

**Evaluating a Racial Equity Curriculum for Anti-Racist Organizational Change**

Victoria Leder

A thesis

submitted in partial fulfillment of the

requirements for the degree of

Master of Social Work

University of Washington

2022

Committee:

V. Kalei Kanuha

Justin Lerner

Program Authorized to Offer Degree:

School of Social Work

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Victoria Leder

University of Washington

**Abstract**

Evaluating a Racial Equity Curriculum for Anti-Racist Organizational Change

Victoria Leder

Chair of Thesis Committee

V. Kalei Kanuha

School of Social Work

This thesis will report on a training that used the *Dismantling Racism Workbook* (Brown et al., 2016) curriculum to achieve positive organizational change for racial equity in a college setting. The research question for this study is “How did the *Dismantling Racism* curriculum affect college staff and faculty participants' racial equity work and anti-racist behavior post-training?” The study uses data from 14 participants who engaged in six workshops over a six-week period from October-November 2020 at a small, private liberal arts college in the Pacific Northwest. The training participants engaged in both individual and group work to complete the curriculum from the *Dismantling Racism Workbook* (Brown et al, 2016). A mixed method approach was employed, including analysis of workshop surveys collected throughout the workshop series, along with interviews conducted with a sub-group of participants five months after the training was completed. This study hopes to explore if and how the curriculum contributed to a more inclusive college workplace due to participants' knowledge and skills gained in the workshop.

### **Evaluating a Racial Equity Curriculum for Anti-Racist Organizational Change**

This project seeks to add to current canons of knowledge around the efficacy of racial equity frameworks and training approaches to organizational change. Since George Floyd's murder in Minneapolis, Minnesota in 2020, corporations, organizations, institutions, and individuals increasingly recognize the need for challenging structural bias in organizations, which can create inequities within their workplaces (Hecht, 2020). Many have responded by diving headfirst into organizational change work in attempts to achieve more racial equity. Some have done so using established racial equity frameworks or consultants, and others have responded with reactionary mechanisms, both approaches with varying degrees of effectiveness (Welton et al, 2018).

Regardless of the change mechanism utilized, the desire and call for organizational change should not go unanswered. The United States is only increasing in its diversity and is set to become a "minority majority" country by 2050 (Mather & Lee, 2020). In order to capitalize on the momentum to actualize more equitable environments for all, the call for racial equity work must be met with effective frameworks and tested approaches (Ching et al, 2020). Therefore, effective evidence-based methods that address racial equity and diversity should be utilized to meet these organizational goals.

### **Literature Review**

The need for organizational change to further and achieve racial equity is due to a long history of systemic inequities which the United States must reckon with if racial justice is to be achieved (Hannah-Jones, 2019). This is not a simple task and requires buy-in from all

stakeholders in order to manifest racial equity at the organizational level (Ante et al., 2008; Cocchiara et al., 2010; Luger, 2011).

There is a large body of literature around the topic of organizational development and strategic change spanning decades (Greenwood & Hinings, 2017; Hoch et al, 2018; Lacerenza, 2017; Neuman et al.,1989). More recently, organizations, institutions, and corporations in the public and private sector have begun to focus specifically on growing their organizational knowledge and skills related to racial equity and anti-racism (Fierce Conversations, 2021; Fitzburgh et al, 2021; McGregor & Jan, 2021; Norwood; 2021). Many racial equity frameworks, educational programs, workshops, and curricula are available to the public for free online, and the availability of paid facilitators and consultants are now abundant across sectors (Dong, 202; Gill et al., 2018; Lussier, 2021; SHRM, 2020). Higher education has made a visible commitment to diversity, equity, and inclusion over the past few decades (Byrd, 2021; Museus et al., 2015; Renner & Moore, 2004; Vesley et al, 2021).

This thesis specifically looks at organizational change for racial equity within a private institution of higher education. Welton, Owens, and Zamani-Gallaher (2018) provide a comprehensive literature review of different methodologies and practices that can be enacted by educational institutions in order to create concrete change regarding racial equity. The researchers concluded that individual mindsets need to be shifted, and the institutions in which they work need to make profound anti-racist changes at the leadership and organizational levels as well. Hill & Curry-Stevens (2017) published a guide of racial equity frameworks and best practices for educational leaders concluding that in order to be effective, equity frameworks require at least the following: written and public commitment of leadership, a strong stakeholder

group with a significant role and input of community stakeholders in the process, assessment of the current organizational status, and an equity plan to advance solutions including targets, monitoring processes, resources, and policy and procedural reforms.

### **Anti-Racism Training Curricula**

When examining similar studies evaluating racial equity workshops, Abramovitz and Blitz (2015) found that the *Undoing Racism Workshop*, a signature workshop and curriculum by the People's Institute for Survival and Beyond (PISD, 1980) attended by over 800 social workers in New York, had an impact on participants' ability to integrate and actualize racial equity work. Those who attended varied in their work. The study states that half had worked in their organizations for seven or more years, three quarters worked in the private nonprofit sector, around twenty percent worked in the public or governmental sector, and a few worked for a private for-profit organization (Abramovitz and Blitz, 2015). One-third worked in education, around half worked in the social service or behavioral mental health fields, and the rest marked "other". Respondents worked in various organizations, too many to list within the study (ibid). The workshop aims to "address individual attitudes and knowledge, explore the concepts of internalized oppression and privilege, and examine how agency based and society-wide institutional arrangements implicitly or explicitly foster racism. URW trainers encourage participants to apply the knowledge they gained to pursue racial equity at their workplace. Participants learn that they are institutional 'gatekeepers' who can affect organizations either by acting to maintain or helping to undo racism" (ibid). The main question the study aimed to assess was if the curriculum got the respondents to engage with equity work in their organization. Over

60% self-reported that they had when responding to the survey, 11% reported they had not, and just over 30% did not respond to the question (ibid).

### ***Dismantling Racism Workbook***

This study was an evaluation of the *Dismantling Racism Workbook* (Brown et al., 2016). It was used by the researcher in a workshop series done at a college in the Pacific Northwest. The *Dismantling Racism Workbook* was created by Dismantling Racism Works, also referred to as dRworks, which was an anti-racist organizational development group founded in 2005 and closed under the name of ChangeWork in 2017 (*About dRworks*, 2022). ChangeWork offered training, workshops, and organizational consulting (ibid). The researcher of the study was trained by one of the former principles of dRworks, Michelle Johnson. While ChangeWork has since closed, many of their resources remain free to use online as long as proper citation is used. The *Dismantling Racism Workbook* (Brown et al., 2016) is one such resource.

The content of the *Dismantling Racism Workbook* emphasizes building skills slowly with intention before employing action. The original Dismantling Racism Workbook was done as a two-day workshop. Due to the nature of the workshop series site and the rarity of day-long workshops at this college, the material was adjusted to be 1.5-hour weekly workshops over six weeks. The content is as follows: community building, community agreements, active listening practice, a brief history of race as a construct, flowcharts of the cycle of oppression, expressions of racism at various levels (cultural, institutional, and personal), four identified foundations of racism (oppression, privilege, internalized inferiority, internalized superiority), defining racism and its associated terms, exploring the ways oppression operates, understanding racism and its impacts on the “self-system” (mental, emotional, spiritual, and physical), understanding white

supremacy culture through the tenets of white supremacy, understanding white people's resistance to racial equity work, frameworks for effective problem solving, stages of racial equity work, how a change movement is built, creating a change team, barriers and bridges to equity work, tools for giving feedback, discussions of accountability in justice work, tools for taking action, and a racial equity toolkit. Resources for further reading and lessons were also included (Brown et al, 2016). Each session, participants were assigned a section of the workbook to read, reflect on, and answer a few guiding questions. Sessions consisted of debriefing the assigned reading, asking questions, and applying concepts to work context. Participants were broken into small groups, sometimes into racial affinity groups, and other times into pairs. Content of discussions, questions, and small groups varied. An example session agenda would be as follows: grounding breath exercise, review of assumptions and agreements, full group discussion of homework, small group discussion of session topic/content, full group debrief, closing breathing exercise, and review of homework assignment.

