

"Many people are craving a concise message on how to be an antiracist at this time, in this very moment. People are searching for candid directions about how to pour their passion into building an antiracist society."

- Dr. Ibram X. Kendi

Discussing a framework towards anti-racist assessment

Alessandra Dinin, Ph.D. & Jennifer Hill, Ed.D.
Office of Assessment, Trinity College
Duke University

Special thanks to our collaborator:
Ms. Emily Hadley (Duke class of 2015)
RTI International

Welcome! We're glad you are here.
Let's find out who is in this session today by
answering a few poll questions.

*Please use one of the following links to be taken to poll everywhere.
We'll also put them in the chat.*

https://bit.ly/anti_racism_assessment

or

<https://pollev.com/alessandradinin556>

Agenda

Acknowledgements and commitments

Part 1: An update on anti-racist work at Duke

Part 2: Purpose and context of assessment

Part 3: Areas of bias

Part 4: Practice (adding an anti-racist lens to assessment)

Part 5: What's next?

Acknowledgements and Commitments

- We are white woman giving a presentation about topics directly related to race
- We benefit from knowledge shared by friends, colleagues, communities, and leaders of color
- The ideas we share are not original or our own

We commit:

- To sharing the knowledge we have learned and providing an inclusive space for conversation
- To providing sources and additional resources for topics covered in this presentation, particularly to leaders of color working in this space
- To welcoming feedback and learning from our mistakes

You commit:

- To joining this space to listen and share with an open mind
- To participating in an inclusive space for conversation, dialogue, and reflection
- To providing feedback and being open to making and learning from mistakes

“To reverse the colonized, white supremacist culture of ‘knowing,’ where only the mind-knowing way is valued and maintains power dynamics that accrue value based on white dominant culture, we must actively value and integrate ways of knowing that are deeply ingrained from our ancestors: prioritize connections and relationships, emergence, belonging, the mystery of things that are not ‘knowable,’ and our own being. **We are valuers, not evaluators. Valuation is integration of all the ways of knowing.**”

Audrey Jordan, quoted in
Measuring Love in the Journey For Justice

<https://latinocf.org/wp-content/uploads/2019/07/Shiree-Teng-Measuring-Love.pdf>



Starting with a brief mention of **epistemology and constructivism**

Learning and learning outcomes are constructed out of the student's lived experience in the world.

Established systems of evaluation, when used uncritically, can contribute to inequities of learning outcomes, especially among historically underrepresented communities of students.

What do we know?

How is knowledge acquired?

What does it mean to say we know something?

What justifies one's claims to knowledge?

Are there hegemonies of “knowledge”?

Part 1:

An update on anti-racist work at Duke

“Recognizing that the work of anti-racism begins with education, we are advancing training and education for all.”

**President Vince Price’s message,
October 2020**

<https://president.duke.edu/2020/10/15/an-update-on-dukes-anti-racism-efforts/>



November 18, 2021

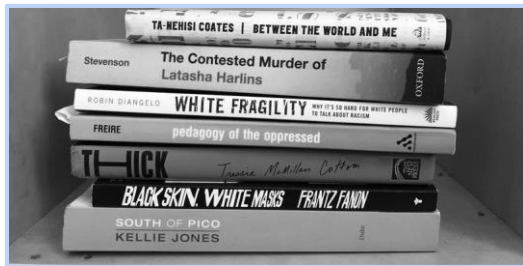
To the Duke Community,

I write today with an update about our efforts to advance racial equity at Duke.

Duke recently engaged in our first-ever campus-wide survey of all students, faculty, and university staff regarding equity and inclusion. I am grateful to the more than 12,700 members of the Duke community who responded,

The results of the survey are telling, and some are deeply troubling. The findings show that different members of our community experience a very different Duke. More than half of Black, Hispanic, Asian, female, and LGBTQ+ members of the Duke community report having experienced microaggressions in the past year. Furthermore, Black and Hispanic members of the community are less satisfied relative to their white counterparts with opportunities for advancement.

