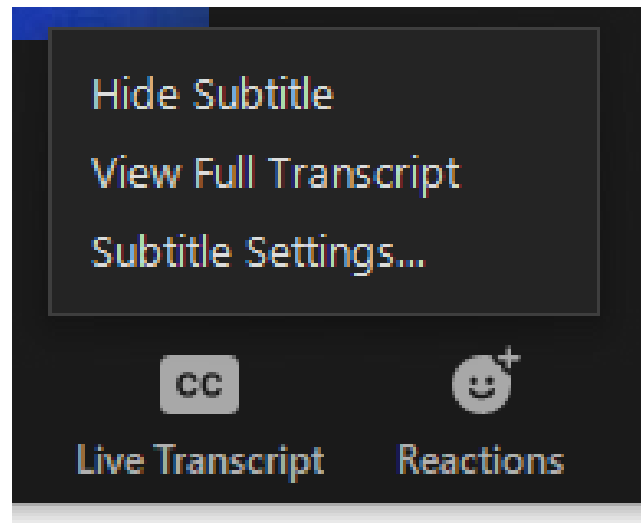# Data Literacy & Equity

Priyank Shah, PhD

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Ron Ferguson, PhD

Nichole Petersen, PhD

Live AI-generated Captioning

In addition to our ASL interpreter, we will be using Zoom's Live Transcript feature. To control whether you see the captions, use the Live Transcript menu at the bottom of our main Zoom viewing screen:

This session is being recorded.

Today's Competency Series will be recorded.

The recording will be made available via MediaSpace from the Office of Equity & Inclusion's website.

Thank you for joining us today!

Agenda

- Welcome & Introductions

- Part 1: Importance of Data for Improving Equity

- Part 2: Foundational Elements & Stage Setting for Leveraging Data

- Part 3: Data & Equity Related Apprehensions, Resistances, & Deflections

- Next step for data literacy training

- Closing

Welcome & Introduction

- Advancing data literacy & data informed equity efforts

- Data & equity leveraged for student & employee success

- Content applies to Equity by Design & beyond

- Data as quantitative, qualitative, & material evidence

Importance of Data for Advancing Equity & Inclusion

Reflection

"How comfortable are you working with data?"

Key Terms

- Data Literacy

- Equity vs Equality

- Deficit-minded

- Equity-minded

Data Literacy

"Data literacy is the ability to collect, manage, evaluate, and apply data, in a critical manner" (Ridsdale et al., 2015)

Data literacy is the *"ability to derive meaningful information from data"* (Sperry, 2018)

"The ability of non-specialists to make use of data" (Frank et al., 2016)

Ridsdale, C., Rothwell, J., Smit, M., Ali-Hassan, H., Bliemel, M., Irvine, D., ... & Wuetherick, B. (2015). Strategies and best practices for data literacy education: Knowledge synthesis report.
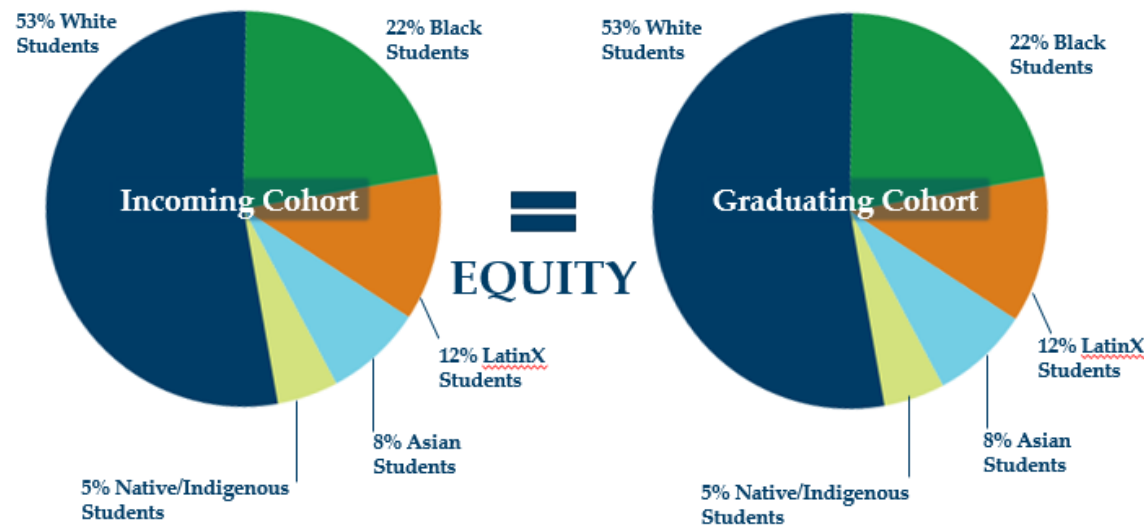
Sperry, J. (2018). "Data literacy: Exploring economic data." 2018 Economic Programs Webinar Series. U.S. Census Bureau

Frank, M., J. Walker, J. Attard, and A. Tygel. (2016). Data literacy: What is it and how can we make it happen? *The Journal of Community Informatics 12*(3): 4–8.