This curriculum has not been formally evaluated, but has been conducted numerous times throughout the history of ChangeWorks. Testimonials on their website outline many benefits and positive experiences with the curriculum ([dismantlingracism.org](http://dismantlingracism.org)). It was chosen because the learning objectives and outcomes matched the needs of the college at the time. The college was looking to increase offerings around diversity, equity, and inclusion programming to fulfill a part of their outlined strategic plan and goals. Additionally, the researcher had been trained on the curriculum, so was able to facilitate the sessions. The curriculum content also lent itself to potentially producing larger behavioral change, including organizational change, but also invited personal reflection, emotional interrogation, and increased self-awareness among participants.

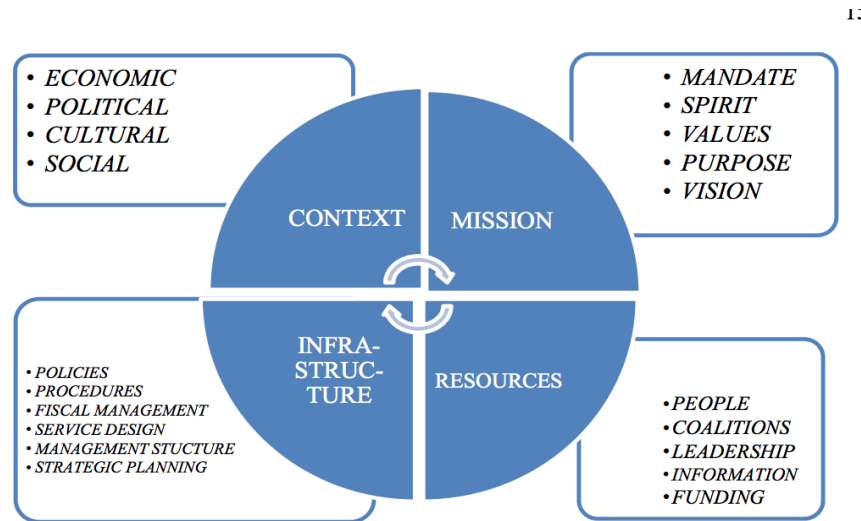
### ***Relational Worldview***

The approach of this study is guided by a relational worldview model and theory approach (Balajee & Cross, 2012). A relational worldview guides communities into more equitable scenarios by factoring in the following variables: collective stewardship, cooperation, transformation, sustainability, systemic and interdependent relationships, and balance. The model was developed by Terry L. Cross, Ph.D., who was the director of the National Indian Child Welfare Association (NICWA) in 1997 (Bergstresser, 2013). Since then, the model and theory have been adapted and replicated in numerous communities as both a therapeutic and program model (ibid). The model is deeply rooted in Indigenous paradigms within the United States and dates back thousands of years (Cross, 1997). It also represents the “...holistic definition for population success found in other communities, indigenous tribes, and peoples across the globe” (Multnomah County, 2018). It has been adapted by clinicians, especially in social work, as a way to guide treatment and interventions (Bergstresser, 2013). It has also been adopted by organizations and governments like Multnomah County, which uses it as a guiding model for equity interventions (Multnomah, County, 2018). This model is reflected in the *Dismantling Racism* curriculum as the curriculum asks participants to consider both internal and environmental factors that contribute to or dismantle systems of oppression. After internal reflection is done and self-awareness is established, the curriculum offers participants tangible skills and tools to apply their reflections to their work and hopefully enact larger organizational change (Brown et al., 2016).

Figure 1 shows an example of the logic model of how the relational worldview model can apply to organizations (Bergstresser, 2013). The *Dismantling Racism* curriculum implicitly

employs the relational worldview model as it asks participants to consider their whole self, cultural context, and organizational structure and then employ tools to dismantle racism in various areas, offering a potentially transformational change toward racial equity (Brown et al., 2016).

**Figure 1: A Logic Model Example of the Relational Worldview (Bergstresser, 2013)**



Example of relational worldview model used in an organizational logic model context (Bergstresser, 2013)

This model is included to aid in visualization of how the worldview relational theory is not just a theory but can be used as a guiding context for many different organizational endeavors. At its root it considers the whole person and therefore can potentially create more transformational change whether it be individual or organizational (Cross, 1997).

### Methods

To evaluate the impact of the *Dismantling Racism* curriculum, the researcher used a mixed method approach combining analysis of evaluation survey data and semi-structured

interviews with participants in a workshop series. The workshop series was conducted over a six-week period from October-November 2020, and the survey data was collected online through Google forms during each of the six sessions in the workshop series. Semi-structured interviews were completed five months later over Zoom (May 2021), recorded via Zoom, and transcribed with Otter.ai. IRB approval was received from the UW Human Subjects Division on January 26, 2022 (Appendix C, p. 50). This was deemed as secondary analysis as the data was collected for a research methods course, and then the decision to use this for a thesis project was made.

### **The Study Intervention**

As mentioned above, the *Dismantling Racism* Workshop was originally conducted by ChangeWorks and its facilitators. The researcher had been trained at a ChangeWorks facilitation workshop and ChangeWorks resources are now free and accessible online. The original workshop format was two full day workshops. Due to the nature of the workshop site, the college's equity office decided that 1.5 hour workshops across six weeks would be more accessible for the potential participants: the college staff. The workshops were held every Thursday from 3:00-4:30 p.m. between October 2020 – November 2020. This was during the work day and the staff had approval from their supervisor to participate during their paid work time. Homework was assigned before each workshop, including a few pages of assigned reading from the workbook with guiding reflective questions. No homework assignment exceeded 30 minutes of time. General format of the workshops varied depending on content but included small activities associated with the curriculum, short lectures, reflective discussion in groups, racial affinity space discussions, and written reflection.

Recruitment was done through a campus wide email and events posting. Any employee at the college was eligible to participate as long as they could attend five of the six sessions. Registration was done on a first come first serve basis. A maximum of 15 participants would be accepted. Total workshop registration was 14 people. Each session ranged from 13-14 participants, as participants were only permitted to miss one workshop out of the entire six weeks. Only two sessions had 13 participants. All participants who missed a session had a required meeting with the facilitator to cover missed content. 15 minute “office hours” were hosted by the facilitator before and after the workshop to allow for questions or community building as participants needed. The facilitator, who is also the researcher of this study, identified as multi-racial and was the Assistant Director of the equity office during the time of the workshops. The workshops were voluntary participation. All participants had engaged in some form of equity related professional development prior to the beginning of the workshops.

### **Study Setting**

This study was conducted at a small, private liberal arts college in the Pacific Northwest. The college is a historically and predominantly white institution, both with regard to staff and student demographics. The college was founded in the 1860’s as an undergraduate college, with one graduate college added in the 1880’s and another graduate college added in the 1980’s. The total student population at the college is 3,509. The total administrative staff population is 419: 358 full time employees and 102 part time employees. Nineteen percent of staff identify as people of color. Thirty eight percent of staff identify as men and sixty two percent of staff identify as women; there is no reporting data for those who identify outside of the gender binary. The total faculty population at the college is 403, with seventy two percent on track for tenure.

Twenty three percent of faculty identify as people of color. Forty two percent of faculty identify as men and fifty eight percent identify as women. There is no reporting data for staff who identify outside of the gender binary. The data is limited for all groups as it adheres to the demographic groups outlined by the Integrated Postsecondary Education Data System (IPEDS), mandated through the university accreditation process. The study site was selected because the researcher was employed at the college for four years, including during the time the workshops were offered and when this data was collected.

