe one recent experience, reflection or conversation that you had in which this training was useful to you?”

Answer Theme Tag	Survey 2 (8 respondents)	Survey 3 (6 respondents)
Example with family member	2	5
Example with a friend	1	
Example with a stranger		1
No example	3	
Non-specific answer	2	

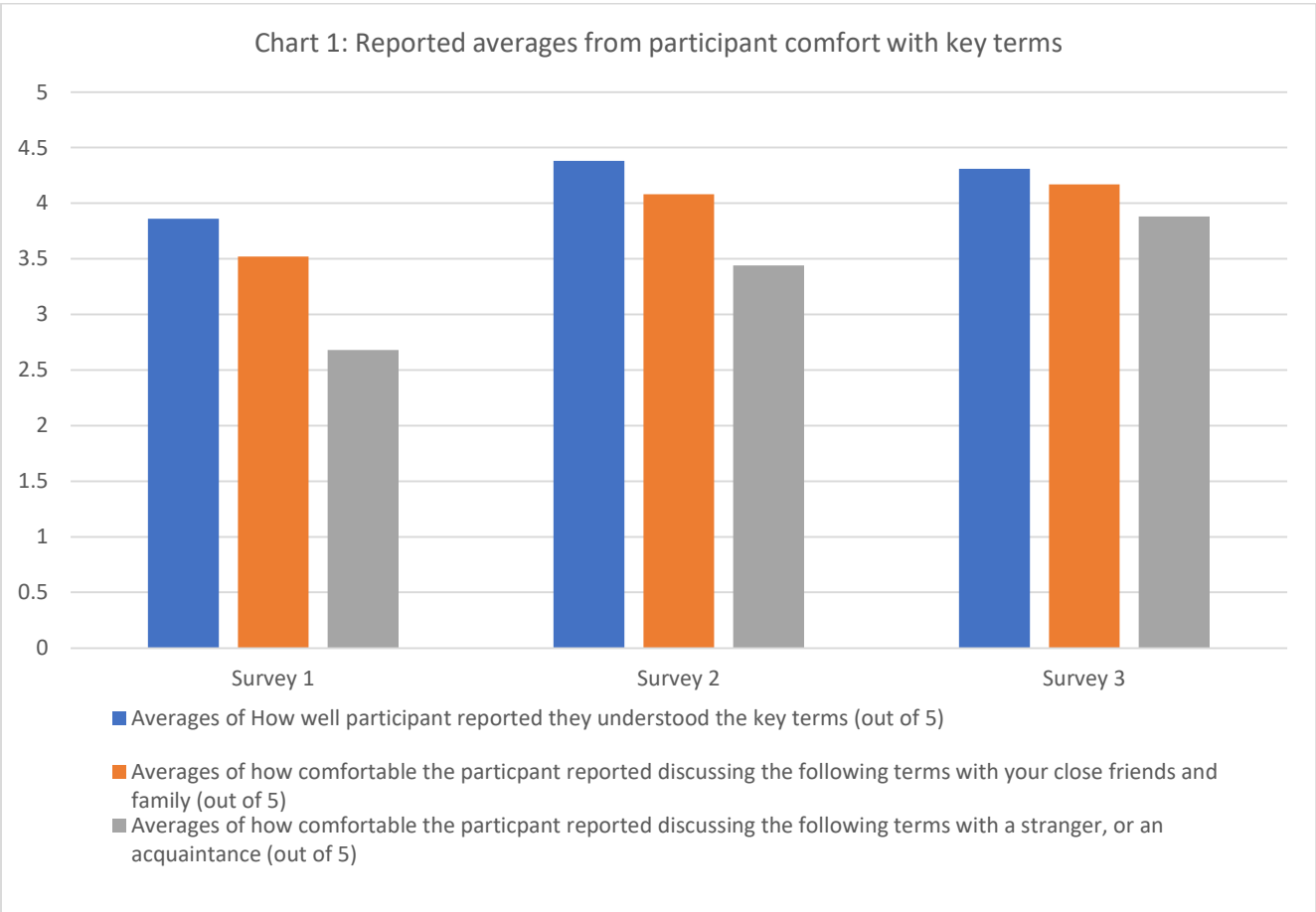
4.4 Six Key Terms and Concepts

Participants were asked to rate how well they understood six key terms and concepts that pertain to anti-racism. These terms and concepts were: Racism, Privilege, White Privilege, Dominant culture in society, Decolonization, and Intersectionality; see Appendix 2 for the definitions used in this scoring method. Data comparison from all three surveys showed an overall growth in the familiarity with the terms, and an increase in comfort level in both describing and discussing the terms with family, friends and strangers by the participants.

