"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

Anti-racism in assessment

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

Emily Hadley (T'15)
RTI International

Agenda

Acknowledgements and Commitments

Part 1: Purpose and context of assessment

Part 2: Moments of self-awareness

Part 3: Case Study: Gateway 101

Part 4: 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 valuators, 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

Part 1:

Purpose and context of assessment

An Update on Duke's Anti-Racism Efforts

October 15, 2020

To the Duke Community,

In the months since my Juneteenth message regarding the university's commitments to anti-racism, we have witnessed continued, vivid reminders of ongoing daily violence against our Black neighbors and of justice delayed or undone. At the same time, the pandemic has persisted as a vital threat around the globe and across our nation, most of all to those communities already suffering the cumulative effects of enduring economic and health disparities.

While our nation has been engaged with these dual pandemics—ongoing, systemic racism and COVID-19—our university community has faced challenging questions of our own. For instance, how can we appreciate Duke's history of innovation,

We <u>all</u> need to learn and lead from within our respective spaces.

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

President Price's message, October 2020

https://president.duke.edu/2020/10/15/an-update-on-dukes-anti-racism-efforts/
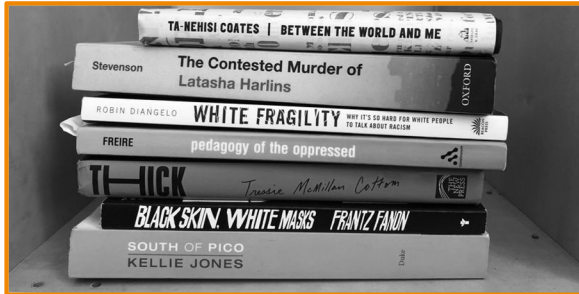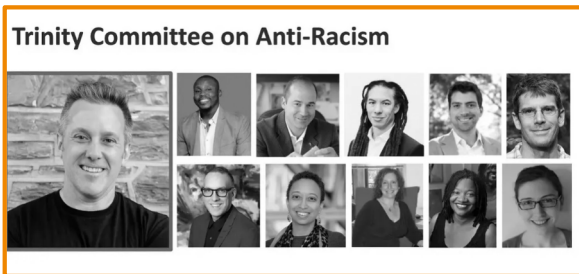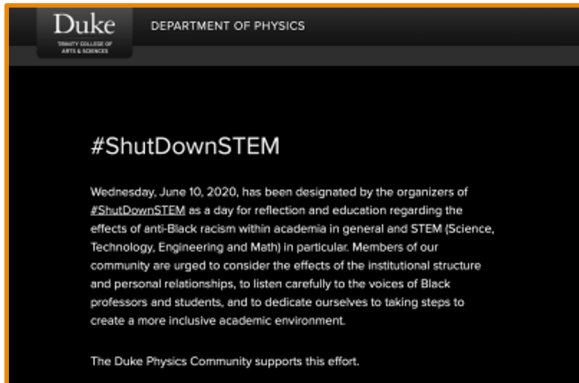
Recent examples of our collective steps forward:

Living While Back 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."

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

Students | Faculty | Staff | Health System | Community | Alumni

- 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

Faculty | Staff | Health System | Community | Alumni

- 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
- 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

Staff | Health System | Community | Alumni

- Duke Civic Engagement Racial Equity Learning Arc
- Duke Office for Institutional Equity's Resources for Understanding and Confronting Racism and Its Impact
- Mary Lou Williams Center for Black Culture Training offerings