<https://anti-racism.duke.edu/campus-survey/>



Recent examples of our collective steps forward:

DiversifyIT expanded scope

Living While Black Symposium (June 2020)

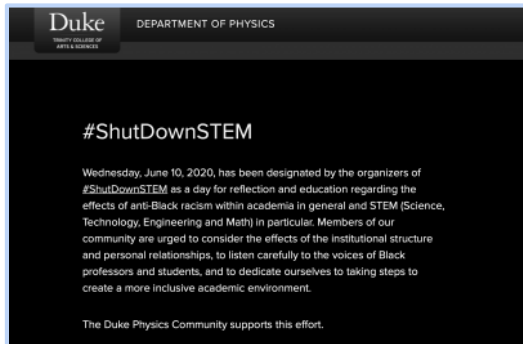
Dismantling Racism at Duke series (January 2021)

Anti-racism in Academic Advising (February 2021)

Moments to Movement (M2M)

“Duke Health’s collective stand against systemic racism and injustice.”

Juneteenth becomes a federal and Duke holiday (June 2022)



Trinity Committee on Anti-Racism



Increasing number of academic department, programs, and centers are building equity, inclusion, and diversity initiatives into their strategic plans and mission statements.




<u>Students</u>	Faculty	Staff	Health System	Community	Alumni
<ul style="list-style-type: none">• Duke Office for Institutional Equity's Resources for Understanding and Confronting Racism and Its Impact• Kenan Race Fellows• Mary Lou Williams Center for Black Culture Training offerings• Samuel DuBois Cook Center on Social Equity• Student Affairs Center for Multicultural Affairs anti-racism resources					



<u>Faculty</u>	Staff	Health System	Community	Alumni
<ul style="list-style-type: none">• Request for Proposals for New Projects• Duke Black Think Tank• 2021 Faculty Advancement Seed Grants: “Confronting Racism and Bias: Fostering an Inclusive Community”• Duke Civic Engagement Racial Equity Learning Arc• Duke Office for Institutional Equity’s Resources for Understanding and Confronting Racism and Its Impact• Faculty Advancement Anti-Racism Resources				<ul style="list-style-type: none">• Faculty Advancement and Success (FAS) Workshop Series 2020–2021• Leading an Academic Unit at Duke (LAUD) Workshop Series 2020–2021• Mary Lou Williams Center for Black Culture Training offerings• Samuel DuBois Cook Center on Social Equity• Teaching for Equity Fellows Program





<u>Staff</u>	Health System	Community	Alumni
<ul style="list-style-type: none">• Duke Civic Engagement Racial Equity Learning Arc• Duke Office for Institutional Equity's Resources for Understanding and Confronting Racism and Its Impact			<ul style="list-style-type: none">• Mary Lou Williams Center for Black Culture Training offerings

anti-racism.duke.edu/resources



Duke has a long journey ahead...

<https://anti-racism.duke.edu/campus-survey/>

“the results of the [recent] survey are telling, and some are deeply troubling. **The findings show that different members of our community experience a very different Duke.** More than half of Black, Hispanic, Asian, female, and LGBTQ+ members of the Duke community report having experienced microaggressions in the past year. Underrepresented members of the community are less satisfied relative to their white counterparts with opportunities for advancement.

“To be clear, these findings point to a climate that is unacceptable, and we remain resolutely committed to changing the culture at Duke for the better.”

Anti-racism, diversity, inclusion and equity: the view from the Provost's office

October 2020

In his [message](#) to the Duke community to celebrate the Juneteenth holiday, President Price acknowledged that we, at Duke, "aspire to be agents of progress in advancing racial equity and justice," but that "we have often been slow to do the right things, the hard things, the transformative things." These "hard things" are all encompassing and include both individual and collective levels of change. To mobilize efforts to confront structural racism and for Duke to become a collective agent of positive change, all members of our community need the courage, dedication and willingness to work on our own transformation and growth as individuals. We also need to sustain our commitment over the long term to address the historical structural barriers that support and perpetuate racism and inequities in our academic spaces, particularly anti-Black racism and inequities. Making anti-racism a part of Duke's identity and values is not only a societal imperative, but it is also critical to the success of our academic mission. An anti-racist and equitable community requires the inclusion of and equity for diverse talent and voices to enrich our students' academic experience, open additional research horizons, and ultimately deepen the reach of our societal impact.