### **Study Sample**

Participants were recruited through a campus-wide email and event posting. The only requirements were that the participant was an employee of the college, could attend five out of six sessions, and had access to Zoom, which the college ensured all employees had during the COVID-19 pandemic. No educational prerequisites were required. All participation was voluntary. The first 15 participants who registered were enrolled, any additional were moved to a waitlist but only 15 registered so no waitlist was necessary. 14 participants ended up staying enrolled and attending the workshops. The sample size for the surveys was all 14 participants. out of the 14 participants chose to be interviewed for the qualitative portion of this study. All participants of the study were current employees at the time of their attendance at the workshop, as well as when follow up interviews were conducted.

Figure 2 (p. 14) contains demographic details that were collected for the workshop attendees and evaluation survey respondents. Figure 2.1 (p. 15) reports demographics for the subset of 8 interview participants. Two categories were offered for “employee type” as the college categorizes employees by two types: either designated faculty member or

non-faculty/administrative staff. For organizational level, “manager” refers to those who manage for or more full-time employees and would be considered non-union staff. “Administrative staff” can vary wildly in role but usually do not have formally assigned management roles and are members of a union. “Leadership” refers to assistant deans or above. The college does not currently offer the option of nonbinary or any other gender diverse identity in reporting data as the main data collected is for accreditation purposes and at the time of this study, Integrated Postsecondary Education Data System (IPEDS) required gender data to be within a male/female binary. The researcher did offer a nonbinary option on the enrollment form, however all participants identified as cisgender when enrolling. While more racial categories were offered on the enrollment form, the researcher chose to list staff as BIPOC or white due to the small sample size and to help protect the anonymity of the participants.

**Figure 2 Workshop Participant Demographics**

Total Sample = 14	Number	Percent
<b>Employment Type</b>		
Faculty	2	14%
Administrative Staff	12	86%
<b>Organizational Level</b>		
Manager	4	29%
Leadership	0	0%
Administrative Staff	10	71%
<b>Gender</b>		
Male	3	21%
Female	11	79%
Non-Binary	0	0%
<b>Race</b>		
Black, Indigenous, Person of Color (BIPOC)	6	43%
White	8	57%

**Figure 2.1 Interview Participant Demographics**

Total Sample = 8	Number	Percent
<b>Employment Type</b>		
Faculty	1	12%
Administrative Staff	7	88%
<b>Organizational Level</b>		
Manager	2	25%
Leadership	0	0%
Administrative Staff	6	75%
<b>Gender</b>		
Male	1	12%
Female	7	88%
Non-Binary	0	0%
<b>Race</b>		
Black, Indigenous, Person of Color (BIPOC)	2	25%
White	6	75%

**Data Collection Methods**

For both the survey and interview data, the researcher assigned participants and their data individual unique code numbers to ensure confidentiality. Only the researcher knew the code numbers. Interviews were stored in the researcher’s private files, uploaded to Otter.ai for transcription, and assigned numbers when edited . The interviews were held within the researcher’s files for six months before being assigned numbers. Once assigned code numbers, the identified audio files were destroyed. The anonymized transcriptions are still stored in the researchers files. All other identifying data has been destroyed.

**Evaluation Survey Data**

The evaluation survey questions were informed by categories from the curriculum and correlated learning objectives such as understanding of shared language, understanding of how racism operates, and skills assessment in championing departmental or individual change. This mirrored learning outcomes found by Abramovitz & Blitz (2015) and Gonzalez (2010), such as understanding of racism and ability to engage with equity work. Surveys were administered during the second, third, fifth, and sixth week. The lack of survey for week one was due to facilitator error. There was little outside support for the workshops from the facilitator’s office,

and therefore assessment was an afterthought. However, by the end of week one, the facilitator believed assessment was vital, ensuring the workshops were effective for the participants. Further, should assessment data indicate a positive impact, perhaps it could be used to gain more buy-in around future training and offerings. Week six was a culminating survey which asked for overall assessment of the workshops. Links for all surveys, survey questions, and quantitative results can be found in Appendix A (p. 43).

All evaluations were sent directly to participants via their college email in a linked Google Form after each workshop. Surveys included both quantitative questions to assess learning outcomes from the curriculum and qualitative questions asking for implementable real time feedback, such as: “Any comments or feedback for the next group session?” and “Any agreements you would like to add to the group? Or anything you would like [the facilitator] to know]?”. Survey responses were measured using a Likert scale ranging from 1-Strongly Disagree to 5-Strongly Agree. This was chosen because the researcher was new to program assessment and it was suggested as an easier method for learning objective assessment by their colleague in Institutional Research.

Qualitative comments on the surveys often surrounded timing and future discussion topics which allowed the facilitator to implement feedback and meet the participant’s changing needs as the workshops progressed. Submission numbers were not consistent from week to week. Each survey response number varied from 3-8 participant responses per week. The week six survey is highlighted in the analysis as it encapsulated the entire workshop series and participants overall feedback. Week six also included more qualitative questions such as “What

worked for you in this course?”, and “What future offering from the Office of Equity and Inclusion would you like to see?”.

### **Qualitative Interviews**

Semi-structured interviews were conducted with a sub-sample of workshop participants in April/May 2021, five months after the last workshop. The interview guide (Appendix B, p. 47) was created to gain an understanding of participants' personal definition of racial equity, their role in the racial equity work, their feelings around racial equity work, and how the curriculum did or did not help their racial equity and anti-racist skillset. The ultimate research question explores if the participants were engaging in racial equity work or anti-racist practices and if so, whether the workshop series helped build those skills. The content of the workshop sought to increase awareness and personal understandings of racism and also equipped participants with coalition-building and action-oriented tools to make change in their own communities. In this case, the intended community was their respective department or office at the college. Discussions and adaptations of the curriculum reflected this intended outcome.

Contributing to or engaging with racial equity work can be defined in various ways. In this study it was self-assessed by the participants. For the purposes of this study, engaging in racial equity work or anti-racist practice could mean the following: increased conversations within one's department or office, using an equity lens when evaluating work, elevating marginalized voices within your department, engaging with policy or practices to create a more equitable workplace, and more. Interview questions centered on attributing the curriculum's impact or lack thereof on a participant's ability to incorporate these learnings about racial equity

within their respective college department or work group. The structure and selection of the interview questions were informed by the literature review and curriculum content.

To select the sample for the interviews, the researcher sent an email soliciting an interview with information about the study and informed consent guidelines to all participants who participated in the workshops. Nine participants out of the fourteen who participated in the initial workshops replied to the email, and a total of eight accepted and completed an interview (n=8). Interviews were conducted via Zoom and ranged from 25-55 minutes.

### **Data Analysis Methods**

The study employed descriptive statistics of means and distributions from the evaluation survey data. This was chosen due to the small sample size and because the survey questions were originally to inform future workshop offerings rather than statistical analysis. In the findings section, the distribution and average of results will be discussed as well as their implications. Qualitative interviews were analyzed using thematic analysis (Rubin & Babbie, 2016), which meant reading through coded transcripts multiple times in order to recognize coding patterns seen within the interviews. The intent was to look for themes relating to the world relational model and learning objectives, but to remain open to other themes that might emerge. Thematic analysis was chosen as the qualitative tool due to the ambiguous nature of the curriculum. While set learning objectives were in place, the takeaways from each participant could be varied. Therefore, thematic analysis appeared to be the best choice as it allowed for unforeseen themes to emerge. Several themes appeared through thematic analysis which are discussed below.