In Survey 1, eleven participants completed the survey, however only ten of those eleven completed the Awareness Ant-Racism Training Program. The participants self-identified their comfort level out of 5 in their understanding of the six key terms and concepts. The baseline that they set before taking the training program was on average 3.86/5 for Category 1 (how well they understood the terms and concepts), 3.52/5 on average for Category 2 (how comfortable are you discussing the following terms with your close friends and family?) and 2.68/5 on average for Category 3 (how comfortable are you discussing the following terms with a stranger, or an acquaintance). Participants were asked to write a definition for each term or concept without doing additional research in all three surveys. These answers were then tested against the definition set out in the Anti-Racism Training Program and scored out of a possible 5 marks by the researcher. The participants scored an overall average of 3.56 out of 5 in Survey 1. These scores were then used to compare the results in the next two surveys.

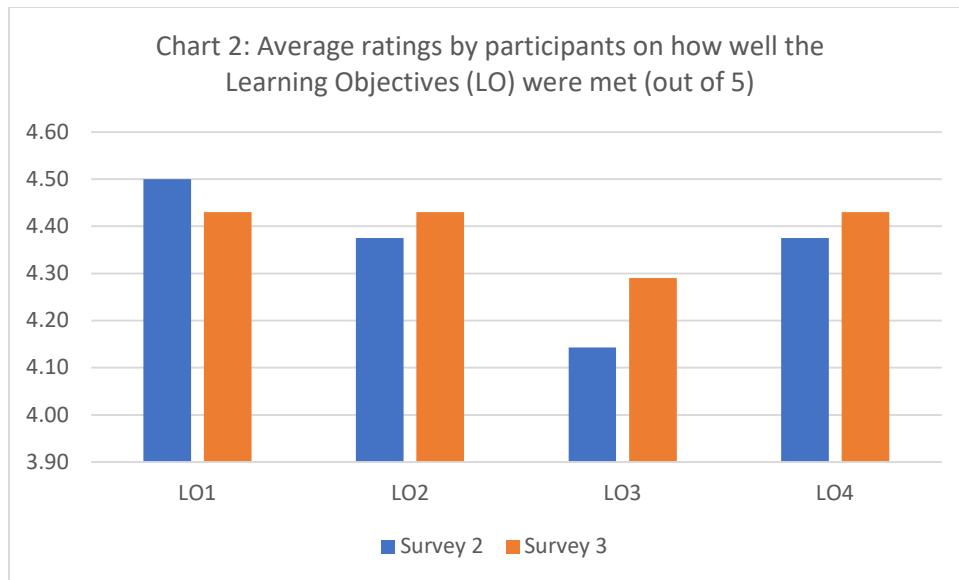
In Survey 2 and 3 the results identified by the participants improved. In Category 1 participants on average thought that they could define the six terms 4.38 out of 5. For Category 2 on average a score of 4.08 out of 5 and for Category 3 they indicated being able to define how comfortable they would be discussing the terms with a stranger, or an acquaintance as 3.44 out of 5. When asked to create a definition for each term or concept the participants knowledge increased. On average they scored 3.98 out of 5 without doing additional research. It should be noted that one participant decided not to submit answers to this part of the survey, citing that “*none of my definitions for this section have changed.*” This response was not included in the data to create the average score.

In Survey 3 the results followed a similar form. In Category 1, six weeks after taking the training, participants self-scored themselves on average 4.31/5. In Category 2 participants indicated that on average they felt like 4.17 out of 5 comfort with discussing the terms with their family and friends. Interestingly, for Category 3, participants grew again in comfort, they indicated a 3.88 out of 5 comfort level on average discussing these terms with strangers or acquaintances. This is an increase from Survey 2 which was 3.44. Chart 1 summarizes all the data in this section.



4.5 Workshop Learning Objectives

Participants were asked if they thought the learning objectives were met in Survey 2 and 3, and they were asked to rate their answer on a four-point scale. Appendix 2 outlines the learning objectives for this training program. These were then translated into a score and averaged so the results could be compared. Chart 2 summarizes the average rating scores given the participants based on how well they thought the learning objectives were met from Survey 2 and 3. Overall participants voted that the workshop achieved the learning objectives 4.8/5 in Survey 2 and 4.4/5 in Survey 3 six weeks later.