anti-racism.duke.edu/resources

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

The institution
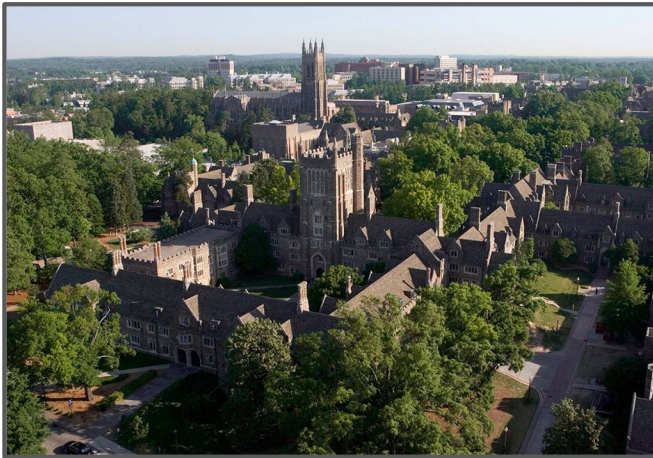
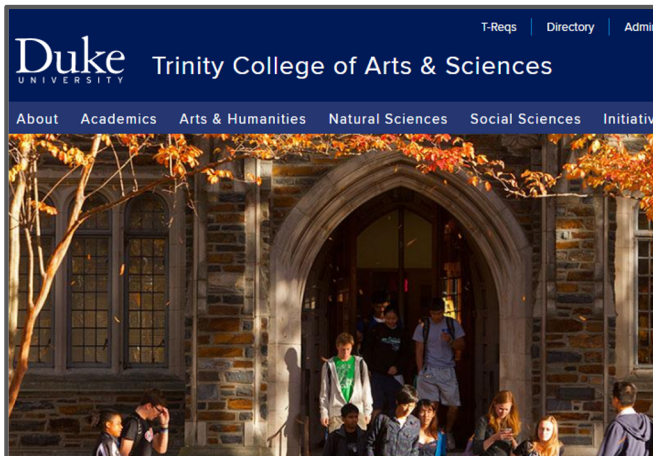A department or program

The college or school

An individual course

In institution...

The college…

Academic departments & programs…

Courses...

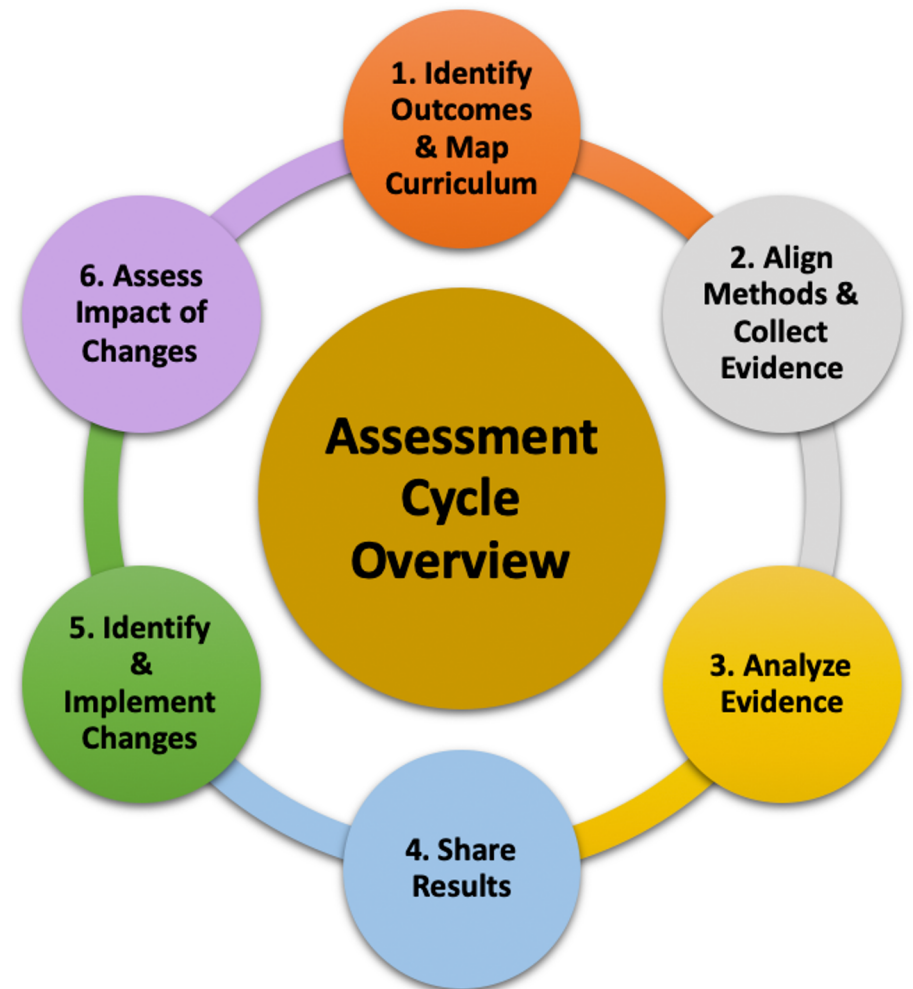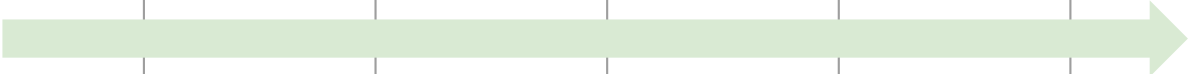**Assessment Cycle Overview**

