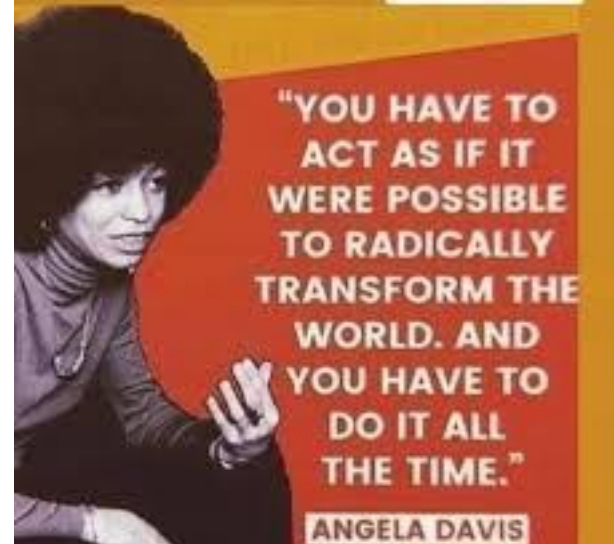


Anti-Racist Pedagogy Learning Community

Session 7: Using Data for Anti-Racism & Anti-Racist Pedagogy

Faculty and Graduate Student Learning Community
Engaged Teaching Hub, Teaching + Learning Commons
May 19, 2023



Our Time Together

10:00 - 10:05 a.m. |

Welcome

10:05 - 10:15 a.m. |

Grounding exercise

10:15 - 10:35 a.m. |

The Numbers Do Not Lie!

10:35 - 10:55 a.m. |

Using Data Strategically

Framing Projects as Interventions

11:00 - 11:45 a.m. |

Project Self/Paired Assessment

11:50 - 12:00 p.m. |

Reflection, Final Remarks & Exit Ticket

The Numbers do not lie! Is a big lie!

- — ● Statistical representation of information is commonly used to promote majoritarian opinion, views and representation.
- — ● The Mean
- — ● The Standard Deviation
- — ● “Outlier” Rejection!

● — ● Aggregating students together using racial identities that is diverse and not monolithic. (Over Aggregation)

Asian students as a single identity/racial group in educational institutes

● — ● Statistics is by large intertwined with eugenics.
● — ● Tests like significance testing used for racial discrimination.

The Numbers do not lie! Is a big lie!

Legend has it that... **Dad/Nerdy Joke Warning!!**

An **engineer**, a **physicist**, and a **statistician** decide to test their throwing skills. They take turns throwing a ball at a target.

The physicist throws first. They calculate the ball's trajectory, factoring in velocity, angle, and air resistance. But they miss the target to the **right by 5 feet**.

The engineer takes their turn, meticulously accounting for velocity, angle, air resistance, and wind speed. They overestimate the wind effect and miss the target to the **left by 5 feet**.

The statistician jumps and says “We got it”!

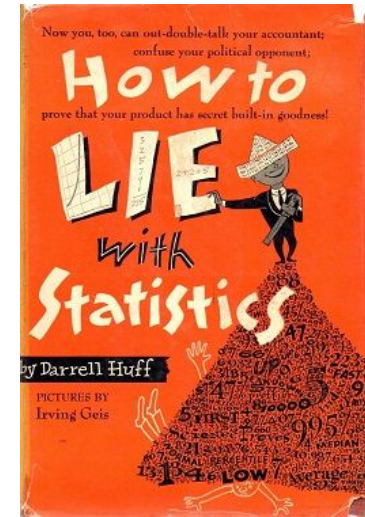
How to Lie With Statistics

Since the 1950s... and before

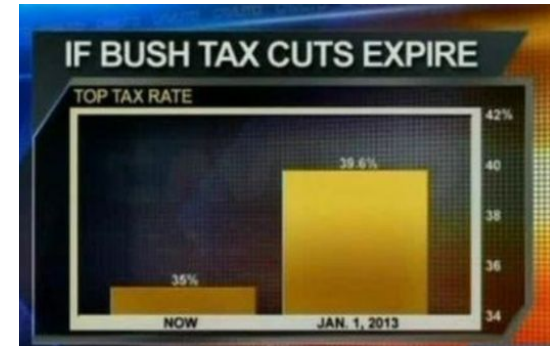
- Using data and statistical representation to disguise facts and hide the full picture.
- Selective sampling and selective reporting.
The fallacy of randomized sampling.
- Using graphs. Impact can be lasting even when misleading elements and misinformation are recognized.¹

