Berkeley Public Health

Data Appendix

Table of Contents

1. Racial Literacy: Scores for faculty, students, and staff/non-faculty academics

Respondents were asked about their confidence in defining 39 terms to assess their racial literacy. Responses were coded on a 3-point Likert scale: "Not confident at all" (coded as 1), "A little confident" (coded as 2), and "Very confident" (coded as 3). The means for each of these columns were taken across the 39 items for each respondent, resulting in an average racial literacy score.

The following table shows the distribution of overall average literacy scores in the UC Berkeley School of Public Health population, then stratified by community sub-population.

Table 1: Racial Literacy Scores of SPH Community			
SPH Community Group	Mean	SD	Range (Min, Max)
Overall (n = 352)	2.32	0.40	(1.00, 3.00)
Faculty (n = 127)	2.26	0.41	(1.24, 3.00)
Staff & Non-Faculty Academics (n = 59)	2.34	0.41	(1.32, 3.00)
Students (n = 166)	2.36	0.39	(1.00, 3.00)

2. Bystanderism: Scores for faculty, students, and staff/non-faculty academics

Participants were given definitions of the following terms: bystander, target, ally/co-conspirator, and perpetrator. They were then asked to check all the groups they felt they belonged to. Thus, bystander affiliations are not mutually exclusive for each participant.

Table 2: Baseline Bystanderism of SPH Community				
	Overall (n = 446[1])	Faculty (n = 141[1])	Staff & Non-Faculty Academics (n = 74[1])	Students (n = 231[1])
Bystander	46%	57%	46%	40%
Target	30%	21%	28%	36%
Ally/Co-Conspirator	50%	64%	55%	40%
Perpetrator	27%	31%	31%	23%
Declined to State	6.5%	9.2%	9.5%	3.9%
Missing	24%	11%	22%	32%

[1]n (%)

Figure 1: Reasons Cited for Being a Bystander		
<u>Faculty</u>	<u>Staff & Non-Faculty Academics</u>	<u>Students</u>
"I don't recognize the violations"	"I feel paralyzed and don't know what to do"	"I feel paralyzed and don't know what to do"
"I feel paralyzed and don't know what to do"	"I was not in a position of power or authority"	"I am fearful of doing or saying the wrong thing"
"I'm not comfortable with conflict"	"I am fearful of repercussions or retaliation from others"	"I was not in a position of power or authority"
"I am fearful of doing or saying the wrong thing"	"I am fearful of doing or saying the wrong thing"	"I am fearful of repercussions or retaliation from others"
"I was not in a position of power or authority"		"I'm not comfortable with conflict"

3. Self-Labeled Anti-Racists: How does the SPH community identify themselves?

Participants were given definitions of the terms "anti-racist" and "non-racist." They were then asked to check if they identified as anti-racist, non-racist, both, or neither of the above.

Table 3: Anti-Racist Self-Identifications of SPH Community				
	Overall (N = 446[1])	Faculty (N = 141[1])	Staff & Non-Faculty Academics (N = 74[1])	Students (N = 231[1])
Anti-racist	167 (37.2%)	63 (44.7%)	28 (38%)	76 (33%)
Non-racist	59 (13.1%)	20 (13%)	10 (14%)	29 (13%)
Anti-racist and Non-racist	74 (17%)	28 (20%)	12 (16%)	34 (15%)
Neither of the above	18 (4.0%)	8 (5.7%)	4 (5.4%)	6 (2.6%)
Decline to State	128 (28.7%)	22 (15.6%)	20 (27.0%)	86 (37.2%)

[1]n (%)

4. Anti-Racist Pedagogy: How does the SPH community measure up regarding motivation, readiness, confidence, and practice?

Respondents were presented with the following definitions of motivation, readiness, confidence, and practice:

Motivation: *Do I feel motivated to...?*
Readiness: *Do I have skills to...?*
Confidence: *Do I feel confident to ...?*
Practice: *Have I done/implemented this...?*

Respondents were then presented with a list of various examples of anti-racist practice and asked to select the appropriate response for each example based on the descriptors above:

Responses for motivation, readiness, and conference were coded on a 3-point Likert scale: "Not at all" (coded as 1), "A little" (coded as 2), and "Very" (coded as 3). Practice was converted to a 1 for "Yes" and 0 for "No". The means for each of these variables were taken for each respondent, resulting in an average score for motivation, readiness, confidence, and practice.

Table 4: Pedagogy Motivation, Readiness, Confidence, and Practice of SPH Community				
	Overall (N = 144)	Faculty (N = 33)	Staff & Non-Faculty Academics (N = 33)	Students (N = 78)
Motivation Score				
Mean (SD)	2.88 (0.25)	2.86 (0.28)	2.91 (0.22)	2.88 (0.24)
(Range)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)
Readiness Score				
Mean (SD)	2.75 (0.30)	2.81 (0.28)	2.61 (0.33)	2.79 (0.29)
(Range)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)
Confidence Score				
Mean (SD)	2.56 (0.36)	2.54 (0.38)	2.51 (0.34)	2.59 (0.36)
(Range)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)	(2.00, 3.00)
Practice Score				
Mean (SD)	2.59 (0.51)	2.50 (0.54)	2.61 (0.55)	2.62 (0.49)
(Range)	(1.00, 3.00)	(1.00, 3.00)	(1.00, 3.00)	(1.25, 3.00)

List of Anti-Racist Pedagogy Items in Survey

Faculty

1. Interrogate your expectations of the ideal student
2. Interrogate the content in your course, advising and training programs (e.g., ensure racial diversity in the course content)
3. Employ evidence-based anti-racist pedagogy (i.e., assess whether your current pedagogical practices are inclusive, empowering, and appropriate for the multicultural era in which we live and the diverse settings in which students will someday work?)
4. Discuss awareness of your own positionality
5. Develop students' awareness of their positionality
6. Explicitly and critically analyze structural inequities and racism in and outside of the classroom
7. Discuss and invite analysis of power, intersectionality and whiteness in course content
8. Discuss of how health issues are defined, who defines the issues, what type of research and policies are valued in the discipline
9. Examine your own assumptions, bias, knowledge insufficiencies and and assume responsibility for learning how to infuse diversity throughout the curriculum
10. Incorporate "critical reflection" as a tool for student engagement
11. Interrogating a problem in a way that honors the social, cultural, and historical realities of groups targeted by racism
12. Discuss and invite diverse perspectives on the way a problem can be conceptualized, examined, addressed, and explored.
13. Include structural power analysis as part of the course (e.g., how is racism operating here? Who sets the agenda? Who is benefiting? Who is being disadvantaged? How are indigenous and other minority voices incorporated into this system?)
14. Introduce students to the tools to deconstruct the world around them from within an antiracist framework (e.g., disrupt positive thinking)
15. Discuss and incorporate experiential knowledge (of people of color) as a legitimate form of knowledge in understanding and addressing a public health problem
16. Create a sense of community in the classroom through collaborative learning in racially diverse groups
17. Ensure diversity of pedagogical methods and assessment tools 18. Intentional invitations for perspective sharing
18. Create opportunities to apply theory to practice

Staff & Non-Faculty Academics

1. Discuss awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.

2. Develop awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.
3. Explicitly and critically analyze structural inequities and racism in and outside the workplace.
4. Discuss with colleagues an analysis of power, intersectionality, and whiteness in the workplace.
5. Question a problem in a way that honors the social, cultural, and historical realities of groups targeted by racism.
6. Invite diverse perspectives on the way a problem can be conceptualized, examined, addressed, and explored among collaborations and in meetings at work.

Students
1. Discuss awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.
2. Develop awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.
3. Explicitly and critically analyze structural inequities and racism in and outside the classroom.
4. Discuss in the class an analysis of power, intersectionality, and whiteness in course content.
5. Discuss with classmates/peers analysis of power, intersectionality, and whiteness in course content.
6. Discuss how health issues are defined, whose defines the issues, and what type of research and policies are valued in the field of public health
7. Question a problem in as way that honors the social, cultural, and historical realities of groups targeted by racism.
8. Invite diverse perspectives on the way a problem can be conceptualized, examined, addressed, and explored during group projects.

5. Anti-Racist Definition: How comfortable is the SPH community in defining the term "Anti-racist"?

Respondents were asked about their confidence in defining the term "anti-racist." Responses were coded on a 3-point Likert scale: "Not confident at all" (coded as 1), "A little confident" (coded as 2), and "Very confident" (coded as 3). The means for each of these columns were taken across the 39 items for each respondent, resulting in an average level of confidence with the term.

The following table shows the distribution of overall confidence level of defining "anti-racist" in the UC Berkeley School of Public Health population, then stratified by community sub-population.