The efforts of the Provost's office in this regard are in evaluating and assessing the various diversity, equity, inclusion (DEI)/anti-racism plans of the schools, in supporting the schools and holding them accountable as they execute these plans, in promoting an inclusive environment for our students, faculty and staff, in promoting an anti-racist environment in the Provost's office itself, and in embracing the agenda of the Office of the Vice Provost for Faculty Advancement (OVPPA) to promote a diverse and inclusive environment and an anti-racism agenda. Towards these ends, we have recently applied for and were awarded a \$16M grant from The Duke Endowment, which will be directed towards faculty hiring, building of anti-racist curricula, faculty research on racism, and other anti-racism programming.

Internal and self-assessment is a major theme of the Provost's plan for diversification and equity in faculty hiring and development.

https://spotlight.duke.edu/anti-racism/wp-content/uploads/sites/72/2020/10/antiracism-provosts_office-Oct-2020.pdf

Part 2:

Purpose and context of assessment

What is learning outcomes assessment? Where does it happen? What is its scope?

The institution



The college



The program



The course





The Assessment Cycle \ Accr...
westminster.edu



The Assessment Cycle | Asse...
assessment.gvu.edu



Understand the Assessment Cycle
jmu.edu



The Program Assessment Cycle ...
uvm.edu



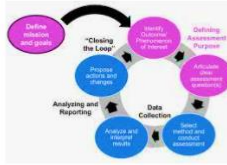
The Assessment Cycle | Download ...
researchgate.net



Steps in the Assessment Cycle - C...
celt.iastate.edu



NACADA > Events > Asses...
nacada.kau.edu



Assessment Cycle | Division of Student ...
studentaffairs.rutgers.edu



Assessment Loop - North...
nvcc.edu



Assessment Cycle - University Life...
uassessment.gmu.edu



Assessment Process: Searle ...
northwestern.edu



Assessment at Highline > Lear...
lto.highline.edu



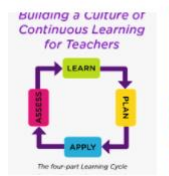
The Assessment Process - Assesse...
missouri.edu



The Assessment Cycle | Office of ...
opair.psu.edu



Assessment Cycle - Loyola ...
academics.lmu.edu



The four-part Learning Cycle



ASSESSMENT CYCLE



Assessment Cycle



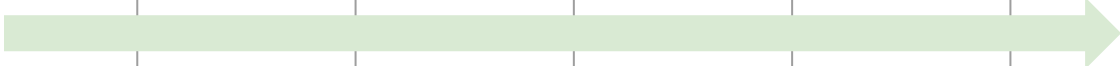
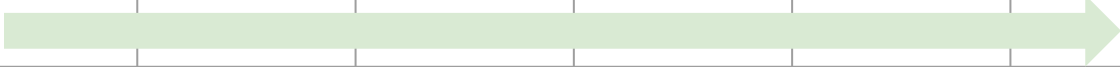
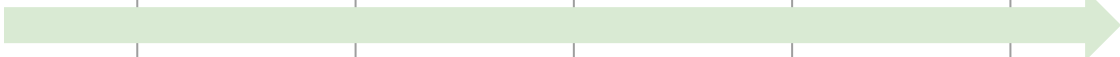
ASSESSMENT CYCLE

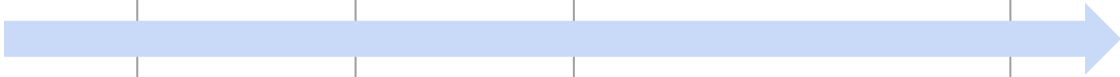



ASSESSMENT CYCLE

Try a Google image search for “assessment cycle”

1. Identify outcomes & map curriculum
2. Develop methods & collect evidence
3. Interpret & make sense of evidence
4. Share results
5. Identify and implement changes
6. Assess impact of changes

	Identify outcomes	Choose methods, collect evidence	Interpret information	Share and discuss results	Implement changes	Evaluate their impact
The institution						
The college						
Academic program						

	<u>What</u> do you want your students to learn?	<u>When</u> and how is that taught?	<u>How</u> will you evaluate learning in each area?	<u>How can students use</u> the results to understand their learning? <u>How do you use</u> the results to understand your teaching practice?	Implement changes for next time.
A course					

	<u>What</u> do you want your students to learn?	<u>When</u> and how is that taught?	<u>How</u> will you evaluate learning in each area?	A. <u>How can students use</u> the results to understand their learning? B. <u>How do you use</u> the results to understand your teaching practice?	Implement changes for next time.
A course					

Invoking an anti-racist perspective:

Does the course material represent diverse human experiences and expertise?