### **Ethical Considerations**

There are three main ethical considerations in this study. The first is whether participants

were able to be honest in their responses knowing that the researcher provided the training. The researcher acknowledged the power dynamic between themselves and the participants at the beginning of each interview in an attempt to mitigate this. Second, there was fear of staff offering critiques of their employer, particularly if their feedback was negative or critical of the program. In order to address these issues, the researcher assigned unique code numbers to each of the interviewees and survey data was anonymous. An option was given on surveys for participants to disclose their names in case they wanted the researcher/facilitator to follow up on any feedback provided. All shared and analyzed survey data was coded and made anonymous if a participant chose to disclose their name. All identified records of the data were destroyed after the study was done. All coded data is solely held by the researcher in secure files.

### **Results**

The survey data varied week to week in the number of responses and results. Questions in each feedback survey centered on whether the learning objectives for the workshop were met as well as posed two qualitative questions for any real time feedback or needs the participants had. All surveys and quantitative results can be found in Appendix A (p. 43). In the second week it was clear the workshop did not meet its objectives. However, with implemented feedback and adjustments from the facilitator, who is also the researcher of this study, the next weeks on average met learning objectives. In the week six survey, which was the overall workshop survey, participants on average all indicated the workshop series helped them gain skills and improve their engagement in equity work. Five key themes were identified in the qualitative interviews. They were: challenges of sustainable organizational change work, finding common ground in community, the importance of affinity space, vulnerability as core work, and the curriculum as a

confidence builder for professional and personal change. The interview guide and coding chart can be found in Appendix B (p. 47) Each will be discussed more in depth below.

### **Evaluation Survey Findings**

Evaluations were distributed for four out of the six workshop sessions. The facilitator, who is also this study's researcher, was responsible for the inconsistent survey evaluations. They led the workshop series without much support from other colleagues in their office and were the main leader for equity professional development at the college. After the first week, the facilitator decided to conduct an evaluation of the workshop to assess its impact and future use. Therefore, surveys were developed and data collection began in the second session. The absence of fourth week survey data was due to its accidental deletion by a fellow department member. Appendix A (p. 43) contains the links to all of the surveys and results. The responses to the short answer questions of the surveys are not shared as they have identifying markers that would be hard to de-identify as they often included personal requests or comments such as requests for different exercises, expression of access needs, requests to meet with the facilitator outside of class, and personal reflections about course content. The weekly short answer questions were used as a real-time check-in and to implement changes from week to week to ensure participant needs were being met. While the comments will not be discussed in this study, the real time feedback was helpful and would be encouraged in future offerings of this training.

### **Survey Response Rates**

Below are the rates of response for each survey (Figure 3, p. 21).

**Figure 3 Response Rates for Evaluations**

<b>Week</b>	<b># of Responses</b>	<b>% of Total Class Response</b>
2	8	57%
3	6	43%
5	3	21%
6	7	50%
<b>Total Average Response Rate</b>	<b>6</b>	<b>43%</b>

The response rate for the surveys was low, as the average response rate across the four surveys administered was 42%; 50% or higher is recommended (Rubin & Babbie, 2016). An explanation for low response rate is hard to find since attendance at the workshops was consistent, averaging full attendance, with only two weeks having 13/14 participants in attendance. Participants were allowed to miss one week for the whole series. All participants who missed one session did a make-up session with the facilitator. All surveys were also sent after make-up sessions. Week five does show a decrease in responses. It is possible that week five coincided with mid-semester when workloads are high.

### **Analysis of Feedback**

Assessing the evaluation data spread offered by each chart in Appendix B (p. 47) , one can notice week two had the lowest evaluation recordings, on average indicating the exercises used did not meet the learning objectives stated. This could be because of the virtual environment. The content discussed in week two was the shared definitions for common terms associated with racism (Brown et al, 2016, p. 20-22). When this workshop is done in person, participants act out these common terms and discuss the somatic impacts of those terms. Somatic experiences mean how these terms or associated actions in the activity feel or sit in the participants body (Johnson, 2009). To adapt this to online learning, the facilitator had pairs of participants create a visual representation to show the class by holding up a drawing to share or

using the Zoom annotate function. This adaptation proved clunky and did not meet the learning objectives as shown by the data spread. As stated before the evaluation, surveys were used as real time feedback and therefore the facilitator did not seek to replicate such activities and opted for more straightforward reflective discussions which proved to be beneficial as one can see in the data.

As the evaluations went on, most indicated the participants agreed or strongly agreed that the learning objective was met. For week three, participants on average felt they gained a basic understanding of how racism operates at three different levels of organizations and felt they could start to identify how oppression operates in daily life. For week five, the respondents on average agreed they had gained a basic understanding of how they or others display resistance to anti-racism or equity work, understood phases of equity work and where they and the college are at in those phases, and gained an understanding of the role of a change team, how to create one, and who might be on their change team. Week six was an overall workshop assessment. Respondents indicated on average that they agreed the workshops allowed them a deeper understanding of racism and how it operates, that they feel more confident enacting social change than when they started the workshops, and that they would take action to enact social change in their sphere of influence. Again, these learning objectives came from the curriculum, which is connected to the relational worldview model, which emphasizes not only context but the mind, body, and spirit as well (Cross, 1997). While the learning objectives might focus more on the content and skills of the participants, the curriculum itself ensured that reflection happened around organizational context, emotional connection, and personal reflection in order to meet these learning objectives (Brown et al, 2016). Although the response rates were small for

the majority of the evaluations survey, most indicated that the learning objectives were met. All responses indicated that the curriculum furthered participants' understanding of race, empowered them to make social change, and that participants planned to act in the future to further racial equity. The qualitative data collected in interviews corroborated these quantitative survey findings as well. Distinct themes emerged in how this curriculum helped them engage in equity and anti-racism work in their sphere of influence.

### **Interview Findings**

Five key themes were identified through thematic analysis of the in-depth interviews: *Challenges of Sustainable Organizational Change Work, Finding Common Ground in Community, Importance of Affinity Space, Vulnerability as Core Work, and Curriculum as a Confidence Builder for Professional and Personal Change.*

Ellipses are used to create more coherent quotes when a participant's speech might have had repetitive words or filler. As themes emerged they fell into three broader categories: observations and learnings from the process of the workshop series, content of the series, and overall impacts in both work and personal life.

### ***Challenges of Sustainable Organizational Change Work***

The relational worldview model of sustainability suggests that sustainability of action and consistent effort is key in transformational change (Balajee & Cross, 2012). The participants in this study stated that the structure and frequency of this workshop series was important in building confidence in their skills to implement the objectives of the equity work. A quote that summarizes this takeaway was expressed from Interviewee 2, who stated: "...it's great that the consistency is going to happen, and that there's time being spent really getting community

feedback...and participation and spending time carefully deciding how to move forward as a group or individuals...to plug into different efforts.”

Additionally, five participants noted how small moments impact bigger ones, and how smaller moments are necessary for bigger change, that is, small changes over time often contribute to a sustainable practice. Interviewee 8 summarized this well, sharing, “I think that age and experience teaches us that sometimes the smallest things you do are just as valuable as the giant changes that occur, because, you know, there's big picture and then there's small picture, and both are important.”

Conversely, four participants shared that they were concerned about how lack of sustainability limits change, thereby acknowledging consistent effort as necessary for sustainable, organizational change as it pertains to racial equity. Interviewee 6 shared, “I don't feel like I have a lot of hope that this effort is going to be sustained, especially because the language keeps getting thrown around from our leadership.” The sentiment of this quote was reflected in other interviews as well, noting that both leadership buy-in and sustained effort was vital in ensuring these efforts were successful. The curriculum mentions the importance of addressing leadership and structural impediments to equity work (Brown et al, 2016), and the relational worldview model emphasizes community mindedness and interdependent relationships as necessary for transformational change (Balajee & Cross, 2012). This concern is valid as it's echoed by many diversity, equity, and inclusion researchers who indicate that both dedicated leadership and buy-in is needed, but that buy-in alone is not enough; collective employee engagement is also needed in order to see impactful change as it pertains to organizational racial equity work (Abramovitz & Blitz, 2015; Ante et al.; 2008; Cocchiara et al.; 2010; Luger, 2011).