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Equity

Equity is the proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes.

More directly, equity is when an individual's race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.

Incoming Cohort
- 53% White Students
- 22% Black Students
- 12% LatinX Students
- 8% Asian Students
- 5% Native/Indigenous Students

= EQUITY

Graduating Cohort
- 53% White Students
- 22% Black Students
- 12% LatinX Students
- 8% Asian Students
- 5% Native/Indigenous Students

Deficit-Minded vs. Equity-Minded

Deficit-Minded: A perspective that views racial disparities in student *performance* as function of the student's lack of preparation to learn or due to shortcomings/deficiencies.

- *Students don't come here prepared.*
- *They read assignments but don't understand them.*
- *Their English language skills are lacking.*
- *They are not motivated.*
- *They come from a place which doesn't value education.*
- *They don't know how to take notes.*

Deficit-Minded vs. Equity-Minded

Equity-Minded: A perspective which emphasizes the consideration of how racial disparity patterns in student outcomes are <u>shaped by or contributed to by our institutions and structures</u>.

- *Focuses achieving racial proportionality in all educational outcomes.*
- *Focuses on realizing parity in student success.*
- *Asks us to consider what is about our practices that benefit white students more so than BIPOC students?*
- *Assessing whiteness at the institutional and practice levels.*

Importance & Role of Data

- Key step/part of the improvement process
  - Data itself cannot make things better
  - Admiring the problem

- Data is evidence that reflects the outcomes & experiences of students & employees

- Reveal, elucidate, & create awareness of patterns or areas of concern

Importance & Role of Data

- Helps tell a story

- Equity: Story of disparate outcomes
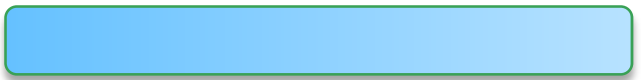
- Disaggregating the data

Student Success Outcome

All Students

Reveal Disparities & Story of Disparate Outcomes

Group A

Group B

Disaggregate Data

Group X

Group Y

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Importance & Role of Data

- Helps tell a story

- Equity: Story of disparate outcomes

- Disaggregating the data

- Helps facilitate our conversations, understanding, & improvement efforts

- Gauge progress & impact

The value is in the discussion of the patterns in the data, not just the numbers themselves.

Importance & Role of Data

- Campus IR Perspective

- Faculty Perspective

Importance & Role of Data – Key Takeaways

- Helps Us Tells a Story

- Elucidate Gaps – Disparate Outcomes

- Prompts Meaningful Conversations & Actions

- Assess & Gauge Impact on Equity

- Data is part of the Equity Journey, data is not the main journey unto itself.

Questions & Discussion

Foundational Elements & Stage Setting for Leveraging Data

What does it mean to "Lay the Foundation?"

- Undertaking a significant endeavor: Were you ready?

- Engaging & navigating discussion of data & equity is challenging.

- We (you) have to prepare for this work & journey.

- Taking the "temperature of readiness."