Table 5: Confidence in Defining Anti-Racist in SPH Community				
	Overall (N = 446[1])	Faculty (N = 141[1])	Staff & Non-Faculty Academics (N = 74[1])	Students (N = 231[1])
Confidence				
A Little Confident	127 (28%)	56 (40%)	24 (32%)	47 (20%)
Not Confident At All	19 (4.3%)	5 (3.5%)	1 (1.4%)	13 (5.6%)
Very Confident	206 (46%)	66 (47%)	34 (46%)	106 (46%)
Did not answer	94 (21%)	14 (9.9%)	15 (20%)	65 (28%)

[1]n (%)

6. Faculty Focus Groups: Focus Group Guide

<u>Purpose</u>

The purpose of this focus group is to explore the perspectives of SPH faculty related to participation in anti-racism training and delivering anti-racism pedagogy in the School. Specifically, we want to explore: perceptions of what anti-racism means and the thoughts about the role of anti-racism pedagogy in schools and programs of public health; perceived level of readiness individually and collectively; perceived strengths and opportunities; perceived barriers; ideas about summer preparation; and perceived resource needs individually and collectively.

We recognize that there may be similarities across divisions, but also differences; and want to identify themes that characterize the needs of the school more broadly as well as division specific needs and perspectives that may help inform our continued planning throughout the summer.

This is not anti-racism training. This is a time for us to learn from you what your needs and perspectives are so that we have guidance on how to best approach this effort. Everyone is being asked to stretch themselves. But we want to do that in a way that acknowledges the sensitive nature of the topic and provides the resources needed so that our faculty feel comfortable and confident in delivering instruction with an anti-racism lens and participating in the transformation of our school to being anti-racist and living up to the social justice mantra we espouse. This includes practicing anti-racism in our daily interactions. For some this may mean something as simple as moving from being race-neutral to recognizing privilege and taking active steps to level the playing field. For example, this may mean considering how our habits of thinking and our habits of behavior and language either perpetuate racism and exclusion more broadly or are actively anti-racist and inclusive. It includes considering how we knowingly or unknowingly perpetuate stereotypes or privileged norms and practices in our teaching, our research groups, in admissions, hiring and many other situations.

We are starting from a place that everyone – regardless of race, ethnicity, gender, religious or spiritual affiliation, and sexual orientation – has something to learn. That means it's okay to say you don't feel ready, you're anxious, intimidated, fearful, and it's also okay to say you feel confident and motivated. For each of those feelings, we want to know why and what you think you need or would be helpful so that we can incorporate strategies that meet the breadth of our needs in the school. If you feel you have something to contribute to the planning, we want to know that too. Nothing is off limits here.

<u>Process</u>

We have a series of open-ended questions. Specific examples are always helpful. When this focus group session is transcribed, it will be anonymized. We will not be recording names in any of our notes unless you indicate that you want to help in some way so that we know who to come back to. The goal here is not to identify and personalize things but rather to identify

patterns that characterize where our faculty are and what their thoughts are about this effort more broadly.

Are there any questions?

For the purposes of anonymity, I'd like to ask each of you to go to the top right corner of your video box/your picture, click on the 3 dots in the upper right corner and scroll down and click *rename*. We are going to proceed one person at a time and everyone will rename themselves using a single letter. We'll start with XXX. Please rename yourself A....

The reason for this is so that we can truly identify themes and have a sense of how many different people felt a certain way or raised similar thoughts or concerns. This will enable us to distinguish between different individuals vs. one individual that raises the same concern throughout the group, which is totally fine. We just need a way to know if these are the sentiments of 1 person or say 6 different people so we can determine how common it is across our faculty.

I also want to take a moment to set some ground rules or community agreements. **First**, this focus group will be completely confidential. We want this to be a safe space for each individual to feel comfortable sharing their true feelings. What happens in this focus group stays in this focus group. I am going to ask each person to agree to maintain confidentiality in perpetuity. **Second**, I'd like to ask that we practice self-policing to ensure that everyone has a chance to speak. If you notice that you have talked a lot, please allow others to speak (if their hands are raised) before coming back in. This can be difficult to do so I will also ask your permission to interject and move to someone else if I notice that some have been speaking more than others so that I can bring others into the conversation. **Third**, no judgment. In order for this to work, everyone has to feel comfortable sharing their true selves. The purpose of a focus group is to identify diversity in perspectives. There is no right or wrong here, only what is. Each person is entitled to their own perspective and their perspective being different than yours doesn't make them right or wrong, just different. Please try to avoid placing any valuation on what others say. If you find yourself doing that subconsciously, try to re-center by reminding yourself of the purpose of the focus group. When I would complain to my great aunt about how people did things, she would always say "differences are what makes the world go round. If everyone were exactly the same, life would be boring".

Are there other agreements you would like to add to the list?

We'll go ahead and get started. But before we get started, I'd like to ask if everyone is okay with us recording this session? The only people who will have access to the recording are me, Deb and Angela our student transcriber. When calling on you, I will only use your letter identifier. Please use the raise hand feature in the participant list so that we make sure we get everyone who has something to say.

Is anyone opposed to us recording this session? If so, that's fine we will just try our best to take good notes.

<u>Questions</u>

1. Let's just start with some organic reactions to the idea of doing anti-racism training in the school and asking each of our faculty to incorporate anti-racism pedagogy into their courses. And remember, we want your honest reactions. Every reaction is a valid reaction.

2. Similar conversations about the role of anti-racism pedagogy are happening at peer schools and programs of public health, what do you see as the role for Berkeley in this larger conversation about public health training?

3. Now we'd like to ask about your perceived level of readiness both individually and collectively. First, how ready or prepared do each of you feel for including an anti-racism lens in your courses or engaging in anti-racism pedagogy more generally?

   a. for those who feel prepared, what is grounding your perceived level of readiness?
   b. For those who don't feel prepared
      i. what do you see as your limitations
      ii. what do you feel like you need to get you prepared?

4. What do you see as your individual and/or division and/or school-wide barriers to

   a. anti-racism training
   b. implementing anti-racism pedagogy

5. What do you see as your individual strengths or the division or school's strengths related to perceived strengths and opportunities

   c. anti-racism training
   d. implementing anti-racism pedagogy

6. What do you see as our ideas about summer preparation; and perceived resource needs individually and collectively.

7. Faculty Focus Groups: Codebook

01 - Readiness (READ): This code should be used when faculty describe their perceived level of readiness with regards to incorporating anti-racism pedagogy to their curriculums. This can range from professors sharing their enthusiasm for incorporating anti-racism pedagogy to feeling unprepared for carrying anti-racism pedagogy out.

- **01a - Emotional Readiness (READ-emo):** This code should be used when faculty describe feeling emotionally ready to incorporate anti-racism pedagogy. Descriptors would include feeling "enthusiastic" and "excited" that such training will be provided. This code should be used when faculty express excitement beyond that introducing anti-racism pedagogy is "a good idea."
- **01b - Unpreparedness (READ-unprep):** This code should be used when faculty describe feeling unprepared to incorporate anti-racism pedagogy into their curriculums. This can occur concurrently with feeling emotionally ready.
    - **01b1 - Fear (READ-unprep-fear): This** code should be used when faculty describe feeling fearful or anxious about currently being unprepared or potentially being unprepared for incorporating anti-racism pedagogy.
    - **01b2 - Privilege (READ-unprep-priv):** This code should be used when faculty mention their privilege when describing feeling unprepared for incorporating anti-racism pedagogy due to their race. Comments may also include feeling the desire for additional training in order to address this issue.
        - **01b2i - Race (READ-unprep-priv-race):** This code should be used when faculty that are part of the racial majority group (e.g. white) describe feeling unprepared for incorporating anti-racism pedagogy due to their race. Comments may also include feeling the desire for additional training in order to address this issue.
        - **01b2ii – Status (READ-uprep-priv-status):** This code should be used when faculty that are part of the racial majority group (e.g. white) describe feeling unprepared for incorporating anti-racism pedagogy due to their status as a faculty member. Comments may also include feeling the desire for additional training in order to address this issue.
    - **01b3 - Infrastructure (READ-unprep-inf):** This code should be used when faculty describe the need to improve department infrastructure and resources in order to properly incorporate anti-racism pedagogy.
    - **01b4 - Training (READ-unprep-train):** This code should be used when faculty describe having had a lack of formal training with regards to properly teaching anti-racism in their courses. OR, faculty may describe an area that they specifically need training in.
    - **01b5 – Technical (READ-tech):** This code should be used when faculty describe teaching a technical or quantitative course and their uncertainty of how anti-racism pedagogy can be applied to their courses.

02 - Students (STU): This code should be used whenever faculty reference students in their responses to incorporating anti-racism pedagogy.

- **02a - Involvement (STU-inv):** This code should be used when faculty suggest involving students to develop the anti-racism curriculum.
- **02b - Learn (STU-learn):** This code should be used when faculty describe how they have learned from students in relation to developing an anti-racism curriculum.
- **02c – Fearing Expectation (STU-fear-expect):** This code should be used when faculty describe student expectations (e.g. that they will be high) with regards to the quality of anti-racism pedagogy. This code also refers to when students have certain expectations regarding the language faculty use to teach their courses.
- **02d - Experience (STU-exper):** This code should be used when faculty reference specific student experiences of anti-racist and/or racist teachings in courses.

03 - Institutional Positionality (INST-POS): This code should be used when faculty reference UC Berkeley SPH's role in anti-racism pedagogy in relation to outside institutions or departments.