This is not to discourage those who are not leadership to engage in equity work, but evidence leadership buy-in is indeed impactful in reaching such a goal.

### ***Finding Common Ground in Community***

In line with the relational world model view that community mindedness and interdependent relationships were necessary for transformational change (Balajee & Cross, 2012), the “Dismantling Racism Workbook” also emphasized community and relationship building (Brown et al, 2016). All workshops included community building time.

Community is defined as doing something with others, and emerged as a significant theme throughout all eight interviews. Many respondents stated that building community with others they did not know at the college was impactful, as participants spanned all three of the campuses, different departments, and various ranks and positions. All participants stated that having other people to work on these concepts, grappling with curriculum or problems together, and being able to “talk things through” was helpful in building their skills. Interviewee 8 shared,

I think the community of people also helped feed confidence, because I felt like in our group, everyone kind of was starting in a similar place, like, haven't you know, like, where do we move forward? How, where do we find our common ground? And how do we support each other on this journey? Because we're here because we want to be here, we're not here because we have to be here. (Interview 8)

Interviewee 5 stated, “...trust in the process, like, knowing that we were moving together was really defining for me, also feeling supported by the efforts that we were doing.” This is important to note because an employee having a sense of belonging on a campus, regardless of content, can help increase employee retention (Randel et al., 2018).

It also helped participants be able to have other resources for this work which can contribute to its sustainability, as Interviewee 3 said,

...another awesome piece about the workshops is you get to see who else are the interested people...in this work. Because they are showing up on a weekly basis for like an hour and a half. So you're like, 'Okay, I'm not alone, right?' So if I want to start doing more if I feel I'm not doing enough...who can I reach out to? And it's like, oh, I know these people...allies for lack of better word. (Interview 3)

An important note here is that Interviewee 3 identifies as a person of color. A study conducted in the Pacific Northwest found many professionals of color do not feel they “belong” in Portland or within their workplace (Partners in Diversity, 2021). Therefore, diversity training and interventions such as the “Dismantling Racism Workbook,” could be significant in creating a community among and with BIPOC employees that could have a beneficial impact on retention, specifically for staff of color.

This reinforces the relational worldview model equity which organizational frameworks are and can be guided by, such as Multnomah County’s Equity Empowerment Lens. The relational worldview model emphasizes cooperation and “systemic and interdependent relationships” as vital to furthering equity work (Balajee & Cross, 2012). The researcher/facilitator incorporated rapport and community building in the facilitation of the workshop, as the curriculum emphasized that equity work must be done in community (Brown et al, 2016). With these components it appears that the participants also saw the benefit in doing this work in the community and named it as a key point in effective equity work.

### *Importance of Affinity Spaces*

The curriculum outlined that affinity spaces should support learning. Three participants noted this as important but for diverse reasons. Two participants noted it allowed for safer spaces for folks to share, but others noted it brought up emotions of inadequacy that were ultimately educational. Interviewee 3 noted: “When you separate it out, the BIPOC people in their own separate breakout rooms and from the allies...was just like a breath of relief, not that we were burdened down. But you know, it just feels when you're with someone and you're totally comfortable with that person...”. Interviewee 2 added: “I feel like the response whether it was a BIPOC or white affinity group...I think that the positive of that was, I felt like there was such an energetic and powerful response to those who are in the [BIPOC affinity group].”

Conversely, Interviewee 4, who identifies as white, shared:

One of the most challenging times was when, actually, I think it was [a fellow participant] brought up how much it kind of sucked to have to go back from the BIPOC group, back into the white group. And even now, I get goosebumps thinking about this is so bad...I was hurt, of course, like, because I'm white, like, I'm not so bad. But of course, understanding at the same time, you know, of course, you feel that way. And thank you for trusting me enough to say that in front of me. So it was helpful to know that and then at the same time... (Interview 4)

While this moment was hard for Interviewee 4, ultimately it allowed them to learn why these spaces were important and to start building skills around sitting with discomfort and other vulnerable emotions. In the next section, vulnerability will be discussed as it was part of the process and the content which was important throughout this curriculum.

***Vulnerability as Core Work***

Vulnerability was a clear and significant theme that emerged from interviews. Vulnerability here means a sense of safety and trust to disclose feelings, opinions, thoughts, or other significantly held emotions with others. Intentional steps outlined in the curriculum were designed to create psychological safety allowing participants to hold vulnerable interactions and conversations. These interactions and conversations outlined in the curriculum included discussion and disclosure of assumptions and biases, co-creation of community agreements, and interrogation of internal self, identity, and systems (Brown et al., 2016). Additionally, each session incorporated community building. However, not just the process of the conversations was noted as helpful, but the content as well was noted as impactful for building skills around racial equity such as sitting with discomfort or gaining a deeper understanding of oneself, which is necessary for racial equity work (Brown et al., 2016).

Participants stated that the way the researcher/facilitator set up the virtual space (co-created community agreements, disclosure of facilitator biases and assumptions, etc.), along with the intentional community-building activities allowed them to disclose or engage in ways they normally would not. Validating the use of community agreements, Interviewee 4 shared that the agreements have been guideposts for their own departmental conversations stating,

...the agreements...there have been a couple times in [departmental] conversations where I come back to them, one of them is [our department has is] to believe in each other's best intentions. So, when something difficult comes up... I've said, you know...because we've decided to agree on each other's best intentions, I want that to drive our thinking and how

we listen to each other in this conversation...I've never would have done that without the model of how you set that up. (Interview 4)

The structure of agreements allowed for people like Interviewee 4 to work through hard moments and have more psychological safety to navigate difficult conversations. Going further in validating these vulnerable conversations, Interviewee 4 shared, “I think one thing that we have only just started to think about, and as a skill that's been a little painful, is how to talk to each other about [race]...we've had some hard stuff come up, and we've had tears, and we've had other people who are uncomfortable with tears...”. Interviewee 8 corroborated this by succinctly stating, “I find this, you know, equity work and talking about racism exposes a lot of vulnerabilities in people. So having a group of people to have that conversation with makes you feel comfortable discussing really uncomfortable topics.” The space for community building was pivotal in creating a space for vulnerability.

Additionally, the curriculum outlines restorative processes that can be implemented if hard moments occur. This added to the psychological safety and fostered more vulnerable and impactful conversations. As Interviewee 1 shared, “What was really good, but also hard, was that I felt your introductions were freeing. Like the fact that you said we won't have closure. Don't stress about it. Just be okay with that. And if we make a mistake, we'll address it. That we're all learning, we're all at different places.” Because of its frequency, the restorative processes seemed like an important learning outcome that other frameworks might want to integrate. While the process of creating spaces for vulnerability was clearly important, the content of the conversations was also transformational for participants.

Interviewee 5, who identified as an Asian woman and was one of the six participants of color, reported a very personal description of how the workshops allowed them to practice vulnerability and explore their identity.

I have a real hard time being vulnerable with other people...it's weird to think that I'm almost 50, and that I had not done a lot of this, like self-reflective work, and especially being a BIPOC person. But also, I think, when we talked about this, too, like when you're [participant to interviewer] white presenting...I had a tendency to deny my Japanese heritage, because I felt like 'Well, nobody else knows it. I'm not being impacted by it.' But then also doing the deep work thinking like, oh...I still have a Japanese mom. And when all this Asian hate stuff was happening recently, I was worried about my mom every day, and I was thinking about my kids that are more Asian presenting, and just that burden of fear and worry about them all the time. It's like, 'Oh, this is something that is part of my identity that...I'm not impacted by being Asian.' But that's something that I would have probably not thought about, had I not done this work together. (Interview 5)

The curriculum included a specific section where white participants reflected upon and discussed their internalized dominance, and where BIPOC participants discussed their internalized oppression. From Interviewee 5's response, one can see that the curriculum and space allowed her to reflect in ways she had not before, an experience that was echoed by other participants around different topics. Understanding one's own identity is a key factor in taking effective action to further racial equity (Nieto, 2015), which this curriculum facilitated.