- Approach must fit the context of your efforts.
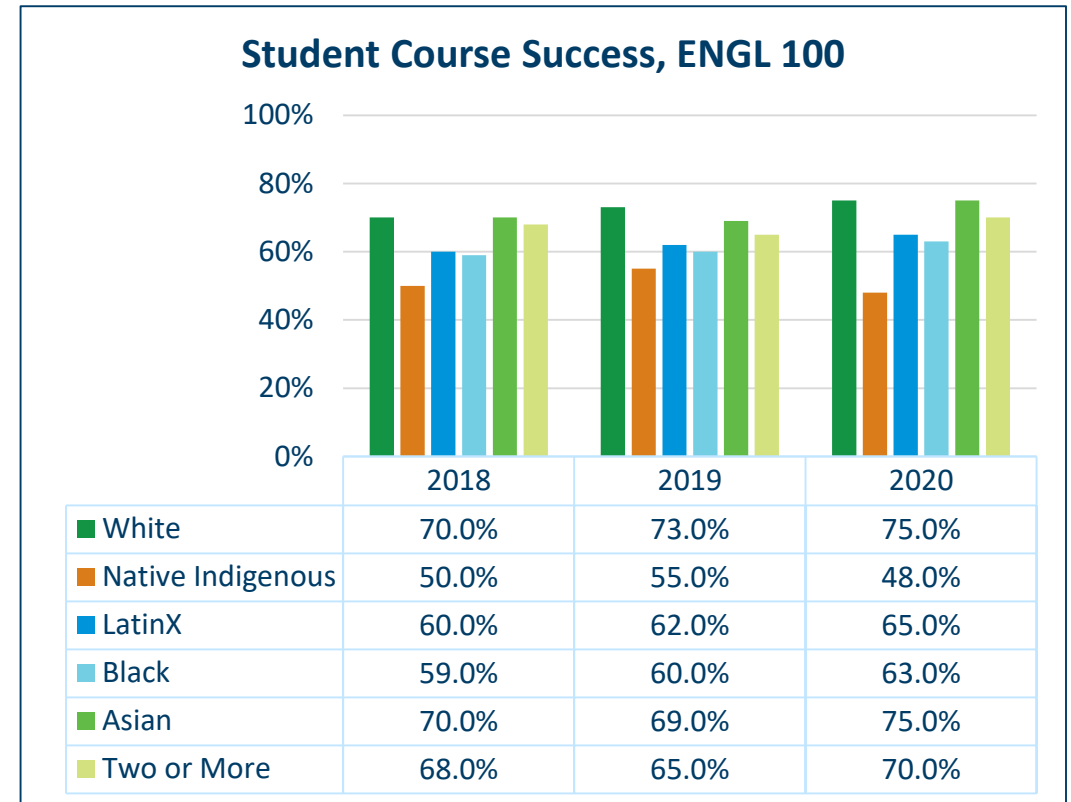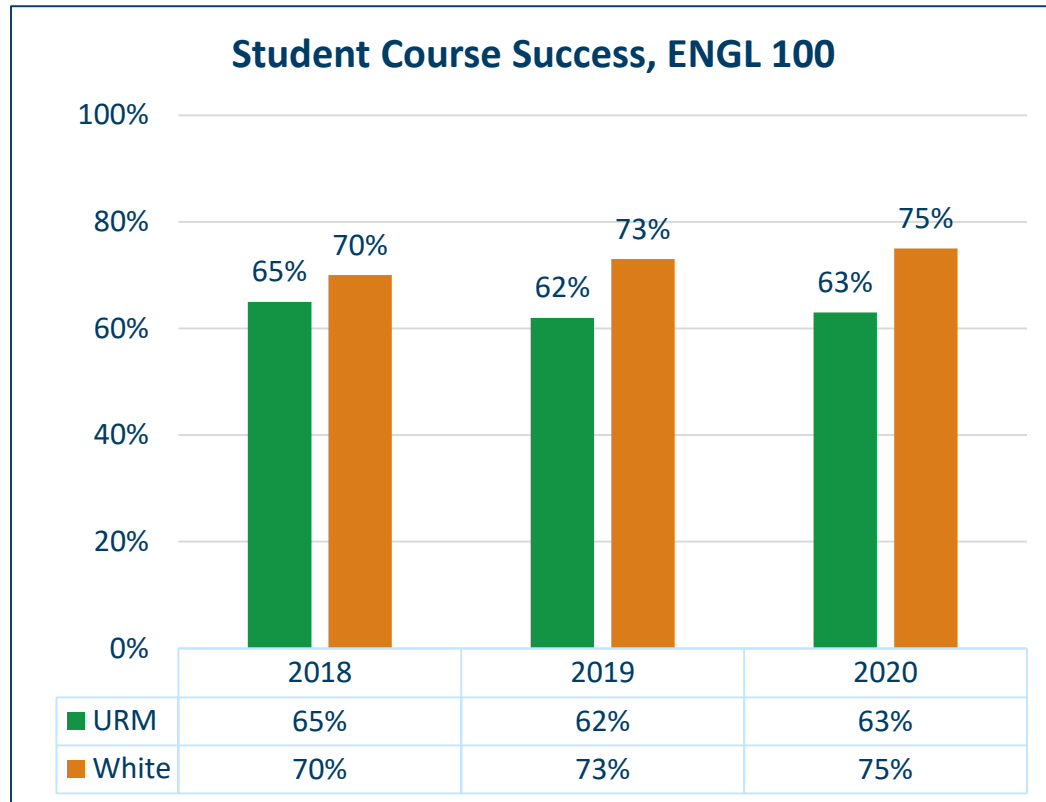
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What does it mean to "Lay the Foundation?"