1. Identify Outcomes & Map Curriculum
2. Align Methods & Collect Evidence
3. Analyze Evidence
4. Share Results
5. Identify & Implement Changes
6. Assess Impact of Changes
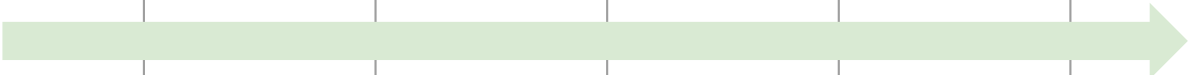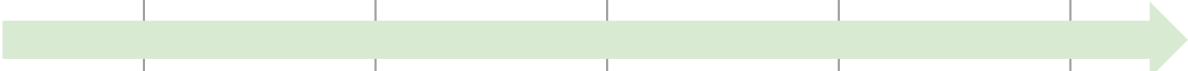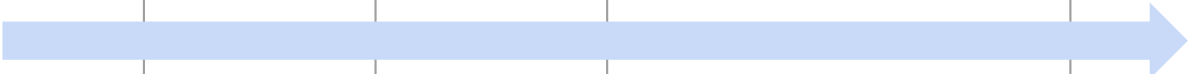
Image credit: Northern Virginia Community College

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

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

	What do you want your students to learn?	**When** and how is that taught?	**How** will you evaluate learning in each area?	A. **How can students use** the results to understand their learning? B. **How do you use** 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?	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

A learning environment may:	
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 *diversity* 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.

A model of 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** <u>data</u>
[*analysts*][*creators*][*consumers*]
isn't a one-time decision

but instead a commitment we make each day
towards building a more
equitable and just world

Part 2:

Moments of self-awareness

Moment #1: Motivations Matter

The UK exam debacle reminds us that algorithms can't fix broken systems

"Nearly **40% of students** ended up receiving exam **scores downgraded** from their teachers' predictions, **disproportionately** hurt students from **working-class and disadvantaged communities** and inflated the scores of students from private schools"

"But the root of the problem runs deeper than bad data or poor algorithmic design. The more fundamental errors were made *before* Ofqual even chose to pursue an algorithm. **At bottom, the regulator lost sight of the ultimate goal: to help students transition into university during anxiety-ridden times**. In this unprecedented situation, the exam system should have been completely rethought... In fixating on the perceived fairness of an algorithmic solution, Ofqual blinded itself to the glaring inequities of the overall system. **"There's an inherent unfairness in defining the problem to predict student grades as if a pandemic hadn't happened,"** Han says. "It actually ignores what we already know, which is that the pandemic exposed all of these digital divides in education."

Karen Hao, MIT Tech Review, August 2020

Moment #2: Define a group

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

IPEDS 2019 – 2020 Survey Materials

Race/Ethnicity

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

Tufts University
Race/Ethnicity FAQs

Can I collect subcategories of the race categories specified in the guidance?
Yes, as long as the subcategories can be aggregated to the categories indicated in the guidance for purposes of reporting to IPEDS. That is, additional categories can be collected and utilized by the institution, but cannot be reported to IPEDS.

Is it OK to provide some background to respondents about why their race and ethnicity is being collected and how the data will be used?
Yes. The guidelines issued by the U.S. Department of Education are available as a resource, as is information posted by the Office of Management and Budget (OMB), and the AIR website FAQs.

Moment #2: Define a group (cont)

Hispanic first used in 1980 Census

Latino first used in 2000 Census

1970

2021

1976 law requires collection of information about US citizens from Spanish-speaking country origins