Is the pedagogy inclusive and equitable?

Are all students fully engaged?

Does the type of the assessment accommodate or represent a plurality of learning styles and human experiences?

Does it assume any privileged experiences that were not available to all class members?

A. Do students feel the grade represents their learning and ability? Could they be their authentic selves in the assignment, and carry it into future work?


B. Are there systematic differences in outcomes across subgroups?

Seek practical advice from colleagues and others.

Make changes to your course plan, assessment plan, or delivery method


A learning environment may:

Adapted from
https://drive.google.com/file/d/1Z5VkMUf-mRWPfvoj-GxHUw_GocxLdBaM/view



Be race-neutral	Omits race from discussions of curriculum, assessment, or student success. Focuses on individual background characteristics instead (e.g., SES). Seeks mission without acknowledging racial disparities; ignores their persistence. Ignores structural inequalities in learning opportunities and support services. Educational data by race and ethnicity is not collected.
Be race-conscious	Argues for race/ethnicity as important variables in curriculum design and assessment planning. Programs and courses consider how inequality affects learning and well-being. Does not address root causes of inequity and exclusion or consider intersectionalities.
Seek diversity and inclusion	Focuses on diversifying the learning and research space. Defines <i>diversity</i> as culture, experiences, and points of view; diversity is understood to enable creativity, innovation, prosperity. May conflate inequalities (based on historic marginalization) with other categories of difference (e.g., political affiliation). Focuses on most salient categories: race & gender. Emphasis on diversity faculty and student populations.
Address structural racism	Explores, decomposes, proposes remedies for historic systems of economic, political, social inequality. Seek to understand and address distributions of power in learning spaces as antecedent to inequalities of academic outcomes. Sharpens focus on outcomes as a results of long-standing patterns.

Stages of anti-racist orientations in assessment ?



Race-neutral	Assessments are designed to be objective, evaluating all learners equally. They do not take into account differences in students' experiences or perspectives. Rubrics, grade curves and other interpretive devices are intended to mitigate bias. Instructor does not consider differences in outcomes by race or ethnicity.
Race-conscious	Is aware of possible racial inequalities in learning outcomes, but it does not use race or ethnicity as considerations in curriculum design and assessment planning. Instructors seek training and understanding, but established models and traditions persist. Course assessments do not address the structural inequalities in students' pre-college preparation or across a college curriculum.
Seek diversity and inclusion	The departmental culture tries to diversify faculty and student bodies, seeks representation in curriculum, and pursues vibrant, diverse, and inclusive curricula. Individual faculty and program officers may need help understanding how assessment tools and structures themselves can perpetuate inequalities of learning outcomes or insufficiently capture some students' learning.
Address structural racism	Individual faculty and the department as a whole proactively and holistically evaluate how assessments of learning may impact students unequally. Instructors experiment with new techniques to empower learner autonomy in the classroom, possibly challenging assessment conventions. Members of the department share examples of authentic, inclusive assessment practice with colleagues.

Equity-minded assessment demands that we:

1. Check biases. Ask introspective questions about assumptions and positions of privilege throughout the assessment process.
2. Use multiple sources of evidence appropriate for the students being assessed.
3. Include and respond to student perspectives.
4. Increase transparency in assessment results, decisions, and actions.
5. Ensure collected data can be disaggregated and interpreted in a meaningful way.
6. Make evidence-guided changes that address issues of context-specific inequities.

Adapted from National Institute for Learning Outcomes Assessment
www.learningoutcomesassessment.org/equity

Being antiracist data
analysts *or* creators *or* consumers
isn't a one-time decision.

It is a commitment we make each
day towards building a more
equitable and just world.

Part 3:

Bias in assessment

Calling upon the
assessment cycle....