- Those in lead or facilitating roles, must consider the preparedness of colleagues & conditions for engaging in data & equity discussions.

- *Also participants* engaged in equity work need to consider where their own comfort, willingness, and preparedness.

What does it mean to "Lay the Foundation?"

- Need to understand, "what you are seeking to do?"

- Gauge audience's experience & comfort with data

- Is there common language & understanding of key concepts?

- Are conditions conducive for colleagues to engage in challenging conversations? Rapport & trust?

- Recognize foundational elements can take time and be frustrating.

Added Complexity – Focusing on Race

Student Course Success, ENGL 100

	2018	2019	2020
URM	65%	62%	63%
White	70%	73%	75%

Student Course Success, ENGL 100

	2018	2019	2020
White	70.0%	73.0%	75.0%
Native Indigenous	50.0%	55.0%	48.0%
LatinX	60.0%	62.0%	65.0%
Black	59.0%	60.0%	63.0%
Asian	70.0%	69.0%	75.0%
Two or More	68.0%	65.0%	70.0%

The argument for a race-conscious approach

- SOC/URM obscures equity gaps
- Engaging in deeper, more meaningful conversations
- Different groups have different experiences
- Understanding the context, history, and circumstances shaping equity gaps

Comfort focusing on socioeconomic status

"The main reason income, the most commonly used substitute for race in policies, does not result in achieving racial justice is because Black and White students and families with the same income often have vastly different experiences and circumstances that can affect educational and financial outcomes." (The Education Trust, 2020)

- Differences in opportunity and outcomes

- The impact on our student's ability to be "present"

- Equal opportunity has yet to produce equal outcomes

Comfort, Blind Spots, and Growth

- Intersecting identities
- Its easier to talk about..........
- Fear of what the data will say
- The backgrounds and difference that shape our understanding
- Get comfortable being uncomfortable
- It's difficult to have conversations across difference

Why does race matter?

- Observation of challenges for colleagues in discussing race and racial inequity

Setting the Stage: Critical Questions

- Who should be at the table when gauging readiness?

- Is there culture of working with data?

- Past & recent experiences of institution with leveraging data?

- Comfort level with discussing racial disparities in outcomes?

- Is data available to undertake intended work?

- Proficiency level with looking at data & specific equity data points?

- Circumstances & conditions conducive to meaningful conversations?

- Are you aware of, or understand, concerns & apprehensions?

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Reflection

"What do you think are some apprehensions of your colleagues regarding working with racially disaggregated data?"
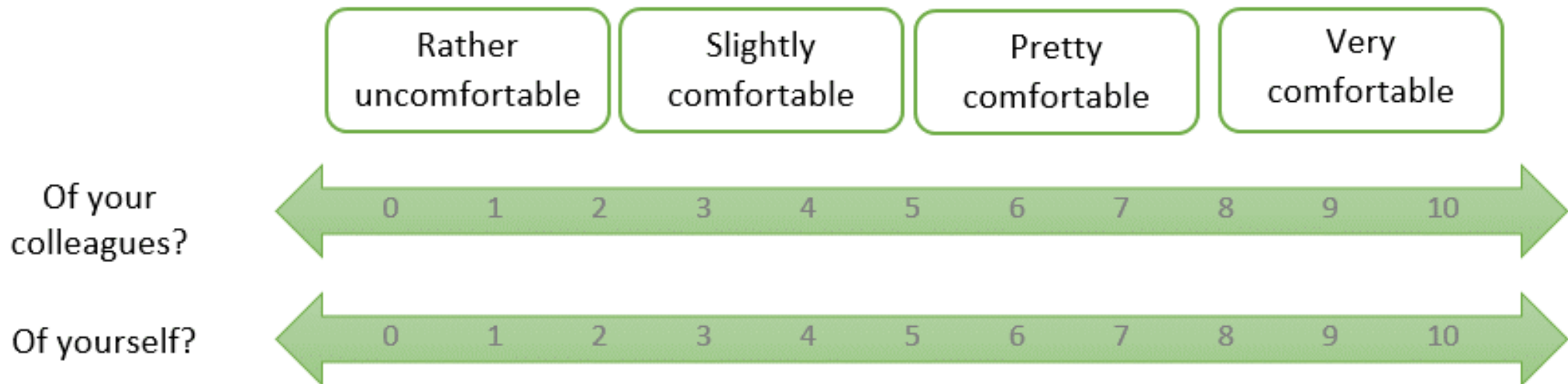
Assessing Readiness: A tool for campuses