Resistance to connections of 'Hispanic' to Spain in 1990s

Substantial rise in Latinx following 2016 shooting at Pulse nightclub
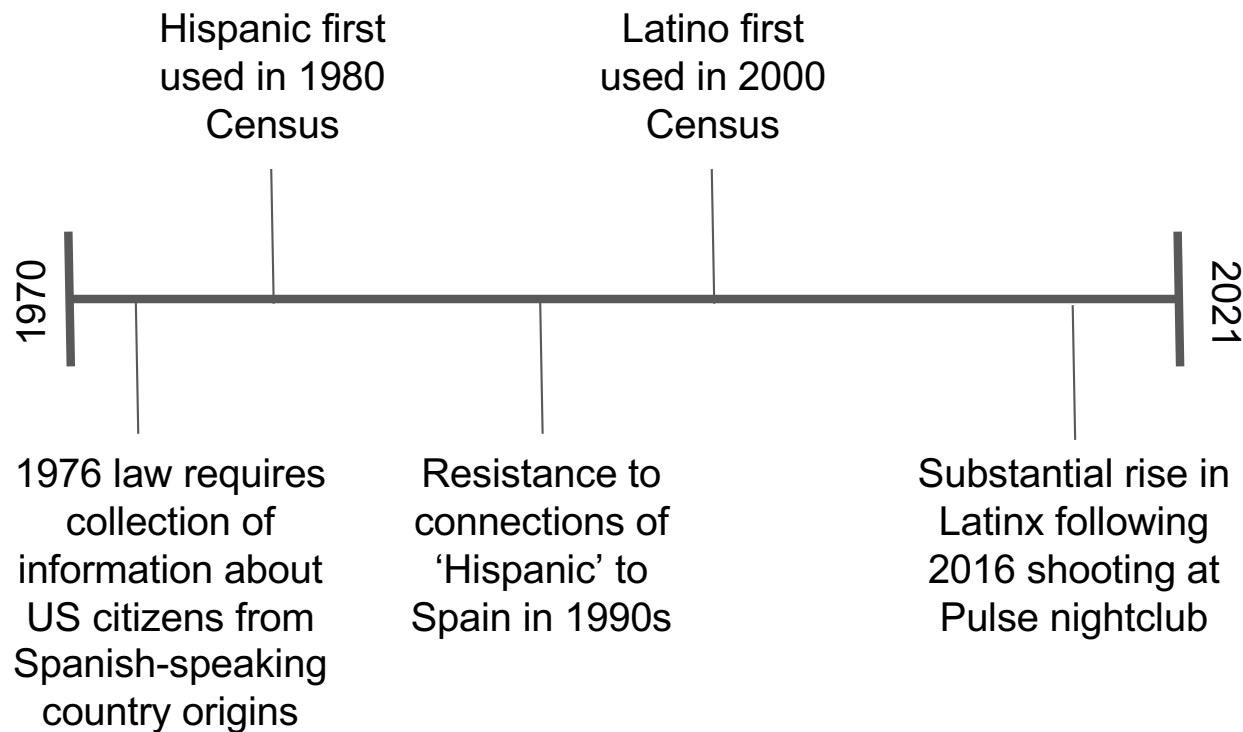
One-third who have heard of the term Latinx say it should be used to describe the U.S. Hispanic or Latino population ...

Among respondents who have heard of Latinx, % saying ...

Latinx **should** be used to describe the Hispanic or Latino population — 33%

Latinx **should not** be used to describe the Hispanic or Latino population — 65%
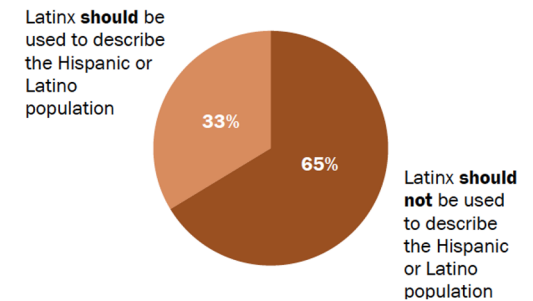
... but among all Hispanics, other pan-ethnic terms are broadly preferred

Among each group, % who prefer the term ___ to describe the Hispanic or Latino population overall

	Hispanic	Latino	Latinx	Something else
All	61%	29	4	5
Have heard of Latinx	50	31	10	8
Have not heard of Latinx	64	29	2	4
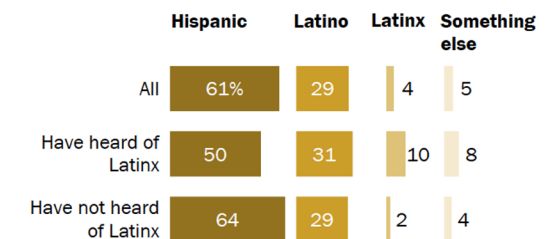
Note: No answer responses not shown.
Source: Survey of U.S. Latino adults conducted Dec. 3-23, 2019.
"About One-in-Four U.S. Hispanics Have Heard of Latinx, but Just 3% Use It"

PEW RESEARCH CENTER

Moment #3: The *real* question

Perceived Marginalization Scale

In your day-to-day life, how often do any of the following things happen to you?
- You are treated with less courtesy than other people are.
- You receive poorer service than other people at restaurants or stores. People act as if they think you are not smart.
- People act as if they are afraid of you.
- People act as if they think you are dishonest.
- You are called names or insulted.