- **03a - Leadership (INST-POS-lead):** This code should be used when faculty describe UC Berkeley's SPH's leading role in anti-racism pedagogy.
- **03b - Learning (INST-POS-learn):** This code should be used when faculty discuss UC Berkeley SPH's need to learn from outside institutions in order to properly incorporate anti-racism pedagogy.
- **03c - History (INST-POS-hist**): This code should be used when faculty reference UC Berkeley SPH's history (can be positive or negative) in response to UC Berkeley's role in incorporating anti-racism pedagogy.
- **03d - Outside Departments (INST-POS-out-dep):** This code should be used when faculty discuss collaboration between SPH and outside departments in order to better facilitate anti-racism pedagogy.
- **03e - Non-Association with Medical Schools (INST-POS-non-assoc-med):** This code should be used when faculty discuss UC Berkeley not having a medical school and how this benefits SPH with regards to developing an anti-racism pedagogy curriculum.

04 - Methods (MET): This code should be used when faculty discuss specific methods to be used when developing anti-racism pedagogy.

- **04a - Speakers (MET-speak):** This code should be used when faculty discuss bringing in diverse guest speakers into their courses.
- **04b - Applications to Courses (MET-application):** This code should be used when faculty discuss specific applications of anti-racism to their course teachings.
- **04c - Solutions (MET-sol):** This code should be used when faculty propose that an effective method of incorporating anti-racism pedagogy would be to highlight solutions to the disparities presented.
- **04d - Repetition (MET-rep):** This code should be used when faculty discuss how anti-racism material has been taught repetitively (e.g., the social determinants of health), and how this is harmful to the purpose of incorporating anti-racism pedagogy training.

05 - Diversity (DIV): This code should be used when faculty discuss the diversity (or lack there-of) of faculty and/or students and how that might impact implementation of anti-racism pedagogy.

- **05a - Faculty (DIV-fac):** This code should be used when faculty discuss the diversity of faculty (or lack there-of).
- **05b - Students (DIV-stu):** This code should be used when faculty discuss the diversity of students (or lack there-of).

06 - Time (TIM): This code should be used when faculty discuss the length amount of time it will take to effectively develop anti-racism pedagogy.

07 - LABOR (LAB): This code should be used when faculty describe the labor that it will take to implement anti-racism pedagogy. This labor can be described as emotional labor, or more generally as "work" and "effort." This code can also be used when faculty acknowledge that those who take on anti-racism pedagogy have an additional burden.

- **07a - Emotional Labor (LAB-emo): This** code should be used when faculty describe how exhausting and tiring it will be to effectively incorporate anti-racism pedagogy.
- **07b - Effort (LAB-eff):** This code should be used when faculty acknowledge the effort it will take to implement anti-racism pedagogy.

08 - What is Going On (WIGO): This code should be used when faculty wish to clarify exactly what is meant by anti-racism pedagogy training.

09 - Tools (TOOLS): This code should be used when faculty request a set of guides for anti-racism pedagogy. This can include a set of practices for how faculty should respond to situations in which they fail to use appropriate, anti-racist language.
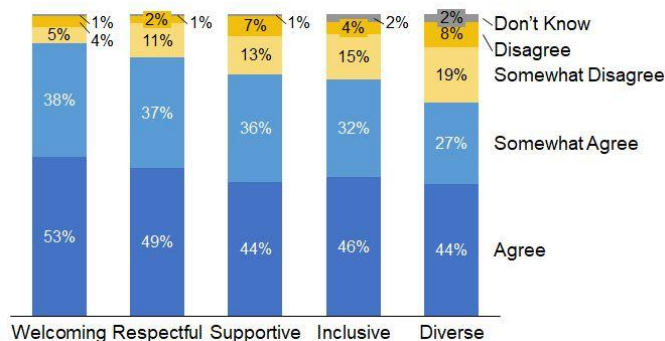
Climate Survey Results 2018

School of Public Health
UNIVERSITY OF CALIFORNIA, BERKELEY

Percent of respondents reporting that climate at SPH is...

|	Welcoming	Respectful	Supportive	Inclusive	Diverse
Don't Know	1%	1%	1%	2%	2%
Disagree	4%	2%	7%	4%	8%
Somewhat Disagree	5%	11%	13%	15%	19%
Somewhat Agree	38%	37%	36%	32%	27%
Agree	53%	49%	44%	46%	44%

Respondents believe that climate at the SPH is positive *overall*

The highest proportion of respondents said that the SPH is welcoming

However, less than **three-quarters** believe that SPH is diverse

Experiences of Discrimination at SPH

In the last 12 months, have you been on the receiving end of an instance of **bias, discrimination, harassment,** or **microaggressions**?

...Yes, by

Faculty 25%

Student 11%

Staff 17%

Someone Else 2%
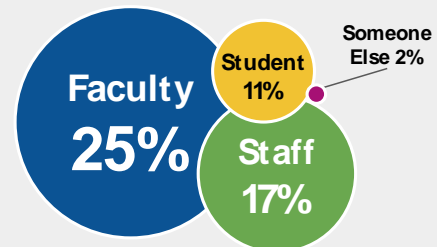
Perceived & Experienced Discrimination at SPH

Almost **half** of under-represented minorities (URM) perceive there to be racism at SPH

Over a **quarter** of under-represented minorities and those non-identifying have experienced racism

*URM includes anyone who checked Black/African, Latinx, Native American, Southeast Asian, MIddle Eastern, or Pacific Islander
**Other POC includes anyone not in URM who checked East Asian or South Asian*

	URM* (n = 51)	Decline (n = 14)	Other POC** (n = 23)	White Alone (n = 79)
Perceived	45%	36%	26%	20%
Experienced	27%	29%	4%	8%
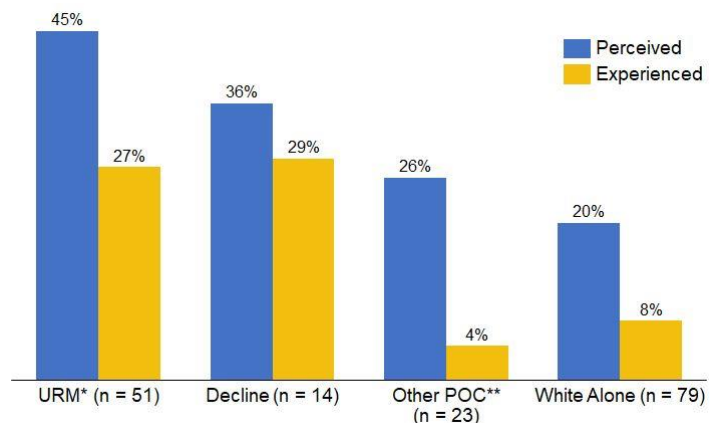
9. Workforce Development Evaluation Report

Event Purpose: The Antiracist Workforce Development Committee obtained a $50k grant from the People & Culture Office to host a series of events related to antiracist theory and praxis and community building. We contracted with Dr. Lori A. Watson of Race-Work and UCB's Restorative Justice Center to host trainings and events throughout the 2021-2022 Academic Year. The events selected were based off of input we received from staff and non-faculty academics who completed a survey we sent out last year.

In addition to the 2021-2022 event series, BPH hosted 2 Beyond Diversity/Courageous Conversations trainings in October 2019 and January 2020.

We conducted a survey in Dec 2021 to get input & feedback from individuals who attended the fall 2021 events or the Beyond Diversity trainings. Attendance for the circles and trainings ranged from 16 to 35 people. While 31 people initiated the survey, only 17 people partially completed the surveys, and 15 completed most of the survey (only 14 provided demographic data). The results of the survey findings for those 15 respondents are below (note: these results do not include information related to the spring 2022 Leaders of Leaders series).

Fall 2021 Event Schedule and Attendance:

Event	Zoom report
RJ Community Building Circle: Thursday September 16	35
Elevation 2 Transformation with Dr. LAW: Friday September 24	32
RJ Community Building Circle: Thursday October 7	20
Deeper Dive with Dr. LAW: Friday October 15	28
Deeper Dive with Dr. LAW: Thursday November 18	23
Deeper Dive with Dr. LAW: Wednesday December 8	23
RJ Community Building Circle: Monday December 13	16

Events Attended (n=22)

While only 15 respondents completed the survey, 22 respondents indicated which trainings they attended. Attendees could have attended up to 8 trainings - here is the distribution of the number of trainings attended by all 22 respondents (average of 5.0 trainings):

Number of Fall 2021 trainings attended for all respondents (n=22)