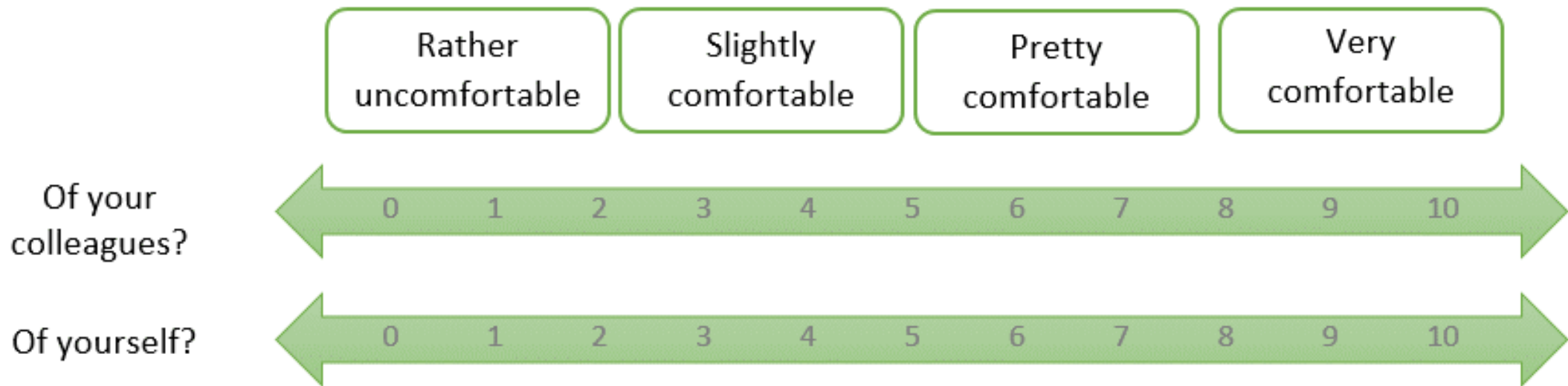# Readiness to Engage Data & Equity Conversations Abridged Exercise

- Based on *your perspective,* where do you & your collegues fall on the scales.

- What is the ***comfort level*** with looking at and discussing data (data literacy/fluency)?

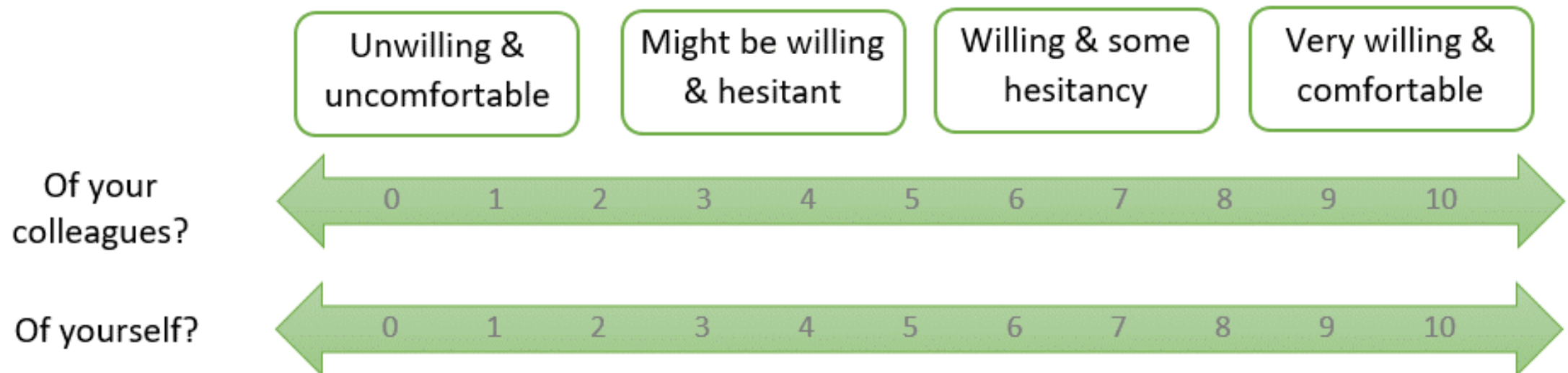# Readiness to Engage Data & Equity Conversations Abridged Exercise

- What is the ***comfort level*** between faculty, staff, & administrators in discussing difficult topics?

Rather uncomfortable	Slightly comfortable	Pretty comfortable	Very comfortable

Of your colleagues?