When discussing vulnerable moments, several participants mentioned feeling inadequate while sitting with the discomfort of these tough topics. Sitting with discomfort was a skill

identified by half of the participants when asked about what skills the training offered them. Often connected to that is moving through the fear of enacting harm. Sitting with discomfort mainly refers to witnessing discomfort and staying in conversation and in the “work.” Harm in this instance refers to something that might jeopardize another participant's psychological safety in the group. Interviewee 7 stated, “I've found that the most difficult thing is being willing to talk about things and because of being afraid to say the wrong thing and getting called out for that. And I can see that I see this level of uncomfortableness in others within the [department] and I can tell that with some of them that might be also what's stopping them from engaging in these dialogues in the first place.” The participants agreed that sitting with discomfort as a skill at a departmental level would be helpful for growth in this arena.

Another six participants named hesitancy to harm others as a challenge when attempting to engage in racial equity work. Interviewee 1 shared, “I don't want to harm anybody, I don't want to take somebody else's space, but I need to hold space, because that person may need to share more than I do. That was hard for me.” It's important to note that while vulnerability is challenging, overcoming the fear of harm and sitting with discomfort proved to be meaningful and helpful in actualizing transformational change.

Several interviewees noted how vulnerability created a deeper community. Interviewee 6 shared, “But it's having those vulnerable, uncomfortable conversations with people to get a feeling for where they're at with this topic. That kind of gets you to level two faster, in my opinion, it gets you beyond just what you do, how long you've been here, all the stuff that we celebrate whenever we have get togethers, right?” In a similar vein, Interviewee 5 stated, “I feel like when I see people on campus I feel like we were trusted together to do this stuff. And I have

more humility, but also, grace, when I'm seeing people around, like it was really quite enlightening to see how vulnerable people were. And thinking 'Oh, these are deep connections that I'd never have with my fellow employees.'" Vulnerability fostered connection which built community that led to impactful work.

### ***The Curriculum as a Confidence Builder for Professional and Personal Change***

A major theme that came up for every interviewee was building confidence to actualize and operationalize equity work. Interviewee 2 identified "...the base level skill is learning how to have these conversations and being okay sitting in that uncomfortableness. Right. I think that's kind of like the base level skill that everyone needs to have to be able to really work on equity." As Interviewee 5 echoed, "...it gave me the confidence and also understanding like we don't have to be perfect; like we're always on this trajectory of working towards that end...all we have to do is be present and be working somehow." Interviewee 8 shared,

...without the curriculum, I don't feel like I would feel confident in engaging with people about some of the assumptions that they make about ethnicity or race. I think it's so easy to just say nothing...it's really easy to just let that moment pass... so having engaged in scholarly study allowed me to be far more confident in saying, you know, wait a minute, let's talk about what you just said. (Interview 8)

Participants also shared how confidence-building comes with consistency. Interviewee 5 stated, "I don't ever feel competent enough to like, bring something to the table. But realizing that I do have something that I can offer, but it means I'm not going to be perfect when I say something I might not be correct...that's okay. And that's kind of the beautiful thing about learning in a group environment." The community aspect of the courses allowed for participants

to process and learn in real time and not feel afraid to make mistakes. Or, if mistakes happened, they would be moved through together, a key part in ensuring organizational change can occur. Building confidence in their skills led to positive outcomes engaging in equity work inside and outside their organization.

All participants reported engaging in new equity endeavors within their department or office after their participation in the workshops. Projects included departmental discussions, student forums, speaker events, policy revisions, or applying an equity lens to their day-to-day work. For example, Interviewee 3, a member of an admissions department, shared, “It feels wrong, it is wrong to make people pay a deposit before they can be referred to as their preferred pronoun. And I don't think we should do that. So, you know, I spoke up there and I have no problem speaking up now.” Interviewee 2 shared, “I feel like I have a better understanding of how to visualize and manifest an equity in my work.”

All eight of participants mentioned that this training helped them have conversations with those outside the university, such as their relatives, to build more communication around equity in their personal lives. Interviewee 1 stated, “...every time I read an article or about equity work or even about politics...they're so connected. I felt like I didn't have anybody to talk to about it, because it wasn't something that my husband was passionate about. But after those workshops with you...I said...it's important to me to have someone to talk to you about like, can we incorporate that? And he said yes.”

Interviewee 5 shared that they got involved with protests around Pacific Northwest post-training,

...like the racial justice protest, it was so impactful to have that happen at the same time...being able to participate that and again, like putting myself out of my comfort zone, but also give me an interesting platform to discuss it with other people.... to family members, and they have very different ideas about what was happening in [our city], and I could talk about my experiences participating in it. (Interview 5)

Interviewee 8 shared that the curriculum helped them navigate family dynamics, stating they learned,

Let that awkward silence be there, I'm always talking about it in a family gathering. When someone says something that is obviously racist, and, frankly, as a woman [who was] kind of trained, you know, don't bring up these things that are really unpleasant, just try to smooth things over. And so having engaged in scholarly study allowed me to be far more confident in saying, 'You know, wait a minute, let's, let's talk about what you just said. Let's talk about why you feel that way. (Interview 8)

While not the intended objectives of the training, the work outside the professional sphere indicates the more encompassing aspects of behavioral change resulting from the workshops. Clearly, engaging in these training sessions not only helped foster connections and skills that were applied in professional settings, but also affected participants' personal knowledge, attitudes, and behaviors to promote equity and inclusion in their lives outside the workplace.

### **Discussion**

Through this project, the researcher found that increased self-awareness and intentional reflection around the impacts of racism on oneself and others led to better understanding of racial equity and the ability to take action. Additionally, certain environments, consistent effort, and

facilitated experiences like affinity spaces lend themselves to a deeper knowledge of racial equity and cultivation of tactics, actions, and skills to actualize an inclusive organization. Important strategies for equity work or aspects of an inclusive environment included shared understanding of language and history, engaging this work in community with others, consistent engagement with equity work as a confidence-builder, vulnerability, and learning to sit with discomfort. Finally, leadership buy-in is critical to ensure these goals are met.

Through the evaluations, all respondents reported that the curriculum helped their racial equity competencies and empowered them to engage in racial equity work. This was corroborated by participant interviews where every respondent reported the workshops aided their understanding of racial equity and skills. Knowing that a shared community of dedicated staff exists empowers individuals to do equity work. This means organizations such as colleges and institutions of higher education should have more community building opportunities that allow for staff development across academic units. Creating space for employees to be vulnerable is important for educating and empowering them to enact anti-racist practices. Along with collective awareness, shared language was necessary in equity work. Colleges and other organizations should develop shared terminology, definitions, and language around equity efforts to help facilitate hard conversations about equity in the workplace.

Finally, restorative practices should be practiced and adopted within an institution to diminish the fear of harm in anti-racist initiatives. Also, it is vital to remember these are sustained efforts, not a one-and-done training. Repetition and commitment to new practices can help foster the robust behavior change that leads to collective organizational transformation and an anti-racist culture. Leadership support is key to these efforts.

### **Study Limitations**

The study surveys were created by the researcher before taking any research methods courses. Therefore the questions might not have generated reliable assessment data. The surveys were also phrased in a Likert scale with a scale of 1-5 from strongly disagree to strongly agree, with a statement around skills posed to participants. The phrasing of these questions might have caused bias or confused the respondents as the statements may have implied that participants actually lacked the skill being assessed.

There are also limitations with the interviews. The interviews were conducted by the researcher who also facilitated the curriculum, possibly leading to biased responses as well as interpretations among both the researcher and the participants. Additionally, the participants were the researcher's colleagues and therefore could have compromised the honesty and reliability of participants' reports due to the relationships between the researcher and respondents. Using researchers or evaluators who were not actively engaged in the intervention would have been a more methodologically sound strategy.