4.6 General Theme of Microaggressions

The theme of microaggressions came up many times throughout the surveys and by multiple participants. The term first came up in Survey 1, by two participants in the question: Do you think you will make any changes in your thoughts, behaviours or reflections as a result of this training program? Participants wanted ways to be able to recognize microaggressions both in themselves and help others to see them as well. Learning more about microaggressions came up again as something that stood out to participants in Survey 2, three out of eight participants mentioned it. In fact, one participant mentioned it in three separate questions in Survey 2. Finally, in Survey 3, the topic of microaggressions was mentioned again three separate times as what stood out to participants as the most impactful thing about the training program, and two participants mentioned that they spoke to their relatives about microaggressions. The reasons as to why the concept, topic, and theme of microaggressions was mentioned many times by participants could have been because it is gaining more and more attention in our daily lives and media, or, it could have been because it was a concept that some of the participants has not encountered before and so stood out to them as something they could address individually.

4.7 General Theme of Empowerment

It was also clear from the data that self empowerment to act was a huge part of this training program for the participants. Individual participants were able to utilize the training in tangible ways and were not only able to have productive conversations with family members about what can be a challenging topic, but they felt empowered because they had the language to do so. The title and goal of the training was to increase awareness for the participants; however, it may have moved one step further from awareness to empowerment. When asked if participants thought that the training would make any changes to their thoughts or behaviours in Survey 2, four out of the eight participants described some form of self empowerment to act and self-reflection on their own actions and behaviours. It gave them the language and knowledge to make change:

“[this training] inspired me to go home after the workshop and respond to a person who is not able to recognize White privilege in any way, to try and support her learning.”

“I feel more empowered to be an ally. I feel like I could better articulate the reasons why an action or a comment is harmful and I could help educate the individual to help them understand.”

This theme was also clear in Survey 3 when all participants describe situations in which they had meaningful conversations with other people about what they learned. It was clear that they had taken something away from the training and were inspired and empowered by what they learned. One participant said in Survey 3:

“[I had a] discussion with my daughter about her own abilities to promote equity, diversity and inclusion” and “It gave me even more language to use when trying to make a difference in the ways I interact with people who may be inadvertently racist.”

The quantitative data collected also supports the theme of empowerment. Even though the definition scores of the participants went down slightly between the Survey 2 and Survey 3, the comfort level of the participants stayed high. This demonstrates that the participants felt comfortable utilizing the terms and the information learned in the training because they felt empowered to do so due to their new knowledge and understanding.

5.0 Discussion

The following discussion that will show that the literature surveyed, and the data collected in this research project are mostly aligned, and it will also include a discussion of the three main research questions of this project. Much of the literature surveyed showed that this type of training can be effective in addressing racism at institutions; the results of this research project would agree. Additionally, learning from a mixed group of participants and in a safe learning environment were also found to be important in both the data of this research project and the literature. The time component of the Awareness Anti-Racism Training Program will be discussed in terms of what is considered most effective in the literature. The answers to all three of the research questions in this project are ultimately positive. It will be shown that learning by the participants was retained over the six-week period, and that the participants found the training to be useful in their everyday life. Finally, the learning objectives set out by the facilitators in the Awareness Anti-Racism Training Program were fulfilled by the participants.

5.1 Effective Training

The data results of this project and the literature surveyed mostly compliment each other. The majority of the literature cited demonstrated that anti-racism training programs can be effective in making positive change in participants and encourage them to leave with an increased self-awareness and understanding of racism and prejudice (Bezrukova, Spell, Perry & Jehn, 2016; Chang, 2002; Engberg, 2004; Sit, Mak & Neil, 2017). This result was also demonstrated by the data collected in this research project. Many of the participants gave explicit examples of how the training program helped them to become more self-aware and empowered them to make personal changes to their thoughts, actions and behaviours and the numerical data backed up the answers given by the participants.

5.2 Mixed Learning Group

The learning from the mixed group is also clearly useful and was witnessed both in the literature and from the data collected. Denson (2009, p. 809), Chang (2002) and Engberg (2004) discussed the

importance of creating anti-racism training for a diverse audience, and have encouraged a racially diverse population take the training because “they do tend to lower racial bias by providing students with opportunities to engage with others who are different from themselves” and can have different experiences and understanding of anti-racism work. It is important to emphasize that this does not mean using racially diverse participants or students as a learning opportunity for white participants but allowing participants to share their experiences and create a shared understanding if they feel safe or willing to do so. In the research project two participants indicated they identified as a part of a racial minority, one person identified as Indigenous, and nine identified as white. In addition, one facilitator was Black and the other was both white and Indigenous. This diversity could have impacted the positive result of the Awareness Anti-Racism Training Program and created a high level of peer-to-peer discussion between participants. In the training program it was important to have participants in the room with a higher level of understanding that could help explain topics or go through examples. At least three of the participants in this research project indicated that they had a high level of understanding of anti-racism topics, one indicated a medium level of knowledge and seven indicated a low level of knowledge at the start of the program. This type of peer-to-peer learning is key to the success of anti-racism training and was indicated as an important part of the learning experience by some of the participants (Engberg, 2004). When asked what “In what way did you find it [the training program] useful?” three participants said:

“Good information presented and thoughtful discussions by the facilitators and the workshop participants”

“Means of promoting discussion to understand impacts and brainstorm solutions”

“Slightly new perspectives and hearing other people’s take on concepts”

These quotes demonstrate that the knowledge in the room was important to the participant’s ability to learn and understand the anti-racism theories and topics in a more organic way through discussion.