0 1 2 3 4 5 6 7 8 9 10

Of yourself?

0 1 2 3 4 5 6 7 8 9 10

Readiness to Engage Data & Equity Conversations Abridged Exercise

- What is the ***comfort level with or willingness*** to discuss issues of <u>race & inequality</u>?

Unwilling & uncomfortable	Might be willing & hesitant	Willing & some hesitancy	Very willing & comfortable

Of your colleagues?

← 0   1   2   3   4   5   6   7   8   9   10 →

Of yourself?

← 0   1   2   3   4   5   6   7   8   9   10 →

Assessment: "Low Comfort & Willingness"

- Create collation with partners & leaders to determine barriers, challenges, & opportunities for engaging data & equity conversations

- Establish common language

- Discuss importance of equity for the institution & stakeholder groups

- Take Equity 101 course as a team

- Seek out collegues who are already engaged in data informed equity work, partner with them as champions

- Recognizing enthusiasms & motivations of collegues

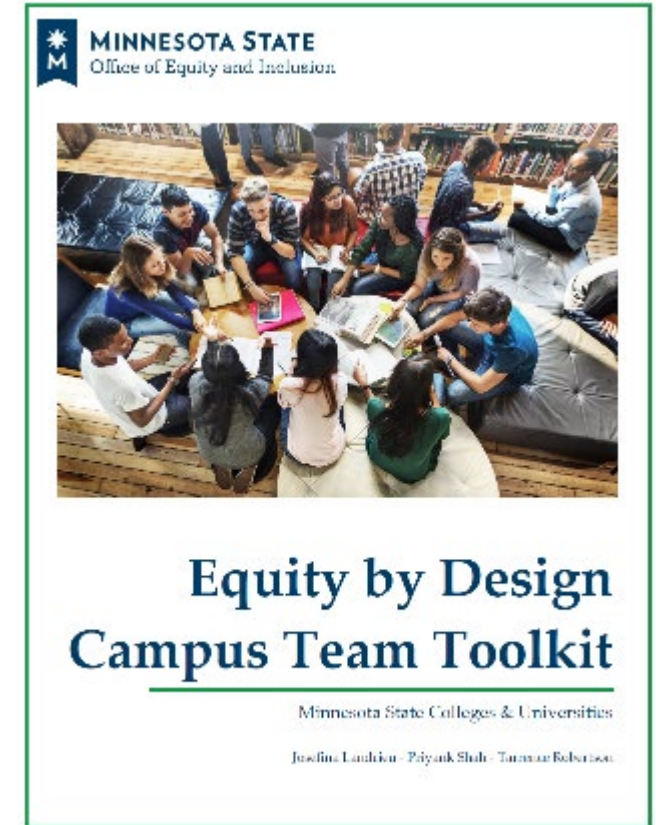# Assessment: "Nascent or Burgeoning Comfort & Willingness"

- Many of the elements from above

- If collegues are undertaking equity work (such as EbD), engage them to determine how to expand efforts

- Create safe environments where stakeholders can engage the process

- Engage in data literacy trainings

- Start with abstract data or mock data exercises

- Engage faculty & staff willing to engage in equity work

- Are there collegues that can help lead data & equity work?

Assessment: "Moderate Comfort & Willingness"

- Likely already engaged in data & equity work

- Consider How can additional faculty & staff be engaged this work?

- Have collegues share their personal & professional experiences success, learnings, & missteps