WE ALL COUNT
project for equity in data science

What do you think is the main reason for these experiences?
- Your Ancestry or National Origins
- Your Gender
- Your Race
- Your Age
- Your Religion
- Your Physical Appearance
- Your Sexual Orientation
- Your Education or Income Level
- Your Shade of Skin Color
- Your Tribe
- Your Caste
- Your Different Ability Type
- Your Language

Moment #4: Ask for Insight

https://jlusa.org/

Moment #5: Who is responding?

2019 Incoming Freshmen Survey:
Introduction, Methods, and Student Demographic Profile

Table 2: Race/Ethnicity of the Incoming First Year Class and Survey Respondents

Race/Ethnicity	Incoming First Year Class		Survey Respondents		Response Rate
	%	N	%	N	%
African American/Black	5.4%	261	5.6%	161	61.7%
American Indian	0.6%	29	0.6%	17	58.6%
Asian	10.3%	501	10.0%	287	57.3%
Hispanic	6.3%	305	6.2%	178	58.4%
White	69.6%	3,388	70.3%	2,022	59.7%
Multi-racial	3.9%	189	3.9%	111	58.7%
Other/Unknown	4.0%	197	3.5%	102	51.8%
Total	100%	4,870	100%	2,878	59.1%

Moment #6: Same Data, Many Stories

Racial Group	Dept A		Dept B		Dept C		Dept D		Total	
	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

Racial Group	Dept A Admissions Rate	Dept B Admissions Rate	Dept C Admissions Rate	Dept D Admissions Rate	Total 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

Part 3:

Case Study: Gateway 101

Case Study:

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/1E62jC0L7h-dVO1cNC5NWLWrzorI2HWFqNPQU5T5RgGw/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 4:

What's next?

Recall this slide on anti-racist practice:

	What do you want your students to learn?	**When** and how is that taught?	**How** will you evaluate learning in each area?	A. **How can students use** the results to understand their learning? B. **How do you use** 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

Recall this slide too on inequity-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.

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6. Make evidence-guided changes that address issues of context-specific inequities.

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

Individuals

Joy Buolamwini
MIT Media Lab;
Founder of
Algorithmic
Justice League

Yeshimabeit Milner
Co-founder and
Executive Director,
Data for Black Lives

Tawana Petty
Non-Resident Fellow
at the Digital Society
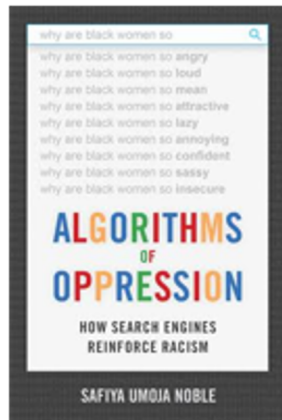Lab and Director of
Detroit Community
Technology Project

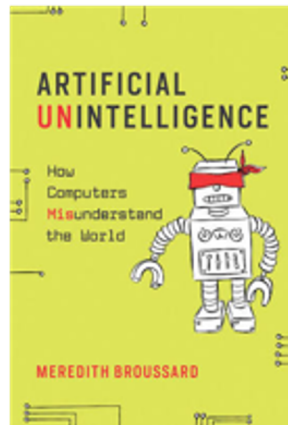**Samuel Sinyangwe**
Co-founder of
Campaign Zero

Latanya Sweeney
Professor of
Government and
Technology in
Residence at Harvard
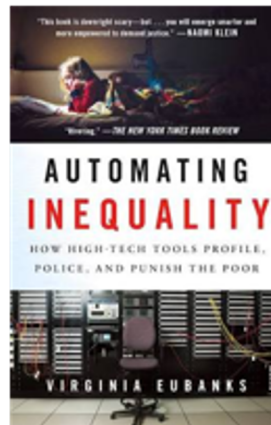University, Director of
the Data Privacy Lab

Books

Algorithms of Oppression: How Search Engines Reinforce Racism
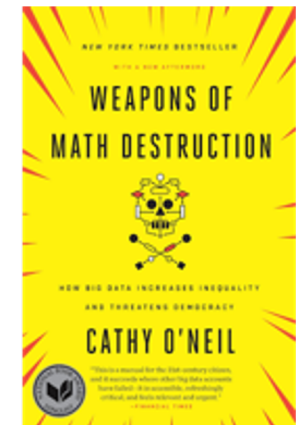Safiya Noble

Artificial Unintelligence: How Computers Misunderstand the World
Meredith Broussard

Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor
Virginia Eubanks

Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech
Sara Wachter-Boettcher

Weapons of Math Destruction
Cathy O'Neil

Organizations

Algorithmic Justice League

Black in AI

Campaign Zero

Data for Black Lives

We All Count

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