Data Literacy & Equity

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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)
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.
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 shaped by or contributed to by our institutions and structures.

- 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

Disaggregate Data

Reveal Disparities & Story of Disparate Outcomes

Group A

Group B

Group X

Group Y
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.
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

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<th>2018</th>
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<td>65%</td>
<td>62%</td>
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<td>White</td>
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<td>73%</td>
<td>75%</td>
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Student Course Success, ENGL 100

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<th>Group</th>
<th>2018</th>
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<th>2020</th>
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<tr>
<td>White</td>
<td>70.0%</td>
<td>73.0%</td>
<td>75.0%</td>
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<tr>
<td>Native Indigenous</td>
<td>50.0%</td>
<td>55.0%</td>
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<td>LatinX</td>
<td>60.0%</td>
<td>62.0%</td>
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<tr>
<td>Black</td>
<td>59.0%</td>
<td>60.0%</td>
<td>63.0%</td>
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<tr>
<td>Asian</td>
<td>70.0%</td>
<td>69.0%</td>
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<tr>
<td>Two or More</td>
<td>68.0%</td>
<td>65.0%</td>
<td>70.0%</td>
</tr>
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</table>
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
• It's 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?
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 colleagues 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**?

- Of your colleagues?
  - Rather uncomfortable
  - Slightly comfortable
  - Pretty comfortable
  - Very comfortable
  - Scale: 0 (Very uncomfortable) to 10 (Very comfortable)

- Of yourself?
  - Rather uncomfortable
  - Slightly comfortable
  - Pretty comfortable
  - Very comfortable
  - Scale: 0 (Very uncomfortable) to 10 (Very comfortable)
Readiness to Engage Data & Equity Conversations
Abridged Exercise

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

   - 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 colleagues who are already engaged in data informed equity work, partner with them as champions
• Recognizing enthusiasms & motivations of colleagues
Assessment: “Nascent or Burgeoning Comfort & Willingness”

- Many of the elements from above
- If colleagues 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 colleagues 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 colleagues 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
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.”

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
• “It's been tried before.”
Questions & Discussion
Closing & Other Opportunities
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/tJEkcuGorT4tHtcAwVkJxroehg_kUDTsvya
Upcoming Dates & Training Opportunities

Network for Educational Development: Webinars

Network for Educational Development: Fall 2021 Faculty Development Offerings

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<th>DATES</th>
<th>SHORT COURSES</th>
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<td>8/30 - 9/19</td>
<td>Equity 101</td>
<td>Academic Equity</td>
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<td>9/7 - 9/26</td>
<td>Aligning Instructional Strategies with Zoom</td>
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<td>Designing Your Course for Student Learning</td>
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<td>Integrating Retrieval Practice</td>
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<td>Manage Course Dates to Improve Student Engagement</td>
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Network for Educational Development: Faculty Learning Communities

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*Equity 101 prerequisite course required.