- Establish workgroups or communities of practice to engage in data & equity work.
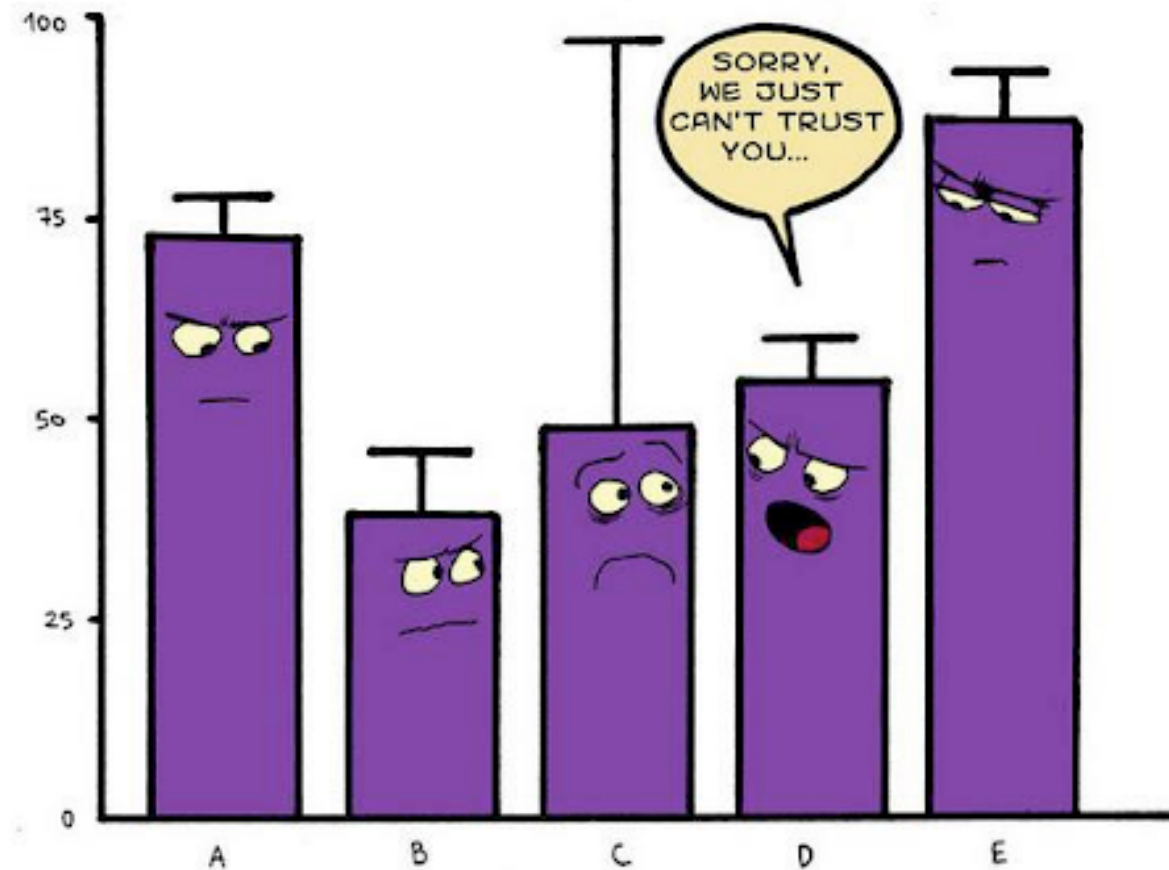
Tools & Resources for Equity Efforts

- NED Professional & Educational Development Offerings
- OEI Competency Series
- OEI Toolkits
- EbD Trainings
- System Pilot Efforts

Office of Equity and Inclusion

Equity by Design Facilitation Tool: Navigating & Engaging Data Discussions

Priyank Shah, PhD
Interim Assistant System Diversity Officer

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Office of Equity and Inclusion

Equity by Design Campus Team Toolkit

Minnesota State Colleges & Universities

Josefina Landrieu · Priyank Shah · Tarannar Robertson

Questions & Discussion

Navigating Data & Equity-Related Apprehensions, Resistance, & Deflections

Common Apprehensions & Resistances

- The data is wrong.
- Data cannot be trusted.
- Equity gaps "cannot be fixed by me"
- The problem is K-12
- "We tried this before, it won't work"
- Data is going to make us look bad
- Disparities are going to be blamed on me
- Being seen as someone not comfortable working with data
- We need more data for every group
- Perfect data

- Small n's, so the numbers aren't relevant
- Real problem is socioeconomic status, not race
- Discomfort talking about race
- Equity gaps fluctuate from term to term, no consistent gap to address
- Our disparities are comparable to other schools
- Time & bandwidth are not there to do the work

Common Apprehensions & Resistances

- Feelings of being judged
- Small Counts (n's)
- "Not much I can do to fix it."

Dervied in part from Boudett, Kathern Parker, Elizabeth A City, and Richard J. Muranane. 2018. Data Wise: A Step-by-Step Guide to Using Assessment Result to Improve Teaching and Learning. Harvard Education Press: Cambridge, MA.

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What to do when the focus of the data conversation shifts to…

- Issues over which the team has no control.

- Skills students "should have acquired beforehand".

- Sustained sentiments of helplessness and pessimism.

Derived in part from Venerables, D.R. 2014. How Teachers can Turn Data into Action. ASCD. Alexandria, VA.

Common Apprehensions & Resistances

- Allaying Fears: Apprehensions about how data is used

- Recognizing Difficulties of Collegues

- Provide Roadmap: "Where are we going next?"

Common Apprehensions & Resistances

- Jumping to solutions
- Need for urgency & hastening efforts
- "Its been tried before."