# of trainings attended
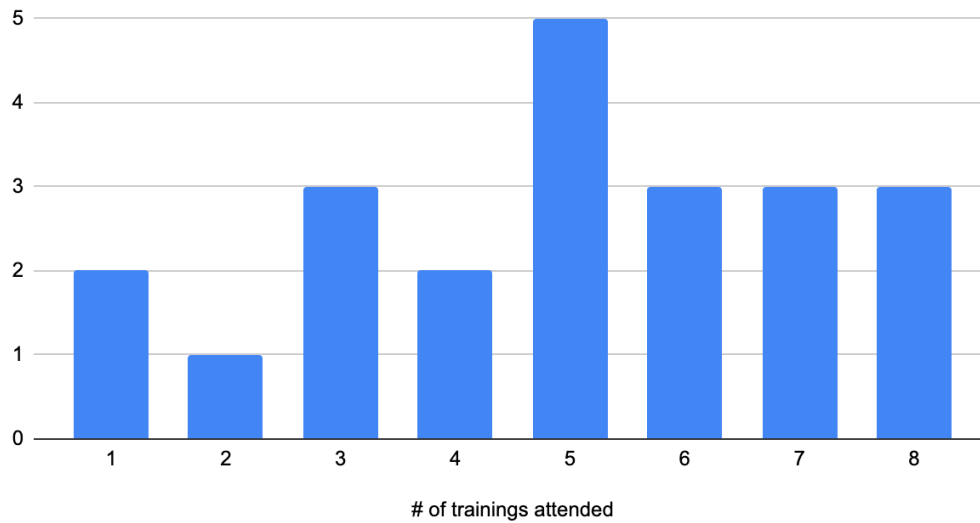
Here is the distribution of the number of trainings attended by the 15 respondents who completed the survey (average of 5.5 trainings):

Number of Fall 2021 trainings attended for respondents completing survey (n=15)

# of trainings attended
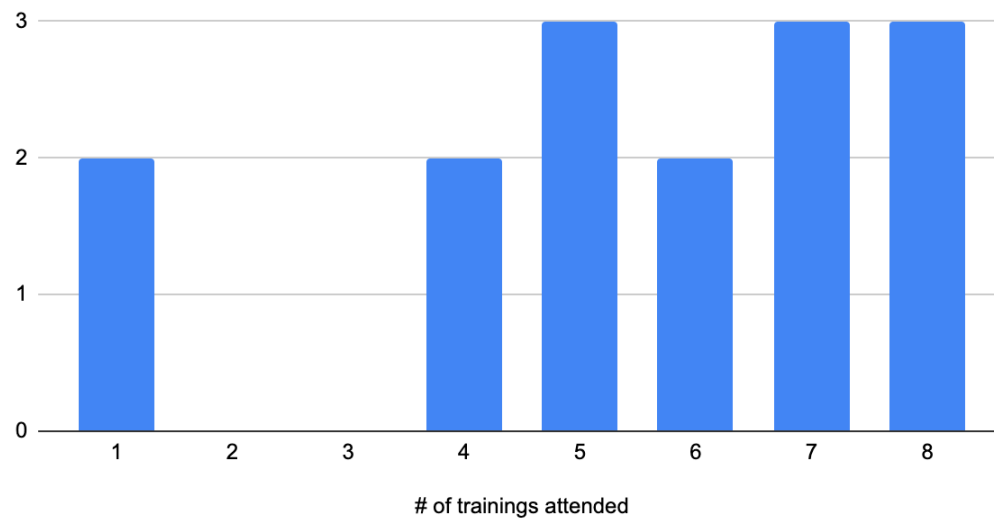
Of all survey respondents (n=22):

- 77% attended one of the Beyond Diversity/Courageous Conversations sessions
- 45% attended the Elevation 2 Transformation (E2T) workshop
- 73% attended at least one of the Restorative Justice Center workshops
- 91% attended at least one of the Deeper Dive workshops, and 55% attended all 3

Of the survey respondents who completed the survey (n=15):

- 73% attended one of the Beyond Diversity/Courageous Conversations sessions
- 53% attended the Elevation 2 Transformation (E2T) workshop
- 87% attended at least one of the Restorative Justice Center workshops
- 87% attended at least one of the Deeper Dive workshops, and 47% attended all 3

Survey Respondent Demographics (n=14)

- 53% of respondents were aged 30-44 and 27% were aged 45-59
- 79% of respondents identify as White
- 86% of respondents were women
- 64% of respondents identify as heterosexual or straight
- 71% of respondents were staff (vs. non-faculty academics)
- 50% have worked at BPH for 3-9 years and 36% have worked at BPH for 10+ years

Anti-racist Knowledge & Practice Outcomes (n=15)

Respondents were provided with a list of seven Anti-Racist practices[1] and asked to assess their capabilities on each of these practices after the Fall 2021 trainings compared to before the trainings.

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[1] Practices listed were:

1. Develop awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.

2. Discuss awareness of your own race-based positionality, including your own assumptions, bias, and how it may intersect with other aspects of your identity.

3. Explicitly and critically analyze structural inequities and racism in and outside the workplace.

4. Discuss with colleagues an analysis of power, intersectionality, and whiteness in the workplace.

5. Question a problem in a way that honors the social, cultural, and historical realities of groups targeted by racism.

6. Invite diverse perspectives on the way a problem can be conceptualized, examined, addressed, and explored among collaborations and in meetings at work.

- 72% of responses indicated that respondents felt more **motivated** to participate in these anti-racist practices following the Fall 2021 trainings
- 76% of responses indicated that respondents felt more **ready** to participate in these anti-racist practices following the Fall 2021 trainings
- 63% of responses indicated that respondents felt more **confident** to participate in these anti-racist practices following the Fall 2021 trainings
- 68% of responses indicated that respondents reported that they had **implemented** these anti-racist practices more often following the Fall 2021 trainings

Event Schedule and Format

- **# of Events:**
  - 60% of respondents said the number of events was just the right amount
  - 40% of respondents said it was too many.
- **Frequency of Events:**
  - 80% of respondents said the spacing/frequency of events was just the right amount
  - 20% of respondents said it was too frequent/too close together.
- **Length of training:**
  - 60% of respondents said 2-3 hours was an appropriate length of time for the training sessions
  - 33% of respondents said it depends on the nature of the sessions or that they would prefer a mix.
- **Community Participants:**
  - 47% of respondents stated they are glad the events were made available to only staff & non-faculty academics
  - 46% of respondents said they would have preferred a mix of events that include students and/or faculty.
- **Event Format:**
  - 40% of respondents stated that they prefer all zoom trainings
  - 33% prefer a combination of zoom, remote, and hybrid
  - the remainder suggest either fully in person or fully remote but not hybrid.

73% of respondents stated they are very likely to attend another event.

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7. Speak up or take action if you become aware of and/or witness language, behavior or practices that disadvantage members of stigmatized or marginalized racial groups.

<u>Major Takeaways</u>

- A lot of people are motivated to make BPH more antiracist -- I genuinely didn't realize this before.
- Connection to other staff/non-faculty academics has been the biggest takeaway for me. I know who I can rely on to be co-conspirators.
- A sense of community and allies at BPH, willingness to be open and honest - incredible!
- Change begins with me!
- Realizing I can spend too much time in my head and not experience or process these concepts in my heart, body and spirit. Trying to learn how to integrate these is a challenge.
- That sometimes asking questions is a better approach vs. trying to point things out explicitly.
- I realized that there is a way to be a leader even without having authority and it'll take all of us working together to hold ourselves and others accountable to this work.
- Build trust, then work together to make change
- A keener awareness of the range of lived experiences of colleagues, of who is present and absent from certain spaces and conversations, and practical tools to employ to use when engaging in difficult conversations about race.
- Just... a visceral sense of how entrenched structural racism is and how difficult it is to dismantle.
- There is a community of wonderful people at SPH who want to make change and make it a better place to work.

<u>Additional Trainings or Materials that people would find helpful:</u>

- Bystander Intervention
- Roleplay how to address racist incidents or issues in the workplace x3
- Informal lunches/opportunities to socialize and brainstorm
- Affinity Groups
- Trainings specifically for White staff x2
- Successes at other universities
- I can't think of anything. Maybe a keychain with the 4 main points of deeper diver and some bubbles?

10. Anti-racist and Racial Justice Action Program Faculty Survey

This faculty survey was one of three versions administered to the Berkeley Public Health Community. The other two versions were for staff & non-faculty academics and students, respectively. The contents differed slightly so the questions were appropriate for each stakeholder group.

Start of Block: Overview of Anti-Racism Program & Consent

Consent Form **Anti-Racism and Racial Justice Action Program**.

The Berkeley School of Public Health is embarking on a comprehensive Anti-Racism Program and is committed to becoming an Anti-Racist Institution. This survey is designed to help assess our current knowledge, attitudes, and practices, and self-efficacy related to anti-racist pedagogy and racial equity more broadly at both an individual and organizational level. The information collected here will help inform our ongoing planning efforts and provide a baseline against which to measure our progress. Several people have asked and even recommended that we consider publishing the results of our organizational efforts, given the dearth of information on such efforts in institutions of higher education. In the event that we are able to use these data for both organizational improvement and research, we are including this informed consent to explain the purpose, data collection procedures, potential risks and benefits, possible alternatives and information about your rights. Importantly, any results would be presented in the aggregate and the survey is anonymous (see below).