5.3 Safe Learning Spaces

Creating a safe learning space as free from judgement as possible necessary part of creating and facilitating the Awareness Anti-Racism Training Program (Burgess, van Ryn, Dovidio & Saha, 2007; Penderson, et al., 2011). This was also appreciated and echoed by the participants who indicated throughout Survey 1 and 2 how important this was to their learning. When asked “What stood out to you as the most impactful thing about the training program?” participants said:

“I appreciated the ability to discuss this sensitive topic without any shaming/blaming”

“deep compassion of the program leader, other first person stories from participants”

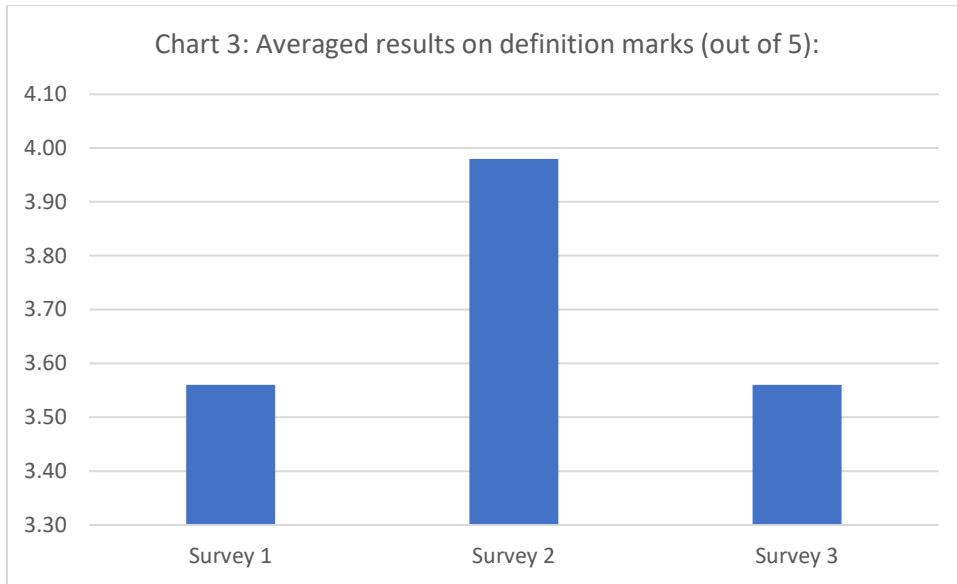
“A safe environment to explore and discuss the sensitive issue of racism so as to identify situations, processes and systems that may be viewed as racist or discriminatory and discuss ways of making change.”

5.4 Training Time

One interesting factor between the results in this project and the literature surveyed is the time component. In the literature it was clearly demonstrated that longer-term programs, sessions that are held over multiple days, weeks or months, are much more effective than short-term and one-off

programs. Many researchers expressed concern for implementing short term program and warned that they are not as effective as long term-comprehensive training opportunities (Astin, 1993; Bezrukova, Spell, Perry & Jehn, 2016; Bowman, 2010; Burgess, van Ryn, Dovidio & Saha, 2007; Denson, 2009; Hill & Augoustinos, 2001; Kulik & Roberson, 2008). It is interesting to see such positive results from qualitative data from the participants in this project in terms of their learning, reflection, and growth over the six-week period even though the Awareness Anti-Racism Training Program was a one-off, two-hour training program.