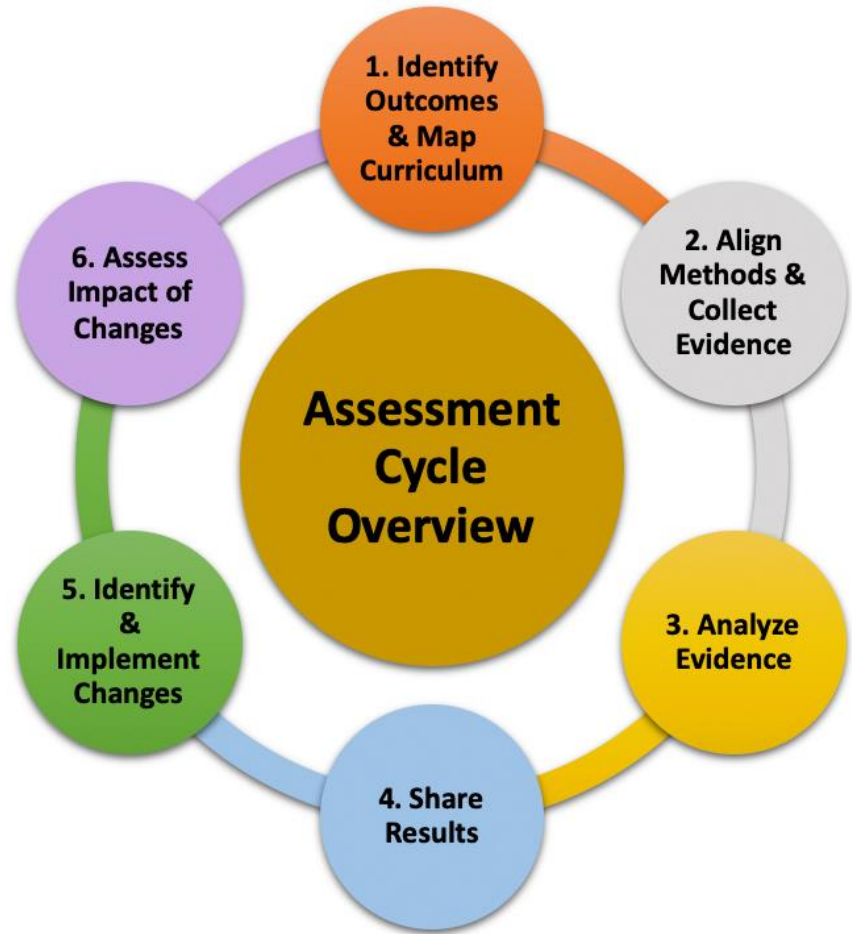


Image credit: Northern Virginia Community College

Check biases: Identifying outcomes

To what extent do you agree with the following statement...The course had a welcoming and inclusive classroom environment.

Biology 201: Gateway to biology: Molecular Biology

Fall 2021 – Monday/Wednesday/Friday 10:15-11:30 AM

Introduces major concepts in biology through the lens of molecular biology. Molecular mechanisms that comprise the Central Dogma and variants. DNA structure and function, replication, transcription, and translation. Protein synthesis, folding, structure and function. Supporting topics related to the structure of cells, metabolism and energetics. Integration of physical and quantitative principles to molecular biology. Relevance to human diseases and the biotechnology industry. Prerequisite: Chemistry 21, 21L, 101DL, 110DL, or 201DL. Not open to students who have taken or are currently enrolled in Biology 203L. Instructor: Hill, Baugh

Check biases: Identifying outcomes

To what extent do you agree with the following statement...The course had a welcoming and inclusive classroom environment.

University 101: The invention and consequences of race

Fall 2021 –Tuesdays from 3:30-6:00 PM

Since the completion of the Human Genome Project in 2003, it has become conventional wisdom for most scientists that “race” in humans is an illusion. That is, this thing called race cannot be biologically defined based on genetic variation among individuals and populations, and there is virtually no genetic rationale for grouping humans into fundamentally different groups according to their physical traits. Nonetheless, consensus that conceptions of race fixed in biology are a myth does not mean the effects of racial classifications are not real and consequential. For example, some of us experience mistreatments on account of our assigned race and must contend with traditions

Check biases: Data disaggregation

How we collect and categorize information matters. IPEDS tells us:

“as long as the subcategories can be aggregated to the categories indicated in the guidance for purposes of reporting to IPEDS” institutions can collect subcategories of race or ethnicity.