This survey is being administered to all active SPH faculty (n=180) on behalf of the Anti-Racism and Racial Justice Action Program Steering Committee. As stated above, the survey consists of closed- and open-ended questions assessing individual knowledge, attitudes, practices, and self-efficacy in relation to anti-racist pedagogy and racial equity. The survey will also assess your perceptions of institutional practices related to anti-racist pedagogy and racial equity. Qualitative responses will be analyzed using thematic analysis to identify concordant and discordant patterns in the data. Quantitative data will be analyzed in aggregate. Aggregate results (quant and qual) will be reported back to the SPH community, our primary audience and stakeholder. The results may also be shared with our internal UCB partners and our external SPH partners (e.g., alumni) to promote transparency and accountability. Once approved by the UC Berkeley Office for the Protection of Human Subjects, the results will also be shared and disseminated more broadly including through appropriate peer-reviewed journals. The survey should take approximately **30 minutes** to complete.

Although this survey is intended to collect data in order to assess where we are now as a community and provide a baseline against which to measure our progress, it is also informational. Definitions are provided and the questions are intended to spark self-reflection. We expect the information gained from this study to help inform our ongoing anti-racism planning efforts. We also expect taking the survey to be an educational experience. Thus, each respondent is expected to receive direct benefit from completing the survey.

Participating in this survey involves minimal risk. As stated above, some of the questions are intended to spark self-reflection. This may generate some emotional discomfort. It is common for people to feel emotional when thinking about sensitive topics such as race and racism. Some of the questions may trigger previous stressful experiences, provoke a defensive stance, and increase self-awareness in unanticipated ways. This kind of internal work is not easy, but is imperative if we are to truly position ourselves for growth. You may answer the questions at your own pace, stop and even take a break if you need to. If you have strong emotional reactions to any question, you can stop at any time. Participation in this survey is completely voluntary. We hope to have complete data with no missing responses to maximize the integrity of the data. However, if you are uncomfortable answering any question, please choose "Decline to state".

Participation in this survey is anonymous. No names or any other personally identifiable information will be collected. The data will be analyzed in aggregate and only the data subcommittee of the Anti-racism and Racial Justice Action Program and our data analysis partners in the Business Process Management Office on campus will have access to the data. If at any time, you are concerned that answering any question may limit the anonymity of your survey or your safety, or have any other concerns and prefer not to respond, please choose "Decline to state". Additionally, you have the right to decline to participate in the survey or discontinue participation at any point.

There is no compensation for participating in this survey. If you have any questions (now or later), please email sph_ead@berkeley.edu.

In the event that this data is approved for research, and you wish to ask questions about the survey or your rights as a respondent to someone other than those directly involved from the SPH or if you wish to voice any problems or concerns about survey participation, you may contact the Office of the Committee for the Protection of Human Subjects at 510-642-7461 or at subjects@berkeley.edu.

Declaration
I have read the above and am satisfied with my understanding of the survey and it's possible benefits and risks. My questions about the study have been answered. I hereby voluntarily consent to participate in the survey, as described.

○ I Consent (1)

○ I Do Not Consent (2)

Skip To: End of Survey If Anti-Racism and Racial Justice Action Program   The Berkeley School of Public Health is embarking... = I Do Not Consent

End of Block: Overview of Anti-Racism Program & Consent

Start of Block: Intro

Intro Thank you for participating in this survey. Your participation will help inform our ongoing anti-racism and racial justice planning efforts and provide a baseline against which to measure our progress. Your participation is invaluable. We appreciate you taking the time to participate. We ask that you please read each question carefully and provide your most open and honest response. While we understand that some of the questions may be difficult to answer, we ask that you share open and honest responses so that we have a true measure of where we are as a school and can provide the supports needed to transform Berkeley Public Health into an institution actively engaged in anti-racist praxis (i.e., customary or accepted anti-racism practice).

End of Block: Intro

Start of Block: UCB SPH Report Card

Initial Report Card **UCB SPH Report Card**
 How does the UCB SPH measure up as an anti-racist institution? What is the UCB SPH's letter grade? This is not about you or about UC Berkeley as a whole, but the School of Public Health as an institution.

 Please assign a letter grade using the slider below:

A (1)
B (2)
C (3)
D (4)
F (5)

End of Block: UCB SPH Report Card

Start of Block: Defining Terminology

Q1 Please indicate your level of confidence in *defining* the following terms

	Not Confident At All (1)	A Little Confident (2)	Very Confident (3)
Diversity (1)	○	○	○
Multiculturalism (2)	○	○	○
Cultural competence (3)	○	○	○
Cultural humility (4)	○	○	○
Racism (5)	○	○	○
Racial Discrimination (6)	○	○	○
Interpersonal/personally mediated racism (7)	○	○	○
Internalized racism (8)	○	○	○
Microinsult (9)	○	○	○

Structural racism (10)

Racial prejudice (11)

Racial bias (12)

Institutional racism (13)

Macroaggression (14)

Racial stereotypes (15)

Racial colorblindness (16)

Microassault (17)

Systemic racism (18)

White privilege (19)

Implicit bias (20)

Racialize (21)

Microinvalidation (22)

Non-racist (23)	○	○	○
Anti-racist (24)	○	○	○
Reactive anti-racism (25)	○	○	○
Proactive anti-racism (26)	○	○	○
Microaggression (27)	○	○	○
Anti-racism praxis (28)	○	○	○
Black tax (29)	○	○	○
Racial battle fatigue (30)	○	○	○
Grace fatigue (31)	○	○	○
Microintervention (32)	○	○	○
Bystander (33)	○	○	○
Ally (34)	○	○	○
White fragility (35)	○	○	○

Racial identity (36)	○	○	○
Racial socialization (37)	○	○	○

Q34 Timing (data quality metric)

First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Defining Terminology

Start of Block: Identify Your Group

Q2 Please read each definition below and then select the appropriate answer.

A **target** is a member of a stigmatized or marginalized racial group who has been on the *receiving end* of any form of mistreatment such as being prevented from doing something, being hassled or made to feel inferior *because of their race*. This includes experiences of racial bias, racial prejudice, and racial stereotyping, as well as verbal and/or non-verbal acts of racial discrimination, including acts of omission (i.e., inaction in the face of need for example, someone not speaking up or taking action when needed or an institution not taking action when needed) and acts of commission (e.g., experiencing subtle or not so subtle forms of direct mistreatment). These experiences may be subtle everyday instances or major one-time events and they can be intentional or unintentional acts.

A **perpetrator** is someone who *knowingly or unknowingly* causes harm to a member of a stigmatized or marginalized racial group. Being a perpetrator does not require one to have malintent, only to cause harm. Perpetrating racial mistreatment comes in many forms and may include subtle actions such as treating someone with less courtesy or respect, acting as if you are better than they are or as if they are not smart, tokenism (e.g., you are so articulate or other words or actions that convey surprise when someone defies your conscious or unconscious stereotypes), and various other forms of racial stereotyping, racial bias, racial prejudice, or actions that disadvantage members of racially stigmatized groups relative to their

white peers. ***Anyone can be a perpetrator, including targets***.

A **bystander** is anyone who becomes aware of and/or witnesses language, behavior or practices that disadvantage members of stigmatized or marginalized racial groups relative to others, ***and does not speak up or take action***. Being a bystander means failing to take action in the face of need (i.e., act of omission). This may include witnessing the bias and prejudicial beliefs and attitudes of others, hearing someone make a racial joke, or recognizing that some racial groups are not getting the same advantages as others. Being a bystander is a form of passive racism. ***Anyone can be a bystander, including targets.***

An **ally/co-conspirator** is someone who belongs to dominant social groups (i.e., in this case Whites) and, through their support of nondominant groups (i.e., people of color), actively works toward the eradication of prejudicial practices they witness or are aware of in both their personal and professional lives. Because of their desire to bolster social justice and equity, to end the social disparities from which they reap unearned benefits, and to maintain accountability of their actions to marginalized group members, they are motivated to take action at the interpersonal and institutional levels by actively promoting the rights of the oppressed. Allies are motivated by an intrinsic desire to advocate for equity rather than by White guilt or to seek glorification ("savior"). When individuals expect credit for being an ally, broadcast their self-righteousness to others, or do not accept criticism (especially from persons of color) thoughtfully, their work as an ally becomes questionable.

To which group(s) do you currently belong? **Check all that apply**

☐ Target (1)

☐ Perpetrator (2)

☐ Bystander (3)

☐ Ally/Co-conspirator (4)

☐ Decline to State (5)

End of Block: Identify Your Group

Start of Block: Bystander Follow-up Question

Q2.1 People report various reasons for being a bystander. A **bystander** is anyone who becomes aware of and/or witnesses language, behavior or practices that disadvantage members of

stigmatized or marginalized racial groups relative to others, **_and does not speak up or take action_**. Understanding why you are a bystander will help identify the support you need to feel more comfortable and confident in speaking up and moving from being a bystander to being an ally.