While the reflection, awareness and confidence of the participants increased over the six weeks, the comprehension of the six key definitions decreased over the six weeks, which is consistent with the data demonstrated by Hill & Augoustinos (2001) and Bezrukova, Spell, Perry & Jehn, (2016). The quantitative data demonstrates that the participant's confidence, in their ability to adequately define the key terms to friends, family and to strangers increased from Survey 1 to Survey 2. When asked, "How well you understand the following terms" on a scale 1-5, participants indicated an average score of 3.86/5 on Survey 1, and 4.38/5 on Survey 2, this growth can be attributed to the training that they received just before completing Survey 2. There was a very slight drop to 4.31/5 on average by the participants in Survey 3 showing that the biggest learning for the participants was directly following the training. Interestingly, the data shows that participants grew steadily in their own comfort level with the discussing the key terms with close friends and family (Category 2) and with discussing the terms with strangers or acquaintances (Category 3) from Survey 1, 2 and 3. Meaning, while the participants may have felt more comfortable with key terms their total comprehensive knowledge of the proper definitions of the key terms was not as successful, Chart 1 describes this. When the participants were asked to give a definition of the key terms in Survey 1 participants scored 3.65/5 on average, on Survey 2 participants scored on average 3.98/5 and on Survey 3 they scored 3.56/5, demonstrating a drop in definition comprehension. While this is not a hugely significant drop in score, it is still worth mentioning that while the participants may have felt more confident, the information they were sharing with friends and family may have not be as accurate. Additionally, the knowledge gained by the participants from Survey 1 to 3 essentially went back to the previous levels as Hill & Augoustinos (2001) suggested in their research, as shown in Chart 3. However, this does not mean the training was not impactful or important to making positive change and helping the participants to become more anti-racist due to their reflection, inspiration and ideas that clearly stuck with them in a meaningful way as per the qualitative data collected.



5.5 Project Question 1

The following section will review the data and explain the results in the context of the research questions. It will be demonstrated that the answer to all three of the research questions is ultimately positive based on both the qualitative and quantitative data collected. This project had two main questions that it was looking to answer. The first question was:

1. Was learning and or personal reflection from this program sustained over a six-week time period by the training participants?

Regarding this question, the answer is clearly yes. One of the biggest markers of this from the data was from one of the last questions in Survey 3: "Can you describe one recent experience, reflection or conversation that you had in which this training was useful to you?" In response to this answer all of the participants had substantial answers and were able to demonstrate clear examples of how they used their knowledge from this training session to have meaningful conversations with their members of their family, and in one case with a stranger on a bus. One participant said:

"[I] was able to have a thoughtful discussion using some examples from this course and "thoughtful curiosity.""

Another said "when having discussion with family members I have been able to use more concrete and forceful language in order to make them understand the microaggressions they may have committed."

This demonstrates that not only was the training helpful for the participant's personal learning, but they were able to put the learning into practice in a real-life situation. These types of responses also demonstrate not only a growth, but also a growth in personal reflection since the participants would need to continually reflect and consider what they learned in order to have meaningful conversations more than six-weeks after a training session had ended. Participants were asked in Survey 2 and 3 if they thought that their thoughts, behaviours or action would change because of the training program, and in

the final survey, some participants described exactly how the program made them change the way they thought and made them more self-reflective. Two participants said:

"I've become more aware of the language I use in everyday interactions with others."

"this training has made me more aware, and more careful about judging others."

5.6 Project Question 2

The second question that this project has aimed to answer is:

2. Did the participants find the training useful in their everyday life?

The data collected and indicated indicates that the answer to this question is similarly yes. The responses that the participants gave when ask about expected changes to their thoughts, behaviours or reflections indicated in all three surveys that they thought this training was going to be useful to them in many ways. Participant said in their responses in Survey 1 that:

"Yes, I hope to be able to help train student assistants (as well as my co-workers, potentially) in ways that micro and macro-aggressions happen and how to combat them"

"hopefully I will end up better equipped to confront racism when I encounter it."

When asked if the participants thought the training was useful to them, seven out of eight respondents in Survey 2 indicated that they thought the training was useful to them. One participant said:

"it was useful in that it continues to remind me to check my white privilege more often"

another said in Survey 3 to the same question that:

"it made me more aware of other people's experiences."

This shows that the training program made an impact and that there were useful pieces to the participants in their daily lives.

5.7 Project Question 3

The final question this project aimed to answer was:

3. Did the EQHR's Awareness Anti-Racism Training Program at the University of Victoria achieve the intended learning outcomes for the participants immediately following the training, and six weeks later?

The answer to this question is also yes, the participants felt as though all four learning objectives were met with an average score of 4.35/5 in Survey 2 directly after the training and 4.39/5 in Survey 3 six weeks later. While this shows there is some room for improvement, especially regarding learning outcome 3 which scored the lowest average of 4.22 between both surveys; the results are still very promising and positive. See Appendix 3 for a list of the learning objectives used in the Awareness Anti-Racism Training Program.

5.8 Summary

In summary, the literature surveyed mostly complimented the results gathered in this research project. The two main questions asked in this project were all both answered as yes. Yes, participant's learning

and reflections were sustained within the six-week window. Comfort levels with the six key terms increased in Survey 3 by the participants but definition comprehension was reduced within the six weeks. In addition, the answer was also yes to question 2 of this project. Yes, participants found this training useful in their every day lives. Participants indicated in multiple questions in both Survey 2 and 3 that they thought the training was useful to them and gave testimonial that it was. There were at least two participants that did not think the training would be useful in Survey 2, and one participant in Survey 3, this was most likely due to an already high level of understanding of the topic by the participant. These participants did however think the training was well done and had seemingly positive experiences in the training program.