Overall, the sample size is also small. With under half of the workshop participants responding to surveys, and slightly over half participating in qualitative interviews, the data is extremely limited. Additionally, this workshop was not replicated during the researcher's tenure at the college and therefore is a limited sample. The demographic data of the college, while on par with the racial and gender diversity of the overall campus population, lacked diversity in types of employees at the college. The sample is also limited to those who participated in the workshops which is a voluntary, self-select group. Again, a neutral third-party facilitator (or researcher) might be a better option in conducting the follow-up interviews.

Finally, there are limited studies around this topic, population, and the specific curriculum. Future research might retest the same curriculum with a larger sample and more reliable, tested instruments.

### **Conclusions**

This study centered the question: “How did the *Dismantling Racism* curriculum impact college staff and faculty participants' engagement with racial equity work and anti-racist behavior post-training?” Respondents stated the curriculum and workshops helped further their own insights and knowledge about racial equity work and developing anti-racist skills. Clear themes emerged in qualitative interviews, which shed light on factors that might contribute to learning, action, and change around racial equity and anti-racism within the study site. However, all struggled to name tangible skills that aided their work. The themes that emerged can be helpful for an organization to consider when facilitating professional development around equity and diversity efforts intended to empower employees to enact strategies to create a more anti-racist organization. When considering curricula or training programs that support employees around diversity and equity, the *Dismantling Racism Workbook* achieved its learning objectives.

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## Appendix A

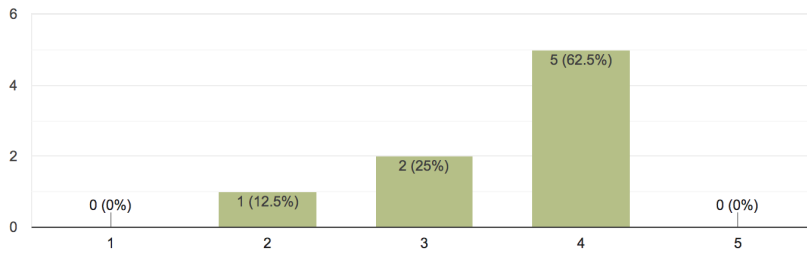
### Evaluation Responses

It is important to note all evaluations were on a Likert scale (Rubin & Babbie, 2016). 1 = strongly disagree and 5 = strongly agree.

#### *Week Two Results*

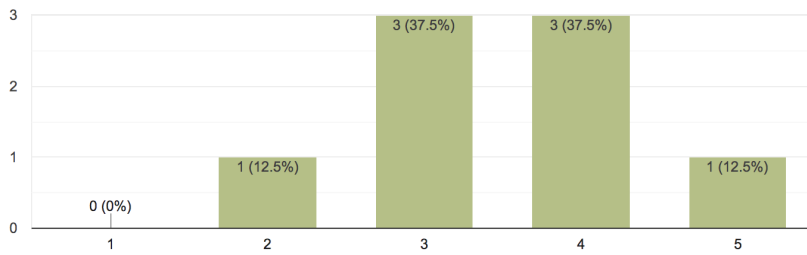
Please rank how you feel about the following statement: I found today's group helpful for my understanding of shared definitions. [Copy](#)

8 responses



Please rank how you feel about the following statement: I found the exercise (drawing and sharing) we used to share definitions helpful to my learning. [Copy](#)

8 responses

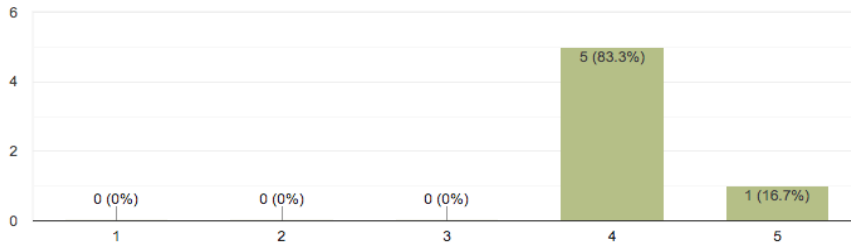


**Week Three Results**

Please rank how you feel about the following statement: I have a basic understanding of how racism operates at three different levels of organizations like our college.

[Copy](#)

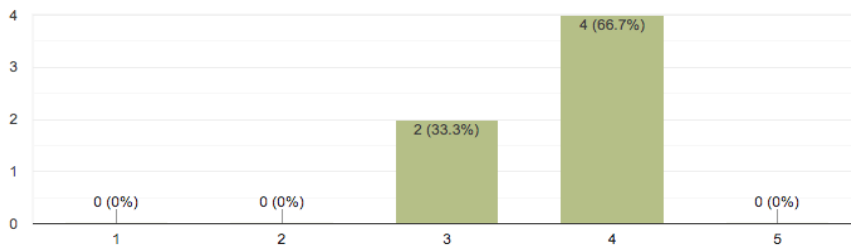
6 responses



Please rank how you feel about the following statement: I have a basic understanding of the 4 foundations of racism.

[Copy](#)

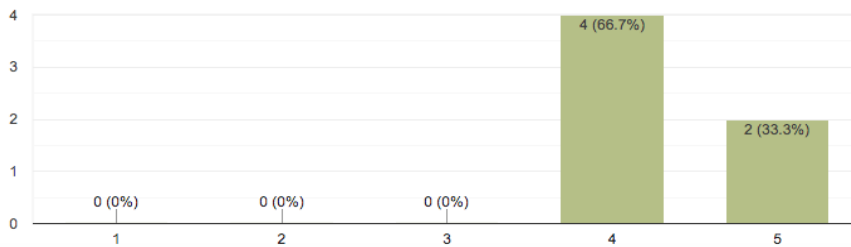
6 responses



Please rank how you feel about the following statement: I can start to identify how oppression operates in daily life.

[Copy](#)

6 responses

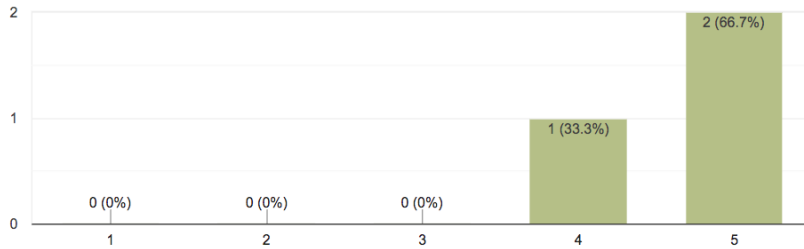


**Week 5 Results**

Please rank how you feel about the following statement: I have a basic understanding of how others and myself display resistance to anti-racism or equity work.

 Copy

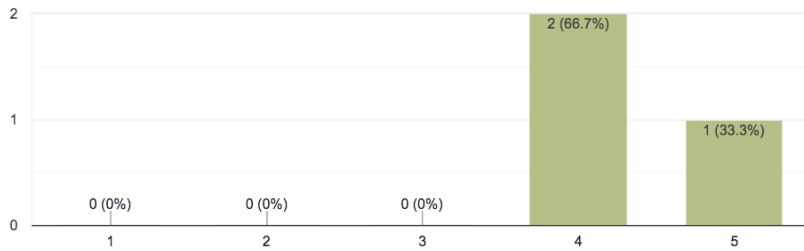
3 responses



Please rank how you feel about the following statement: I have a basic understanding of phases of equity work and where I am at in and where our institution is as well.