<https://surveys.nces.ed.gov/ipeds/public/hrsoc-browse/faq-re>

Are you Hispanic or Latino?

☐ Yes

☐ No

Regardless of your answer to the prior question, please indicate how you identify yourself. (Select one or more)

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

Colleges and universities are asked by many groups, including the federal government, accrediting associations, college guides, and newspapers, to describe the ethnic/racial backgrounds of their students and employees. In order to respond to these requests, we ask you to answer the following two questions. [View Definitions](#)

Are you of Hispanic or Latino descent? (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture)

☐ Yes

☐ No

Regardless of your answer to the prior question, please check *one or more* of the following groups in which you consider yourself to be a member:

☐ American Indian or Alaska Native

☐ Asian

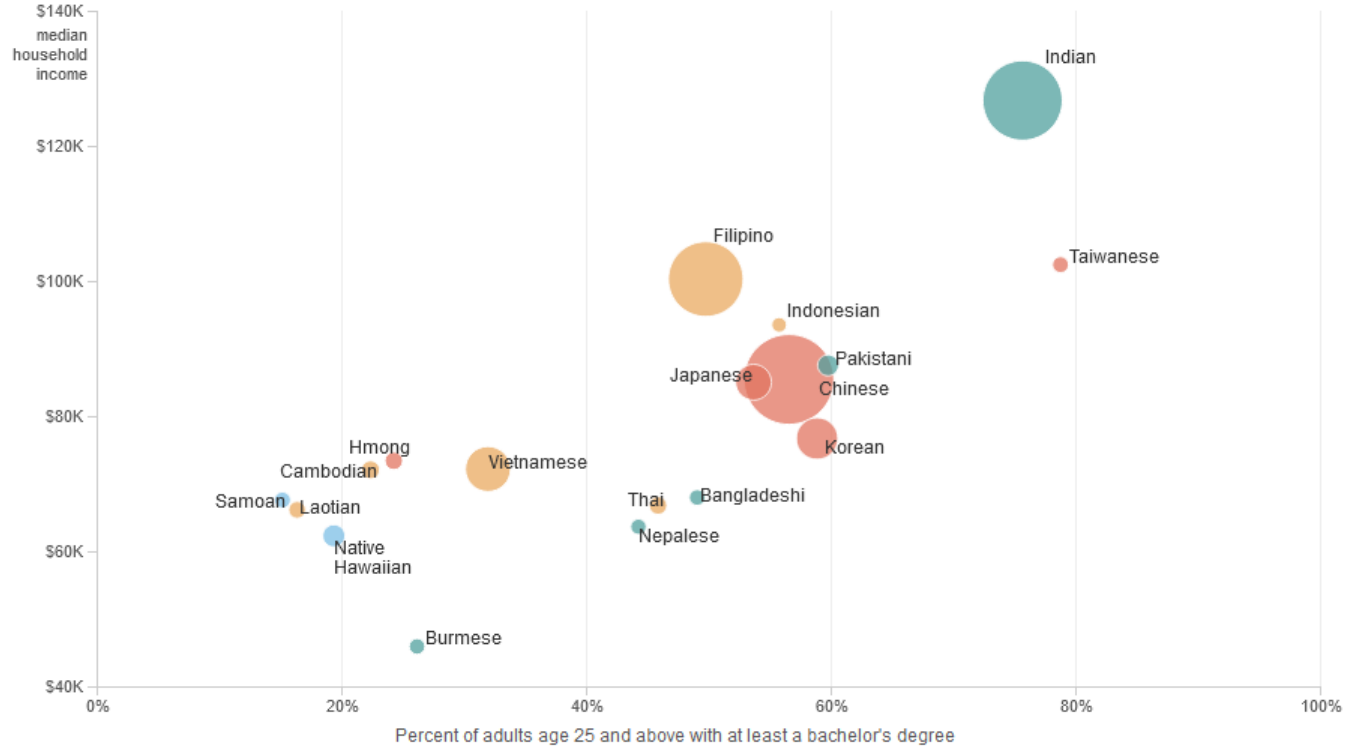
☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

Key Disparities In Income And Education Among Asian American Groups

Circles sized by population per group.