Questions & Discussion

Closing & Other Opportunties

Upcoming Dates & Other Opportunities

Future Data Literacy Training

Date: To be determined

OEI Competency Series – *Register via Zoom*

November 30, 2021: (9:00-10:30am) – *Minnesota State Equity Scorecard: Overview & Future Direction*

November EbD Training – *Registration Required*

November 22, 2021: (1:00-4:00pm)

Link to Register: https://minnstate.zoom.us/meeting/register/tJEkcuGorT4tHtcAwVk_Jxroehq_kUDTsvya

Upcoming Dates & Training Opportunities

Network for Educational Development: Webinars

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Network for Educational Development

Fall 2021 NED Webinars

All webinars are free and are hosted by faculty and staff from across Minnesota State.
Webinars typically last 50-60 minutes. Registration required. Find recordings and resources from past webinars.

Designing Your Course for Student Learning
Register   August 27 @ 9:00 - 10:00 AM

Manage Course Dates on a Single Screen
Register   September 8 @ 10:00 - 11:00 AM

Encouraging Student-Teacher Communication with Private Discussions
Register   September 8 @ 11:00 AM - 12:00 PM

Securing Your Online Zoom Session
Register   September 9 @ 2:30 - 3:20 PM

Leveraging the Groups tool for greater student interaction
Register   September 14 @ 1:00 - 2:00 PM

Create Rubrics to Evaluate Student Work
Register   September 15 @ 11:00 AM - 12:00 PM

Open Education Network Webinar
Register   September 15 @ 2:30 - 4:00 PM

Using Existing Rubrics to Save Time Evaluating Student Work
Register   September 21 @ 11:00 AM - 12:00 PM

Conversations with Colleagues: September
Register   September 21 @ 12:00 - 1:00 PM

Is Time an Issue? Finding Accessible Materials
Register   September 22 @ 10:00 - 11:00 AM

Designing Your Course for Student Learning
Register   September 22 @ 10:00 - 11:00 AM

OER FAQ: September
Register   September 22 @ 11:00 AM - 12:00 PM

Creating an Inviting Digital Learning Space with Zoom
Register   September 22 @ 2:30 - 3:20 PM

Universal Design for Learning: Quick Tips to Enhance Learning Experiences
Register   October 12 @ 10:00 - 11:00 AM

OER Community Conversations: October
Register   October 13 @ 3:00 - 4:00 PM

Conversations with Colleagues: October
Register   October 19 @ 12:00 - 1:00 PM

Universal Design for Learning: Quick Tips to Enhance Learning Experiences
Register   October 26 @ 10:00 AM - 11:00 AM

Working in Pressbooks: Adding OER Materials
Register   November 8 @ 10:00 - 11:00 AM

Open Education Network Webinar
Register   November 15 @ 9:00 - 10:30 AM

Conversations with Colleagues: November
Register   November 16 @ 12:00 - 1:00 PM

OER FAQ: November
Register   November 22 @ 11:00 AM - 12:00 PM

OER Community Conversations: December
Register   December 1 @ 3:00 - 4:00 PM

asanewsletter.org/events

Browse the NED Event Calendar throughout the year to find additional webinar opportunities.

Network for Educational Development:
Fall 2021 Faculty Development Offerings

DATES	SHORT COURSES	THEME
8/30 - 9/19	Equity 101	Academic Equity
9/7 - 9/26	Aligning Instructional Strategies with Zoom	Academic Technologies
9/13 - 10/3	Designing Your Course for Student Learning	Foundations
9/13 - 10/3	Improving Instructor-to-Student Interaction	Academic Technologies
9/27 - 10/17	Culturally Responsive Pedagogy*	Academic Equity
9/27 - 10/17	Integrating Retrieval Practice	Special Topics
10/4 - 10/22	Manage Course Dates to Improve Student Engagement	Academic Technologies
10/11 - 10/31	Equity 101	Academic Equity
10/25 - 11/14	Humanizing Your Online Course	Foundations
10/25 - 11/14	Creating Accessible Course Documents	Accessibility
11/1 - 11/21	Equity and Technology*	Academic Equity
11/22 - 12/12	Anti-Racist Pedagogy*	Academic Equity
11/22 - 12/12	Equity 101 for Deans	Academic Equity

DATES	FACULTY LEARNING COMMUNITIES	THEME
9/27 - 12/5 Applications due 8/25	OER Learning Circles / OER Learning Circle Leaders	OER
9/13 - 12/5	Culturally Responsive Pedagogy Learning Community	Academic Equity

*Equity 101 prerequisite course required.

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