 Copy

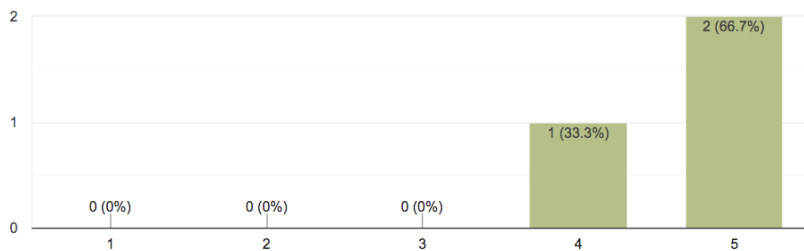
3 responses



Please rank how you feel about the following statement: I understand the role of a change team and how to create one. I have reflected on who would be on mine at the college.

 Copy

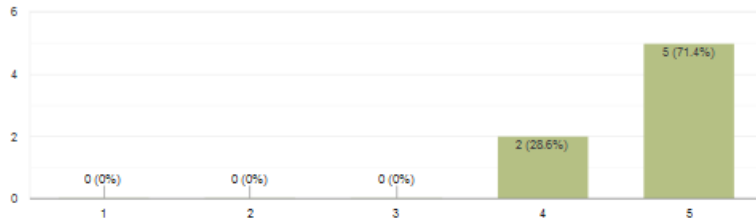
3 responses



***Week 6 Results***

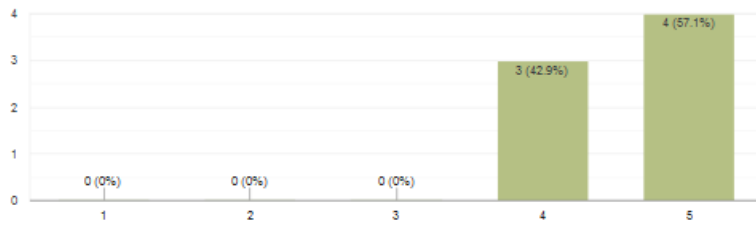
Please rank how you feel about the following statement: I have a deeper understanding of what racism is and how it operates.

7 responses



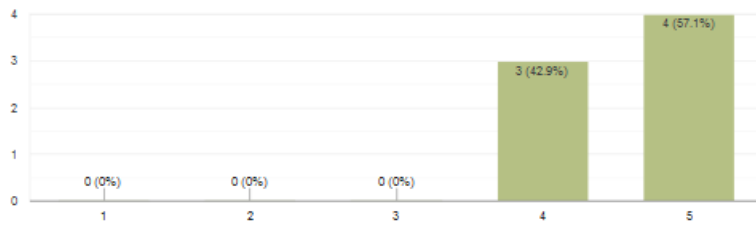
Please rank how you feel about the following statement: I feel more confident enacting social change than when I started this group.

7 responses



Please rank how you feel about the following statement: I will take steps in enact social change within my spheres of influence.

7 responses



## Appendix B

### Interview Guide - *Dismantling Racism* Curriculum Study

Remind them the interview can stop at any time and they can decline to answer any questions. \*\*  
Start recording zoom and let participant know we are recording\*\*

Today is DATE \_\_\_\_\_ and TIME: \_\_\_\_\_ and this interview is with participant number \_\_\_\_\_,  
alias: \_\_\_\_\_.

1. What is your definition of racial equity?
2. Tell me about your current equity efforts in your department.
  - a. Probe: What skills have you utilized in this work?
3. How do you feel the curriculum/workshops have impacted your work?
  - a. Probe: is there a particular aspect of the curriculum that stuck with you?
  - b. Probe: Why do you think that was?
4. What were positive moments you can recall from the workshops?
  - a. Probe: Why was it positive?
5. What were the challenging moments in the workshops?
  - a. Follow-up: why was that moment challenging?
6. Have there been any challenging moments in your equity work?
  - a. Probe: Why were they challenging?
  - b. Probe: What skills did you use to address those challenges?
  - c. Probe: How did you learn those skills?
7. Have you experienced any positive moments in engaging in equity work?
  - a. Probe: Why were they positive?
  - b. Probe: What skills were used that might have made them positive?
  - c. Probe: How did you learn those skills?
8. What do you think of the equity work that you, your department, or [the college] has done thus far?
  - a. Probe: What would you like to see?
  - b. Probe: How do you view yourself being a part of that?
  - c. Probe: What skills would be helpful or need to be developed for that work?

*Explanation of Questions*

Question One: Since this is based on self-perceptions, the researcher would like to know how the participant views racial equity based on their own beliefs, experiences, and assumptions. A working definition of racial equity will be used as analysis.

Question Two: Understanding what work is happening within their department is important to assess their role within it and the efforts that have been made. Establishing this baseline can help inform whether the following questions are necessary. Understanding the skills used in the work can help coding later on if those skills intersect with the ones the training looked to build.

Question Three: Understanding what skills have helped their equity work helps analyze whether the curriculum was helpful or not. Or alternatively, what was helpful to their equity work if it was outside the scope of the curriculum.

Question Four: Assessing positive moments felt like better phrasing than what worked for you in the curriculum, as it's not fresh in the participants' heads. The intent here is to take their most positive or impactful association with the curriculum and find out what caused it.

Question Five: The alternative to question three is to understand what friction points occurred for them. This is also helpful in understanding general resistance or places of bias or discomfort that came up during the workshops which may repeatedly occur within equity work given its nonlinear nature (Gonzalez, 2015).

Questions Six and Seven: Ask effectively the same questions as Four and Five but on a larger scale. This is to see if the curriculum is positive or challenges are reflected in their larger

work or not. Through thematic analysis, there might be patterns even the respondent does not realize within their answers.

Question Eight: This is to see where they would like to go, how the curriculum might have aligned or misaligned with that direction, and what additional tools might be needed. This is helpful for personal reasons such as making recommendations to the college about education gaps and opportunities for staff and faculty.



Appendix C

IRB APPROVAL OF APPLICATION

January 26, 2022

Dear Victoria Leder:

On 1/26/2022, University of Washington IRB Committee J reviewed the following application:

Type of Review:	Initial Study
Title of Study:	Impact of Racial Equity Curriculum on Anti-Racist Organizational Change Effectiveness
Investigator:	Victoria Leder
IRB ID:	STUDY00014893
Funding:	None
IND, IDE, or HDE:	None

**IRB Approval**

Under FWA #00006878, the IRB approved your.

- **Depending on the nature of your study, you may need to obtain other approvals or permissions to conduct your research. For example, you might need to apply for access to data or specimens (e.g., to obtain UW student data). Or, you might need to obtain permission from facilities managers to approach possible subjects or conduct research procedures in the facilities (e.g., Seattle School District; the Harborview Emergency Department).**
- COVID NOTE: See the [HSD website](#) for the latest COVID guidelines for conducting human subjects research.
- Your application qualified for expedited review (“minimal risk”; Category 5).
- Under the Revised Common Rule this IRB approval is valid until study completion. In other words, there is no expiration date and you are not required to submit Continuing Review Reports to maintain your approval. However, you are still required to (1) obtain IRB approval before making any changes (modifications) to your research, and (2) provide the IRB with any Reportable New Information such as breaches of confidentiality or unanticipated problems.
- This approval applies only to the activities described in your application (including any references to specific grant sections). It does not include other activities that may be described in your grant or contract.

Determinations, waivers, and regulations

The IRB made the determinations and waivers listed in the table below. Note that any granted waivers of consent or parent permission do not override a subject’s refusal to provide broad consent.

Requirement	Determination or Waiver
Consent	Waived

4333 Brooklyn Ave. NE, Box 359470 Seattle, WA 98195-9470

main 206.543.0098 fax 206.543.9218 hsdinfo@u.washington.edu [www.washington.edu/research/hsd](http://www.washington.edu/research/hsd)

Thank you for your commitment to ethical and responsible research. We wish you great success!

Sincerely,

Jeff Love, IRB Administrator  
206-543-2921, [lovej2@uw.edu](mailto:lovej2@uw.edu)