Notes

The U.S. Census Bureau [classifies](#) a person of Asian descent as anyone who traces their heritage to a subset of countries in the continent of Asia. But there may be people outside of this classification who self-identify as Asian.

Check biases: Data disaggregation

East Asian (Chinese, Japanese, Korean, Taiwanese, etc.)

South Asian (Afghani, Bangladeshi, Bhutanese, Indian, Nepalese, Pakistani, Sri Lankan, etc.)

Southeast Asian (Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Thai, Vietnamese, etc.)

Other Asian

Native Hawaiian or Other Pacific Islander (having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)

Total respondents out of 6883:

2,422

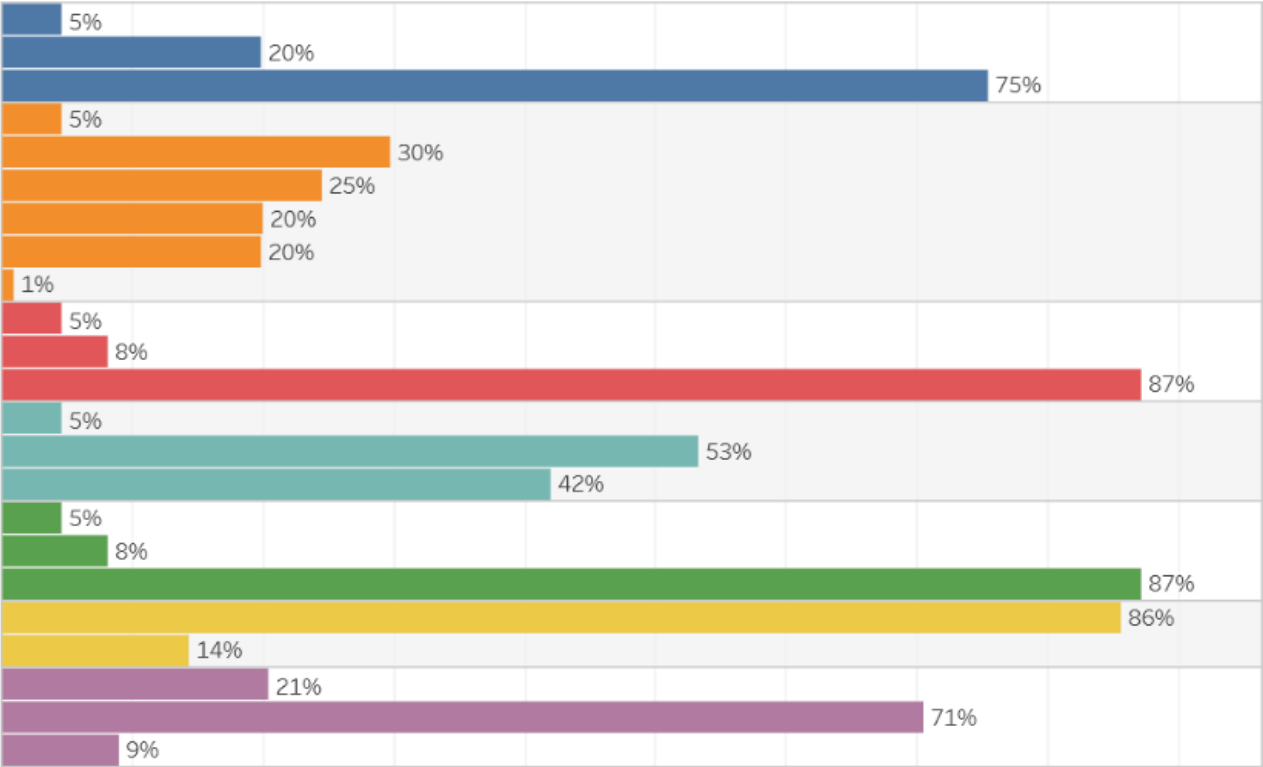
Filter Academic Program

(All)

Unknown	224
Pratt students	964
Trinity students	3,656
Unknown	224
1 First-year student	1,444
2 Sophomore	1,192
3 Junior	972
4 Senior	964
5+ Fifth year or higher	48
Unknown	224
First gen.	396
Non-first gen.	4,224
Unknown	224
Female	2,584
Male	2,036
Unknown	224
International students	396
Non-international students	4,224
Not pre-health	2,075
Pre-health	347
URM	994
Non-URM	3,416
Unknown	434