Please indicate below the reasons you believe best describe why you are a bystander. **Check all that apply**

- [ ] I don't recognize the violations (1)

- [ ] It is not my role to interfere   (2)

- [ ] I feel paralyzed and don't know what to do   (3)

- [ ] I am fearful of repercussions or retaliation from others (4)

- [ ] I am fearful of losing friends (5)

- [ ] I just don't want to get involved (6)

- [ ] There are many reasons for interpersonal conflict and racial disparities in institutions. It's not always about race (7)

- [ ] I'm not the one doing the harm (8)

- [ ] I'm tired of educating people about their racism (9)

- [ ] I talk to the victim and share my disapproval (10)

- [ ] The perpetrator meant no harm and it was a minor incident   (11)

- [ ] I am fearful of doing or saying the wrong thing (12)

- [ ] I'm not comfortable with conflict (13)

- [ ] The potential actions are unclear have a number of potential pitfalls (14)

☐ Combatting racism is a huge time commitment and I don't feel that I have the time to invest (15)

☐ I'm exhausted from my own experiences of racism (16)

☐ I don't want to be seen as a troublemaker (17)

☐ I was not in a position of power or authority   (18)

☐ Other (Please specify) (19)

_____

☐ Decline to State (20)

End of Block: Bystander Follow-up Question

Start of Block: Identify Yourself

Q3 Please read the definitions below and then select the appropriate response.

Non-racist identity: interpersonal reconciliation with Whiteness; passive rejection, opposition and disassociation from behaviors, discourses, and ideologies that are considered racist.

Anti-racist identity: takes active steps against racism. In higher education, antiracism is a proactive approach to dismantling racist structures and building racial justice in curricular areas and school policies. It involves intentional, strategic, and determined actions to undermine racism embedded throughout intersecting individual, interpersonal, structural, and institutional levels.

Which of these identities best describes you? **Check all that apply**

☐ Non-racist (1)

☐ Anti-racist (2)

☐ Neither of the above (3)

☐ Decline to State (4)

End of Block: Identify Yourself

Start of Block: Scoring for Examples of Anti-Racist Pedagogy

Q4 The list below shows various examples of anti-racist pedagogy. Please select the appropriate response for each example based on the descriptors below:

Motivation: Do I feel motivated to...?

Readiness: Do I have skills to...?
Confidence: Do I feel confident to ...?
Practice: Have I done/implemented this...?

	Am I Motivated...			Am I Ready...			Am I Confident...			Have I put into Practice...?
	Not at all (1)	A Little (2)	Very (3)	Not at all (1)	A Little (2)	Very (3)	Not at all (1)	A Little (2)	Very (3)	

1. Interrogate your expectations of the ideal student (1)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
2. Interrogate the content in your course, advising and training programs (e.g., ensure racial diversity in the course content) (2)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
3. Employ evidence-based anti-racist pedagogy (i.e., assess whether your current pedagogical practices are inclusive, empowering, and appropriate for the multicultural era in which we live and the diverse settings in which students will someday work?) (3)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
4. Discuss awareness of your own positionality (4)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
5. Develop students' awareness of their positionality (5)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
6. Explicitly and critically analyze structural inequities and racism in and outside of the classroom (6)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
7. Discuss and invite analysis of power, intersectionality and whiteness in course content (7)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)

8. Discuss of how health issues are defined, who defines the issues, what type of research and policies are valued in the discipline (8)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
9. Examine your own assumptions, bias, knowledge insufficiencies and and assume responsibility for learning how to infuse diversity throughout the curriculum (9)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
10. Incorporate "critical reflection" as a tool for student engagement (10)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
11. Interrogating a problem in a way that honors the social, cultural, and historical realities of groups targeted by racism (11)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
12. Discuss and invite diverse perspectives on the way a problem can be conceptualized, examined, addressed and explored. (12)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
13. Include structural power analysis as part of the course (e.g., how is racism operating here? Who sets the agenda? Who is benefiting? Who is being disadvantaged? How are indigenous and other minority voices incorporated into this system?) (13)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)

14. Introduce students to the tools to deconstruct the world around them from within an antiracist framework (e.g., disrupt positive thinking) (14)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
15. Discuss and incorporate experiential knowledge (of people of color) as a legitimate form of knowledge in understanding and addressing a public health problem (15)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
16. Create a sense of community in the classroom through collaborative learning in racially diverse groups (17)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
17. Ensure diversity of pedagogical methods and assessment tools (18)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
18. Intentional invitations for perspective sharing (19)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)
19. Create opportunities to apply theory to practice (20)	○	○	○	○	○	○	○	○	○	▼ Yes (1 ... No (2)

Q4 Timer Timing (data quality metric)

First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Scoring for Examples of Anti-Racist Pedagogy

Start of Block: Offerings

Q5 Below is a list of offerings for ongoing education of faculty on anti-racist praxis. How much formal time are you willing to *commit* **to** annually to cultivate and develop your anti-racist competency? **Check all that apply**

☐ Anti-racist Pedagogy & Racial Justice Praxis Faculty Workshop (4hrs/year) (1)

☐ Formal Training (series of sessions to deepen capacity for anti-racist and racial equity praxis with particular attention to delivering a racial equity curriculum and

improving classroom climate: eight one-hour sessions plus intersession homework/activities = 27 hrs/year) (2)

☐ Two-week Summer Intensive Course (3)

☐ Campus faculty dialogues focused on Inclusion (eg; Creating Inclusive Classrooms) (minimum of 2 hrs/semester) (4)

☐ SPH hosted brown-bag lunch dialogues (2-3/semester) (5)

☐ Fireside Conversations/restorative justice circles/ learning communities (1 hr session per semester) (6)

☐ Other suggestions (7)

_____

☐ Decline to State (8)

End of Block: Offerings

Start of Block: Current Engagement

Q6 Anti-racist pedagogy includes anti-racist organizing within the campus and linking our efforts to the surrounding community. It emerged out of a social movement and its main focus is organizing for community and institutional transformation. Anti-racist pedagogical approach is effective when intentionally incorporated beyond the classroom and into faculty's other spheres of influences, such as work in their department, research in their discipline, and interaction and work in their college, university, and community.

Please select the response(s) below that best describes your current level of engagement?
Check all that apply

☐ Attended Courageous Conversations Beyond Diversity Seminar (Fall 2019 or Spring 2020) (1)

☐ Attended at least one SPH Faculty Lunch Dialogue (Fall 2019 or Spring 2020) (2)

☐ Attended Racial Justice Offerings hosted on campus (such as Ibram X Kendi event) (3)

☐ Deliberate effort to mentor, support and advise trainees of color (4)

☐ Engaged with Divisional Equity Advisor to discuss URM outreach/recruitment (5)

☐ Engaged with DREAM Office to discuss URM outreach/recruitment (6)

☐ Partnered with DREAM Office to engage with URM students/recruits (via outreach events, guest lectures etc.) (7)

☐ Formal/informal mentoring of URM students (e.g., in research settings off campus/abroad) (8)

☐ Participated in Campus level service focused on racial justice, diversity, equity & inclusions (e.g., senate committee service) (9)

☐ Participated in UC system-wide efforts focused on racial justice, diversity, equity & inclusion (e.g., chair the UCAADE committee) (10)

☐ Engage with campus & community partners committed to racial justice (e.g., Ella Baker Center; Othering and Belonging Institute) (11)

☐ Racism during Covid Efforts (e.g., working groups over the summer, participated on panel discussions focused on racial inequities) (12)

☐   Participation on campus committee and bringing issues of DEI to the fore (not just DECC but other committees and task forces) (13)

☐   Other, please specify (15)

_____

☐   I have not participated in any of the events listed above (16)

End of Block: Current Engagement

Start of Block: Open Response to Reflect

Q7 The American psychologist Beverly Tatum (1997) characterized racism as a moving walkway at an airport. Individuals who are actively racist, she argued, acknowledge racial hierarchy and the thoughts, feelings, and behaviors that reinforce it, and choose to walk—or run—along with it. Individuals who are passively racist, on the other hand, simply stand still and are moved along by the walkway. These individuals are not actively reinforcing racism, but they are nonetheless moving in the same direction as those who are. Those who are anti-racist are walking/jogging/running in the opposite direction at a faster pace than the belt itself.

As an illustration, imagine two people playing a game of Monopoly. One player is allowed to collect $200 whenever they pass go, build property wherever and whenever they want, and has a lower probability of drawing "Go to Jail" cards. The other player gets none of these luxuries. To rectify the system of advantage, one could restart the game, redefine the rules and redistribute the wealth, or stop playing the game altogether. To maintain the system, however, one could simply do nothing, or have both players follow the same rules moving forward (i.e., both players can now collect $200 whenever they pass go, build property wherever and whenever they want, and have an equal probability of drawing "Go to Jail" cards), while leaving the unequal wealth distribution intact. Continuing to play under this guise of "equality" would not entail actively contributing to the system; it would entail passively maintaining it (i.e., one player is still advantaged)" (Roberts and Rizzo, 2020)

 Please describe below your thoughts and reflections after reading this passage:

Please write "Decline to state" in the text box below if you decline to respond to this question

_____

_____

_____

_____

_____

End of Block: Open Response to Reflect

Start of Block: Follow-up UCB SPH Report Card

Final Report Card **UCB SPH Report Card**

Again, we want to ask you how the UCB SPH measures up as an anti-racist institution, but this time in *specific areas*. As a reminder, this is not about you or about UC Berkeley as a whole, but the School of Public Health.

Please assign a letter grade using the drop down menu below.