6.0 Recommendations

The following are recommendations that the researcher recommends to the EQHR Office as the client of this project. The first two recommendations are actions for the client to continue doing to continue to create an environment at UVic that encourages self-improvement, self-empowerment and safe learning spaces for the workshop participants. The third recommendation is something new that the EQHR could consider implementing. The fourth recommendation is a suggestion for the improvement of the Awareness Anti-Racism Training Program itself. The fifth recommendation is to consider ways to include faculty in this type of training. The final recommendation is directed at the administration of the institution to help ensure this training program can be sustained.

6.1 Continue offering training opportunities

It is first recommended that the EQHR Office continue hosting and facilitating anti-racism workshops and training opportunities. This training program was demonstrated by the participants in the research project to be useful and it did achieve its intended goals and learning outcomes. These trainings should continue to be face to face and in a group format with mixed participation from students, staff and faculty if possible. The learning from the mixed group is also clearly useful and was witnessed both in the literature but also from the data collected as well.

6.2 Keep the learning space safe

A safe learning space free from outward judgement by the participants and facilitators was an important part of the facilitation of the Anti-Racism Training Program. Creating a safe learning environment was identified by the participants in both Survey 1 and 2 as an important part of the workshop to them. It is therefore recommended that this continue in the Awareness Anti-Racism Training Program so that space is safe for learning by all of the participants, and so they feel able to ask questions and be vulnerable which is a key to the success of the training program.

6.3 Grow opportunities for learning about microaggressions

The topic of microaggressions was very important to the participants and was indicated at least three times in Survey 2 as being one of the most impactful parts of the Awareness Anti-Racism Training Program. It is therefore recommended that the EQHR Office continue to offer this topic in the Awareness Anti-Racism Training Program, and perhaps consider having a stand-alone workshop on this topic or create other training opportunities.

6.4 Increase the training time

It is recommended that the EQHR Office and future trainers of the program consider making the Awareness Anti-Racism Training Program training at least 30 minutes longer, or allow for more time for discussion between both participants and facilitators. This request was indicated by one participant but in both Survey 2 and 3. It could be that some participants felt as though they were not able to delve into the topics deep enough in the time provided. It could be helpful to allow for more time for discussion so that participants can fully work through their answers and ideas in a safe environment.

6.5. Engage Faculty in this work

Faculty were invited to participate in this research project as a participant, however no faculty opted in to participate. This could be for a variety of reasons, but a lack of participation in this type of work has also been demonstrated in some of the literature as well including Dua and Lawrence (2000). In Dua and Lawrence (2000) the researchers discussed the difficulty and resistance in recruiting faculty to participate in anti-racism training. Faculty are leaders in the classroom, they are a representative of the university to students and they are responsible for the safety of all students in the classroom. It is therefore recommended that EQHR work with the Faculty Association, the administration and other committees on campus to find ways to engage with faculty and encourage participation in this work. Such opportunities could be found in the New Faculty Orientation events, or similar models to the Indigenous Cultural Acumen Training (ICAT) used by the Indigenous Academic & Community Engagement unit on campus (Indigenous Cultural Acumen Training, n.d.).

6.6 Growing and funding anti-racism work at UVic

Work on this topic at UVic must continue. UVic is a public education institution and the benefactor of public money from both the federal and provincial governments, and therefore UVic has the responsibility and duty to the community it serves to uphold its own policies, procedures, and the Strategic Framework and UVic's Indigenous Plan, which aim to prevent and reduce discrimination and harassment and promotes anti-racism work, but it must also must uphold and protect other declarations of human rights such as: the Truth and Reconciliation Commission of Canada's report, the United Nations Declaration on the Rights of Indigenous Peoples, the United Nations The Committee on the Elimination of Discrimination against Women and the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (B.C. Declaration on the Rights of Indigenous Peoples Act, n.d.; Indigenous Plan 2017-2022, n.d.; OHCHR, n.d.; National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019; Strategic Framework, n.d.; Truth and Reconciliation Commission of Canada (TRC), n.d.; University of Victoria, 2015). Therefore, UVic has a responsibility to continue to create meaningful anti-racism and decolonization training for faculty, staff and students at UVic.

Participants in this research project gained many new skills and a greater understanding of anti-racism practices and self-awareness. In addition to this duty and responsibility of the institution many of the participants asked for more training and longer opportunities. More funding and opportunities for this type of training must be made available by the university administration to ensure that anti-racism training can continue to grow and develop at UVic and continue to make a difference for the community at UVic.