For comparison, the distribution of the overall undergraduate population in fall 2020:

Trinity 77%, Pratt 19%, Other 4%
First-generation 9%, Non-1G 87%, Unknown 4%
Female-identifying 48%, Male-identifying 48%, Unknown 4%
International 7%, Domestic 89%, Unknown 4%
URM 23%, Non-URM 73%, Unknown 4%



Check biases: Data analysis & reporting

	Dept A		Dept B		Dept C		Dept D		Total	
Racial Group	Admitted	Rejected	Admitted	Rejected	Admitted	Rejected	Admitted	Rejected	Admitted	Rejected
I	35	25	30	30	5	0	15	5	85	60
II	5	5	5	10	50	10	40	25	100	50

	Dept A	Dept B	Dept C	Dept D	Total
Racial Group	Admissions Rate	Admissions Rate	Admissions Rate	Admissions Rate	Admissions Rate
I	0.58	0.50	1.00	0.75	0.59
II	0.50	0.33	0.83	0.62	0.67

Simpson's Paradox

[Measuring Racial Discrimination](#) – National Research Council (2004)

Pausing for a check-in:

Do any of these experiences resonate with your work? In a few words, where have you seen racism and bias in your work?

*Use one of the links to be taken to poll everywhere.
Your responses will help generate a word cloud.*

https://bit.ly/anti_racism_assessment

<https://pollev.com/alessandradinin556>

Part 4:

Practice! Adding an anti-racist lens to the assessment cycle

Let's practice!

Many first-year students take our gateway 101 course to meet general education requirements. We recognized BIPOC and female-identifying students are less likely to take another course in our discipline after our gateway 101 course. What should we do?

Go here for the prompt and to take notes:

<https://docs.google.com/document/d/1tkS2vbdmLhBe0JCul-YO3vtp8Y0d2FDLXuX6JJ3Uu7g/edit?usp=sharing>


Work we've heard about lately...

- Implementing climate surveys
- Redesigning curriculum to introduce texts authored by BIPOC academics
- Inviting guest speakers from diverse backgrounds
- Engaging with campus partners who are professionals in equity implementation (if available) to put together training for faculty
- Focusing on student access to and use of learning resources
- Rethinking how assessments are graded

Part 5:

What's next?

Recall: Incorporating an anti-racist framework

	<u>What</u> do you want your students to learn?	<u>When</u> and how is that taught?	<u>How</u> will you evaluate learning in each area?	A. <u>How can students use</u> the results to understand their learning? B. <u>How do you use</u> the results to understand your teaching practice?	Implement changes for next time.
A course					

Does the course material represent diverse human experiences?

Is the pedagogy inclusive and equitable?

Are all students fully engaged?

Does the type of the assessment accommodate or represent a plurality of learning styles and human experiences?

Does it assume any privileged experiences that were not available to all class members?

A. Do students feel the grade represents their learning and ability? Could they be their authentic selves in the assignment, and carry it into future work?

B. Are there systematic differences in outcomes across subgroups?

Seek practical advice from colleagues, DLI, and others.

Make changes to your course plan, assessment plan, or delivery method

Also recall equity-minded assessment

1. Check biases. Ask introspective questions about assumptions and positions of privilege throughout the assessment process.
2. Use multiple sources of evidence appropriate for the students being assessed.
3. Include and respond to student perspectives.
4. Increase transparency in assessment results, decisions, and actions.
5. Ensure collected data can be disaggregated and interpreted in a meaningful way.
6. Make evidence-guided changes that address issues of context-specific inequities.

Adapted from National Institute for Learning Outcomes Assessment
www.learningoutcomesassessment.org/equity

Returning to the lessons of **epistemology and constructivism**

Learning and learning outcomes are constructed out of the student's lived experience in the world.

Established systems of evaluation, when used uncritically, can contribute to inequities of learning outcomes, especially among historically underrepresented communities of students.

What do we know?

How is knowledge acquired?

What does it mean to say we know something?

What justifies one's claims to knowledge?

Are there hegemonies of “knowledge”?

Some references for equity-minded assessment

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