----

1 **Numeric Representation**
Please select a letter grade for each of the items below:

	Assign a Letter Grade

1. Numeric representation of faculty of color (1)   ▼ A (1 ... Not Sure (6)

2. Numeric representation of faculty of color identified as an explicit priority (2)   ▼ A (1 ... Not Sure (6)

3. Numeric representation of students of color (3)   ▼ A (1 ... Not Sure (6)

4. Numeric representation of students of color identified as an explicit priority (4)   ▼ A (1 ... Not Sure (6)

5. Numeric representation of staff of color (5)   ▼ A (1 ... Not Sure (6)

6. Numeric representation of staff of color identified as an explicit priority (6)   ▼ A (1 ... Not Sure (6)

7. Explicit institutional supports for students of color (financial, mentoring, affinity groups, instructional -- recognizing that students of color typically come from families that have been excluded from generational wealth and that students of color have been historically excluded from full participation in institutions of higher education) (7)   ▼ A (1 ... Not Sure (6)

----

2 **Leadership & Management**
Please select a letter grade for each of the items below:

Assign a Letter Grade

1. Representation of people of color in positions of leadership and management (1)   ▼ A (1 ... Not Sure (7)

2. Internal and external systems are used to hold management and leadership accountable for upholding a culture of anti-racism (2)   ▼ A (1 ... Not Sure (7)

3. Management and leadership are markedly clear in their communications about upholding an anti-racist culture (3)   ▼ A (1 ... Not Sure (7)

4. SPH practice of monitoring racism and racial inequities in existing institutional practices and processes (e.g. asking how is racism operating here? Who sets the agenda? Who is benefitting? Who is being disadvantaged? How are indigenous and other minority voices incorporated into this system?) (4)   ▼ A (1 ... Not Sure (7)

5. Data and assessment to monitor inequities, evaluate the effectiveness of interventions and policies, and help guide where and how to intervene (5)   ▼ A (1 ... Not Sure (7)

----

3 **Racial Equity & Racial Climate**
Please refer to the definitions below, as needed.

Definitions
Microaggressions are the everyday slights, insults, putdowns, invalidations, and offensive behaviors that people of color experience in daily interactions with generally well-intentioned White Americans who may be unaware that they have engaged in racially demeaning ways toward target groups. In addition to being communicated on an interpersonal level through verbal and nonverbal means, microaggressions may also be delivered environmentally. Whether an act is subtle or blatant, deliberate or unintentional, or whether it has a shockingly harmful impact on targets are not criteria used to judge whether it is a micro- or a macroaggression. Chester Pierce credited with introducing the term microaggression, meant "micro" to refer to "everyday" rather than being lesser or insignificant.

Macroaggressions refer to the power of institutional and structural racism that is manifested in the philosophy, programs, policies, practices and structures of governmental agencies, legal and judicial systems, health care organizations, educational institutions, and business and industry. Unlike microaggressions which have a more limited impact on an individual level, macroaggressions affect whole groups or classes of people because they are systemic in nature. Racial macroaggressions represent an overarching umbrella that validates, supports,

and enforces the manifestation of individual acts of racial microaggressions.

Microinterventions are the everyday words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions (a) validation of their experiential reality, (b) value as a person, (c) affirmation of their racial or group identity, (d) support and encouragement, and (e) reassurance that they are not alone.

Please select a letter grade for each of the items below:

	Assign a Letter Grade
1. Overall sense of racial climate for faculty (1)	▼ A (1 ... Not Sure (6)
2. Overall sense of racial climate for staff (2)	▼ A (1 ... Not Sure (6)
3. Overall sense of racial climate for students (3)	▼ A (1 ... Not Sure (6)
4. Racial equity in faculty service (4)	▼ A (1 ... Not Sure (6)
5. Racial equity in faculty teaching and mentoring (5)	▼ A (1 ... Not Sure (6)
6. Racial equity in faculty hiring practices (6)	▼ A (1 ... Not Sure (6)
7. Racial equity in the faculty merit and promotion process (7)	▼ A (1 ... Not Sure (6)
8. Experience of microaggressions among faculty of color (see definition above; more microaggressions = lower score) (8)	▼ A (1 ... Not Sure (6)
9. Experience of macroaggressions among faculty of color (see definition above; more macroaggressions = lower score) (9)	▼ A (1 ... Not Sure (6)
10. Experience of micro-interventions among faculty of color (see definition above; more microinterventions = higher score) (10)	▼ A (1 ... Not Sure (6)

4 **School-wide Communication**

Please select a letter grade for each of the items below:

	Assign a Letter Grade
1. Communications consistently name race, racial equity, anti-racism (1)	▼ A (1 … Not Sure (6)
2. Integration of anti-racist messages to build commitment internally and in the external community for advancing anti-racism (2)	▼ A (1 … Not Sure (6)

5 **Organizational Identity, Culture and Commitment**

Please select a letter grade for each of the items below:

	Assign a Letter Grade
1. The SPH sees anti-racism as an integral component of its identity (1)	▼ A (1 … Not Sure (6)
2. High comfort level and depth in talking about race and racism (2)	▼ A (1 … Not Sure (6)
3. School-wide desire for anti-racist capacity building and problem-solving (3)	▼ A (1 … Not Sure (6)
4. School-wide culture of humility regarding our capacity for practicing anti-racism and racial justice (4)	▼ A (1 … Not Sure (6)

6 **Hiring and Retention Practices**
 Please select a letter grade for each of the items below:

	Assign a Letter Grade
1. The SPH has operationalized anti-racist recruitment and hiring practices for faculty and staff (1)	▼ A (1 ... Not Sure (6)
2. Faculty composition reflects the community served (2)	▼ A (1 ... Not Sure (6)
3. Opportunities for professional advancement and growth are distributed equitably among faculty (3)	▼ A (1 ... Not Sure (6)
4. Track record for selection of faculty of color inform positions of organizational leadership/governance (4)	▼ A (1 ... Not Sure (6)

Q32 **Community Engagement** (Remember, this is not about you or about UC Berkeley as a whole, but the School of Public Health)
 Please select a letter grade for each of the items below:

	Assign a Letter Grade

1. Community engagement is seen as a priority in research, teaching and service (1)

▼ A (1 ... Not Sure (6)

2. Community engagement is practiced in research, teaching and service (2)

▼ A (1 ... Not Sure (6)

3. Well-coordinated data collection and planning strategies that incorporate community narrative and experience (3)

▼ A (1 ... Not Sure (6)

End of Block: Follow-up UCB SPH Report Card

Start of Block: I&B Section

1 The following questions assess inclusion, belonging, and overall racial climate at Berkeley Public Health. Racial climate is defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for the needs, abilities, and potential of all groups regardless of race.

Please rate your level of agreement with the following statements:
I experience Berkeley Public Health to be...

	Agree (1)	Somewhat Agree (2)	Somewhat Disagree (3)	Disagree (4)	Don't Know (5)	Decline to State (6)
Welcoming (1)	○	○	○	○	○	○
Supportive (2)	○	○	○	○	○	○
Respectful (3)	○	○	○	○	○	○
Inclusive (4)	○	○	○	○	○	○
Diverse (5)	○	○	○	○	○	○

2 Please rate your level of agreement with the following statements:

	Agree (1)	Somewhat Agree (2)	Somewhat Disagree (3)	Disagree (4)	Don't Know (5)	Decline to State (6)
1. I feel like I belong at Berkeley SPH (1)	○	○	○	○	○	○
2. I can voice a contrary opinion without fear of negative consequences. (2)	○	○	○	○	○	○
3. Perspectives like mine are included in decision-making (3)	○	○	○	○	○	○
4. People from all backgrounds have equal opportunity to succeed at Berkeley SPH (4)	○	○	○	○	○	○
5. At Berkeley SPH there is honest and open two-way communication (5)	○	○	○	○	○	○

3 Please rate your level of agreement with the following statement:
Based on my experiences in the School of Public Health...

	Agree (1)	Somewhat Agree (2)	Somewhat Disagree (3)	Disagree (4)	Don't Know (5)	Decline to State (6)
1. I feel that mental health and emotional well-being is a priority in the School of Public Health (1)	○	○	○	○	○	○
2. If I need to seek professional help for my mental or emotional health, I would know where to go (2)	○	○	○	○	○	○
3. I believe the SPH is a psychologically safe environment (feeling able to show and employ one's self without fear of negative consequences of self-image, status, or career) (3)	○	○	○	○	○	○

End of Block: I&B Section

Start of Block: Demographic Questions

1 Please indicate your racial and/or ethnic self-identification. **Check all that apply**

☐ Asian or Asian American (1)

☐ Black or African American (2)

☐ Hispanic or Latinx (not of European origin) (3)

☐ Native American/American Indian or Alaska Native (4)

☐ Native Hawaiian or Pacific Islander (5)

☐ White or European (6)

☐ Another race or ethnicity not listed above: (7)
_____

2 Please indicate your socially-assigned race (How do other people usually classify you?)

○ Asian or Asian American (2)

○ Black or African American (3)

○ Hispanic or Latinx (not of European origin) (4)

○ Native American/American Indian or Alaska Native (1)

○ Native Hawaiian or Pacific Islander (5)

○ White or European (6)

○ Another race or ethnicity not listed above: (7)
_____

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3 Please indicate your Nationality **(Multiple responses allowed)**

Please print your associated nationalities in the space(s) below.
(For example: Ethiopian, Korean, Mexican American, Navajo Nation, Samoan, Puerto Rican, Italian, et al.)