7.0 Conclusion

Racism in HEIs is not going away, however, there are ways in which HEIs can adjust programming and training that can make a difference (Dei, 2000). This project was modeled after research conducted by Hill & Augoustinos (2001) in which participants were tested before a training program, directly after, and three months later. This project sought out to answer two main questions and one secondary question to support the client. Both answers to the main questions of this research project were found to have positive results. Participants demonstrated a growth in their knowledge as the data results are compared between Survey 1, before they had taken the training, to Survey 2 and 3. It can be seen in the data that participants not only found the Awareness Anti-Racism Training Program at UVic useful, but they also felt empowered to make change in themselves, and inspired to affect change in others. This project also found that the learning objectives of the Awareness Anti-Racism Training Program were met, and in some cases exceeded expectations by the participants.

There were five recommendations that came out of this project. The first two recommendations were for the client and the EQHR Office at UVic to continue to provide the training and resources that they already do. The third recommendation was to start offering training focused on microaggressions since it was a strong theme identified in the data collected from the participants. The fourth recommendation was for the trainers of the program to consider adding more time to the training to allow for greater and deeper conversations between participants. The final recommendation was directed at the institution as a whole and more specifically at the administration to increase funding for the EQHR Office to continue to provide and grow this important anti-racism training for the university community.

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Appendix 1: Survey questions

Survey #1 questions

1. Please write the research participant number you were assigned _____. (This will be indicated in the original email you received after registration. If you are unable to find this research participant number please email akmckay@uvic.ca).
2. Do you identify as a person of a racial minority? (yes, no, I'd prefer not to answer)
3. Do you identify as an Indigenous Person? (yes, no, I'd prefer not to answer)
4. Do you identify as a white person? (yes, no, I'd prefer not to answer)
5. Why did you decide to register for the Awareness anti-racist training program?
6. Have you taken training like this before?
 - a. Please describe that training and where you took it, how long was the program?
7. Do you think you will make any changes in your thoughts, behaviours or reflections because of this training program?
 - a. If yes, what changes do you anticipate?
 - b. If no, why not?
8. The following questions are to establish a baseline of knowledge that you already have. Please answer honestly and without doing additional research:
 - a. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very well understood) how well you understand the following terms:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - b. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with your close friends and family?
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - c. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with a stranger, or an acquaintance:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - d. Without doing additional research, please give a one sentence definition of the following terms:
 - i. Racism

- ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
9. Thank you very much for your participation. Do you have anything else that you would like to add for context?
 10. If you would like to opt into an optional interview with the primary researcher to give more context about your answers, to discuss the process, or to discuss anything else in regards to this research please contact akmckay@uvic.ca or check the box below. The discussion in the interviews will be complete confidential, and will serve only to add context to your electronic answers here. You may opt into an optional interview at any point in this process.

**Please note that you will be sent a second survey once you have completed the training program. If you have any questions about this process please do not hesitate to contact akmckay@uvic.ca.

Survey # 2 questions

1. Please write the research participant number you were assigned _____. (This will be indicated in the original email you received after registration. If you are unable to find this research participant number please email akmckay@uvic.ca).
2. Do you identify as a person of a racial minority? (yes, no, I'd prefer not to answer)
3. Do you identify as an Indigenous Person? (yes, no, I'd prefer not to answer)
4. Do you identify as a white person? (yes, no, I'd prefer not to answer)
5. How well do you recall your experience at the Awareness Anti-Racism Training Program you attended in November 2019?
 - a. Well
 - b. Somewhat
 - c. Not well
 - d. Not at all
6. What stood out to you as the most impactful thing about the training program?
7. Did you find this Awareness anti-racist training program useful to you?
 - a. In what way did you find it useful?
 - b. In what way was it not useful?
8. Do you think you will make any changes in your thoughts, behaviours or reflections because of this training program?
 - a. If yes, what changes do you anticipate?
 - b. If no, why not?
9. Below you will find the learning objectives from the program. Please indicate on a scale of 1-5 (1 being not achieved, and 5 being completely achieved) how well you think the learning objectives were achieved for you now that you have completed the Awareness anti-racist training program:
 - a. Understand Anti-Racism as UVic Value whereas university members should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential.