☐ Nationality 1 (1) _____

☐ Nationality 2 (2) _____

☐ Nationality 3 (3) _____

☐ Other (4) _____

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4 Disability Status

○ Yes, I have a disability (or previously had a disability) (1)

○ No, I do not have a disability (2)

○ I don't wish to answer (3)

---

5 Gender/Gender Identification

○ Man (1)

○ Woman (2)

○ Non-binary (3)

○ Trans (4)

○ Prefer to self-describe: (6) _____

○ I do not wish to identify (7)

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6 Please select:

○ Non-senate (1)

○ Senate (2)

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7 Please select:

○ Non-Ladder Rank (1)

○ Ladder Rank (2)

---

8 Please select appropriate rank:

○ Assistant (1)

○ Associate (2)

○ Full (3)

○ Lecturer Continuing (4)

○ Lecturer Non-Continuing (5)

End of Block: Demographic Questions

11. Workforce Development Project Team Brainstorming Jamboard

Professional Development

Identify inequities in staff/non-faculty academics being able to take engage in professional development opportunities

Deeply and cohesively embedding core anti-racist principals and ideas into every aspect of day to day and long term functions

Goal: find ways to make our work antiracist. develop avenues for antiracist praxis among staff and nonfaculty academics

build diversity, equity, inclusion into our job descriptions and work-life

Assess potential variations or differences in the "definition" or understanding of what counts as professional development

Re: PD -> make that immersive! Needs to be multiday retreat

Identify barriers experienced by staff/non-faculty academics of color related to engaging in professional development opportunities.

Identify inequities in staff/non-faculty academics being able to take engage in professional development opportunities

Identify facilitators experienced by staff/non-academic faculty of color to engage in professional development opportunities

Recruitment

Increase awareness at all levels of hiring, recruitment for invisible hierarchies and structures.

Explicitly name that diversity in leadership matters and move toward cluster hires for faculty

Provide a career track and internships to enable interested current students to become employed at BPH after they graduate.

Expand our networks for advertising of positions.

What should the goals of the Anti-Racist Workforce Development Team be?

Culture change

what I want berkeley to feel like: not be a place where the burden of antiracism work falls on PoC

Diversity of people will lead to diversity of priorities, needs, etc. Take out "white professionalism"

SPH efforts are outside our work duties and feel like something you have to 1) opt in to participate; and 2) get permission to engage with during work hours.

what I want berkeley to feel like: I want to feel safe existing here as a WoC!

burnout

Encourage culture at BPH to allow people to be their authentic selves not having to hide or cover up the differences that make us unique. Change culture of what is considered "professionalism" and instead promote authenticity.

Be inclusive while reducing the number of emails and meetings and using more shared documents.

Embedded non-binary thinking, decolonizing, and flat hierarchies

create an inclusive environment where everyone has the opportunity to share and be heard & feeling belonging

Focus on belonging & inclusion - examination of workplace culture and the ways in which they have been informed/shaped by racism and 'professionalism'

Incentives structure

Having active and recurring incentives to pursue anti-racism(s) within the school in tandem with larger (sustained and long term) community level initiatives

advocate for resources (including financial resources)

Create incentives for faculty to pursue CBPR

Create incentive structure for faculty and staff to do anti-racist work

Decision making

Making voice/space once at the table more equitable

Making who gets to sit at the table more equitable -> get rid of the table!

Hierarchy, degrees/work experience, decision making processes, focus on quantity vs. quality, prioritization

hierarchy, decision-making processes, give staff a more equitable voice

Advocacy & Action

How can we raise our voices as staff to push for culture change (esp since culture change will require a push from leadership). A lot of our staff experience is dictated by hierarchy - faculty supervisors, etc.

Idea: where can additional power be leveraged to support these (ex. unions) ?

Awareness

Goal: develop increased awareness about racism (in general but also how it manifests in employee spaces at BPH)

figuring out ways to listen and unearth structural issues we don't necessarily even see.

12. Antiracist Pedagogy Faculty Leadership Academy Evaluation: Post-Academy assessment of antiracist pedagogy knowledge and skills development

After the Faculty Academy, respondents were asked to indicate their level of agreement with a series of statements about the knowledge and skills they gained related to antiracist pedagogy. All Post-Survey questions started with the prefix "Please indicate your level of agreement with each statement: After the academy, …."

Sample questions are presented below (response rate = 41%):

Table 6: Post-Faculty Academy Survey (n = 16 respondents)	
I understand how my identity can impact classroom dynamics	N (%)
Agree	16 (100%)
Do not Agree	0 (0%)
I can recognize common racial harms that occur in the classroom	
Agree	15 (94%)
Do not Agree	1 (6.2%)
I have the skills to interrupt common racial harms that occur in the classroom	
Agree	12 (75%)
Do not Agree	4 (25%)
I am prepared to engage in racial discussions with students	
Agree	14 (88%)
Do not Agree	2 (12%)
It is my responsibility to advance anti-racism in my work	
Agree	15 (94%)
Do not Agree	1 (6.2%)
I am committed to ensuring an anti-racist learning environment at UC Berkeley School of Public Health	
Agree	16 (100%)
Do not Agree	0 (0%)

13. Antiracist Pedagogy Faculty Leadership Academy Evaluation: Pre-Post Academy assessment of motivation, readiness, and confidence for antiracism praxis

Before and after the Faculty Academy, respondents were asked about their motivation, readiness, and confidence regarding a range of antiracist pedagogy skills.

Respondents were presented with the following definitions of motivation, readiness, confidence:

Motivation: Do I feel motivated to...?
Readiness: Do I have skills to...?
Confidence: Do I feel confident to ...?

Responses for motivation, readiness, and confidence were coded on a 3-point Likert scale: "Not at all" (coded as 1), "A little" (coded as 2), and "Very" (coded as 3). For each category (motivation, readiness, confidence), responses were summed across items. We used these sums to calculate a mean "score" for each respondent with respect to these three categories, and then summed across respondents. Motivation, readiness, and confidence summary scores are presented in the tables below:

Table 7a: Pre-Academy Survey Results (n = 43)			
Survey Metric	Mean	SD	Range (Min, Max)
Motivation Score	2.78	0.39	(1.26, 3.00)
Readiness Score	1.66	1.14	(0.00, 3.00)
Confidence Score	0.87	0.97	(0.00, 3.00)

Table 7b: Post-Academy Survey Results (n = 17)			
Survey Metric	Mean	SD	Range (Min, Max)
Motivation Score	2.66	0.77	(1.00, 3.00)
Readiness Score	2.06	1.03	(0.00, 3.00)
Confidence Score	1.62	1.03	(0.00, 3.00)

Systemic Racism Demands Systemic Action

Anti-Racism Competencies for Schools of Public Health

PURPOSE

In 2020, APHA declared racism as a public health crisis. Public health institutions must train anti-racist leaders and practitioners to create healthier and safer communities. Creating the space to foster this growth will involve a concerted and united commitment on the part of schools and programs of public health across faculty, staff, students, and academic researchers. This proposal outlines three areas of focus to achieve the vision of an anti-racist institution.

METHODOLOGY

Data regarding the climate of the University of California Berkeley School of Public Health was initially collected through surveys conducted with faculty, staff, and students and through key-informant interviews within each constituency group. Simultaneously, a literature review was conducted to identify similar efforts in other public health institutions. Data from both efforts culminated in an initial draft of anti-racism competencies which were further refined through focus groups within the University of California Berkeley as well as interviews with key informants from the West Coast Collaborative schools of public health, including the University of California Los Angeles, University of California San Diego, Portland State University, and the University of

RESULTS

The information gathered culminated in the following anti-racism competencies that can be adapted and applied within other schools and public health programs beyond the University of California Berkeley.

THE COMPETENCIES

Racial Literacy
Building the knowledge and practical skills to engage in thoughtful and respectful conversations around race, racism, and discrimination that encourage anti-racist actions.

Cultural Humility
Developing adaptive communal and self-reflective behaviors to support and cultivate positive social impact and a sense of belonging.

Collective Responsibility
Supporting each other in understanding and embracing our responsibility to address, repair, and prevent harm within our public health community and the communities we work with and reside in.

IMPLICATIONS

- Enrichment of the intellectual and relational experiences of students, staff, and faculty leading to maximum anti-racist and social justice public health impact.
- Foster innovative thinking by infusing a robust health equity mindset in research and practice.
- Promotion of an inclusive and anti-racist campus climate that values collaborative learning and works towards repairing historical injustices, addressing contemporary forms of racism, and preventing future harm.

ACTION

- Adopt these three competencies as a California Alliance, to be implemented/operationalized by schools and programs of public health.
- Host bi-annual meetings with constituents across California schools and programs of public health to remain aligned with anti-racism competencies.
- Hold quarterly meetings designed for each school's anti-racism leaders and liaisons to support each other in the implementation and operationalization of the competencies.