- b. Accept/ acknowledge personal responsibility, with reference to UVic policies, to create an inclusive and welcoming learning and working environment free of racism, discrimination, harassment, and sexualized violence.
 - c. Respond to UVic call-to-action to address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities.
 - d. Contribute to create an anti-racist, inclusive and welcoming campus environment
10. The following questions are to show the difference of knowledge that you have gained from the Awareness anti-racist training program. Please answer honestly and without doing additional research:
- a. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very well understood) how well you understand the following terms:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - b. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with your close friends and family?
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - c. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with a stranger, or an acquaintance:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - d. Without doing additional research, please give a one sentence definition of the following terms:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
11. Can you describe one recent experience, reflection or conversation that you had in which this training might have been useful to you?

12. Thank you very much for your participation. Do you have anything else that you would like to add for context?
13. If you would like to opt into an optional interview with the primary researcher to give more context about your answers, to discuss the process, or to discuss anything else in regards to this research please contact akmckay@uvic.ca or check the box below. The discussion in the interviews will be complete confidential, and will serve only to add context to your electronic answers here. You may opt into an optional interview at any point in this process.

**Please note that you will be sent a third and final survey in 6-weeks time. If you have any questions about this process please do not hesitate to contact akmckay@uvic.ca

Survey # 3 questions

1. Please write the research participant number you were assigned _____. (This will be indicated in the original email you received after registration. If you are unable to find this research participant number please email akmckay@uvic.ca).
2. Do you identify as a person of a racial minority? (yes, no, I'd prefer not to answer)
3. Do you identify as an Indigenous Person? (yes, no, I'd prefer not to answer)
4. Do you identify as a white person? (yes, no, I'd prefer not to answer)
5. How well do you recall your experience at the Awareness anti-racist training program on (date)?
6. What stood out to you as the most impactful thing about the training program?
7. Did you find this Awareness anti-racist training program useful to you?
 - a. In what way did you find it useful?
 - b. In what way was it not useful?
8. Have you noticed any changes in your thoughts, behaviours or personal reflections because of this training program?
 - a. If yes, what changes have you noticed?
 - b. If no, why do you think that is?
9. Below you will find the learning objectives from the program. Please indicate on a scale of 1-5 (1 being not achieved, and 5 being completely achieved) how well you think the learning objectives were achieved for you now 6 weeks later:
 - a. Understand Anti-Racism as UVic Value whereas university members should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential.
 - b. Accept/ acknowledge personal responsibility, with reference to UVic policies, to create an inclusive and welcoming learning and working environment free of racism, discrimination, harassment, and sexualized violence.
 - c. Respond to UVic call-to-action to address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities.
 - d. Contribute to create an anti-racist, inclusive and welcoming campus environment
10. The following questions are to show the difference of knowledge that you have gained/retained six-weeks following the Awareness anti-racist training program. Please answer honestly and without doing additional research:
 - a. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very well understood) how well you understand the following terms:

- i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - b. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with your close friends and family?
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - c. Please indicate on a scale of 1-5 (1 being not at all, and 5 being very) how comfortable are you discussing the following terms with a stranger, or an acquaintance:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
 - d. Without doing additional research, please give a one sentence definition of the following terms:
 - i. Racism
 - ii. Privilege
 - iii. White privilege
 - iv. Dominant culture in society
 - v. Decolonization
 - vi. Intersectionality
11. Can you describe one recent experience, reflection or conversation that you had in which this training might have been useful to you?
12. Thank you very much for your participation. Do you have anything else that you would like to add for context?
13. If you would like to opt into an optional interview with the primary researcher to give more context about your answers, to discuss the process, or to discuss anything else in regards to this research please contact akmckay@uvic.ca or check the box below. The discussion in the interviews will be complete confidential, and will serve only to add context to your electronic answers here. You may opt into an optional interview at any point in this process.

If you have any questions about this process please do not hesitate to contact akmckay@uvic.ca

Appendix 2: Awareness Anti-Racism Training Program Learning Objectives

1. Understand Anti-Racism as UVic Value whereas university members should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential.
2. Accept/ acknowledge personal responsibility, with reference to UVic policies, to create an inclusive and welcoming learning and working environment free of racism, discrimination, harassment, and sexualized violence.
3. Respond to UVic call-to-action to address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities.
4. Contribute to create an anti-racist, inclusive and welcoming campus environment

Appendix 3: Definitions used in Awareness Anti-Racism Training Program and used to score answers by participants

Racism: Action against someone or a group of people based on race

Privilege: unearned set of advantages, based on society's structure, systems and social patterns

White Privilege: unearned set of advantages, based on society's structure, systems and social patterns, specifically to white bodies

Dominant culture in society: The culture this has benefited and is fully accepted by all within it.

Decolonization: Purposeful removal of colonization and systemic barriers within a society to those that have been colonized and disadvantaged within a society.

Intersectionality: interacting forms of social inequality and societal marginalization that affect an individual, group or section of the population