¹Correction of misinformation still induces bias. (Nathan Walter and Riva Tukachinsky, 2020)

¹Left-digit anchoring/bias (Tatiana Sokolova et al., 2020)



Sharing this book is not an endorsement of Huff



Mentimeter:

A 3-Step Reflection on Data Representation



Menti.com
Code:9426 4755



Think of a statistical representation or a data point that was supposed to represent you, but did not. (1-2 minutes)



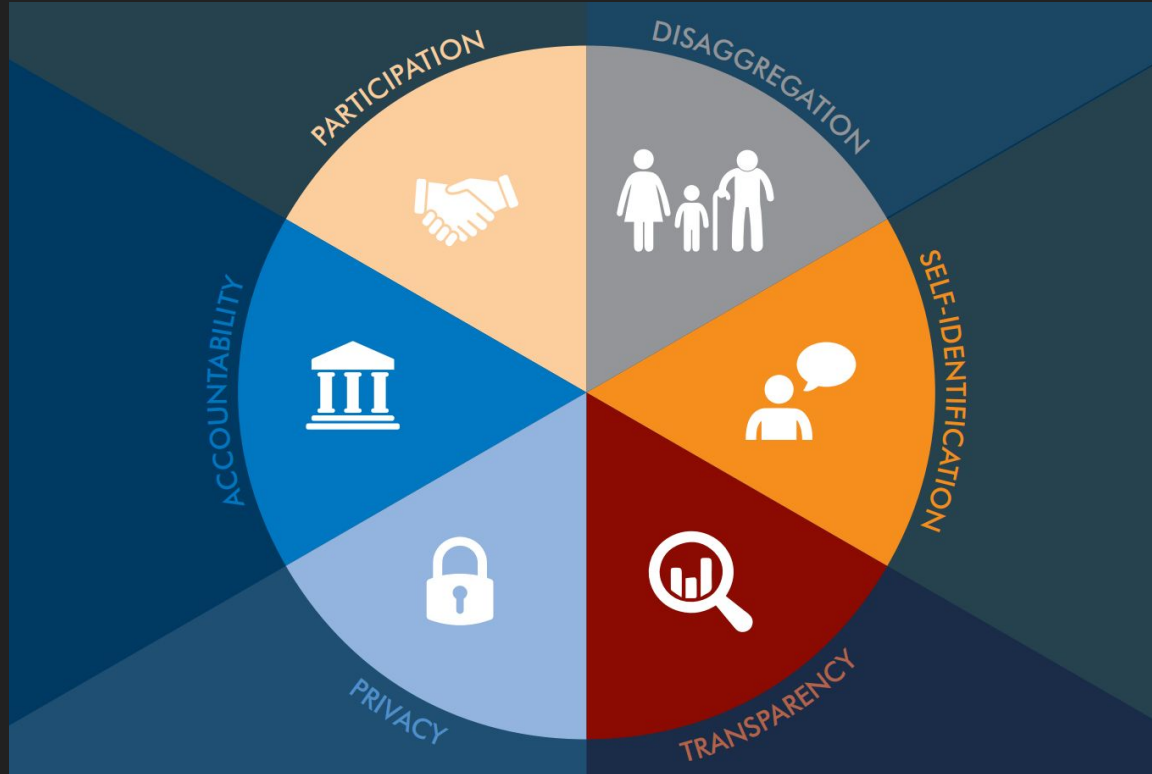
Think of a statistical representation or a data point that was supposed to represent you, and actually did. (1-2 minutes)



What is a key difference between the two cases?
(1-2 minutes)

A Human Rights-Based Approach To Data

By the United Nations Human Rights Office



[Link](#) to the guide

Why Deal with Data?

“You have to record what you do not want to reproduce.

The point of a complaint can be to intervene in the reproduction of something...If you complain because a culture is being reproduced you complain in order to stop that culture from being reproduced. A complaint can come out of a sense that the culture will be reproduced *unless* you do what you can to try and stop it.

We could thus think of complaint as *non-reproductive labour*, as the work you have to do in order not to reproduce an inheritance. Of course, we know about the clunk, clunk of institutional machinery when we try and stop the machine from working...Those who try to stop a culture from being reproduced also know *how* a culture is reproduced. You know the engines of social reproduction do not run smoothly.

You know how much work is required for things not to change.”

Filling in Data Absences

“You know how much work is required for things not to change.”

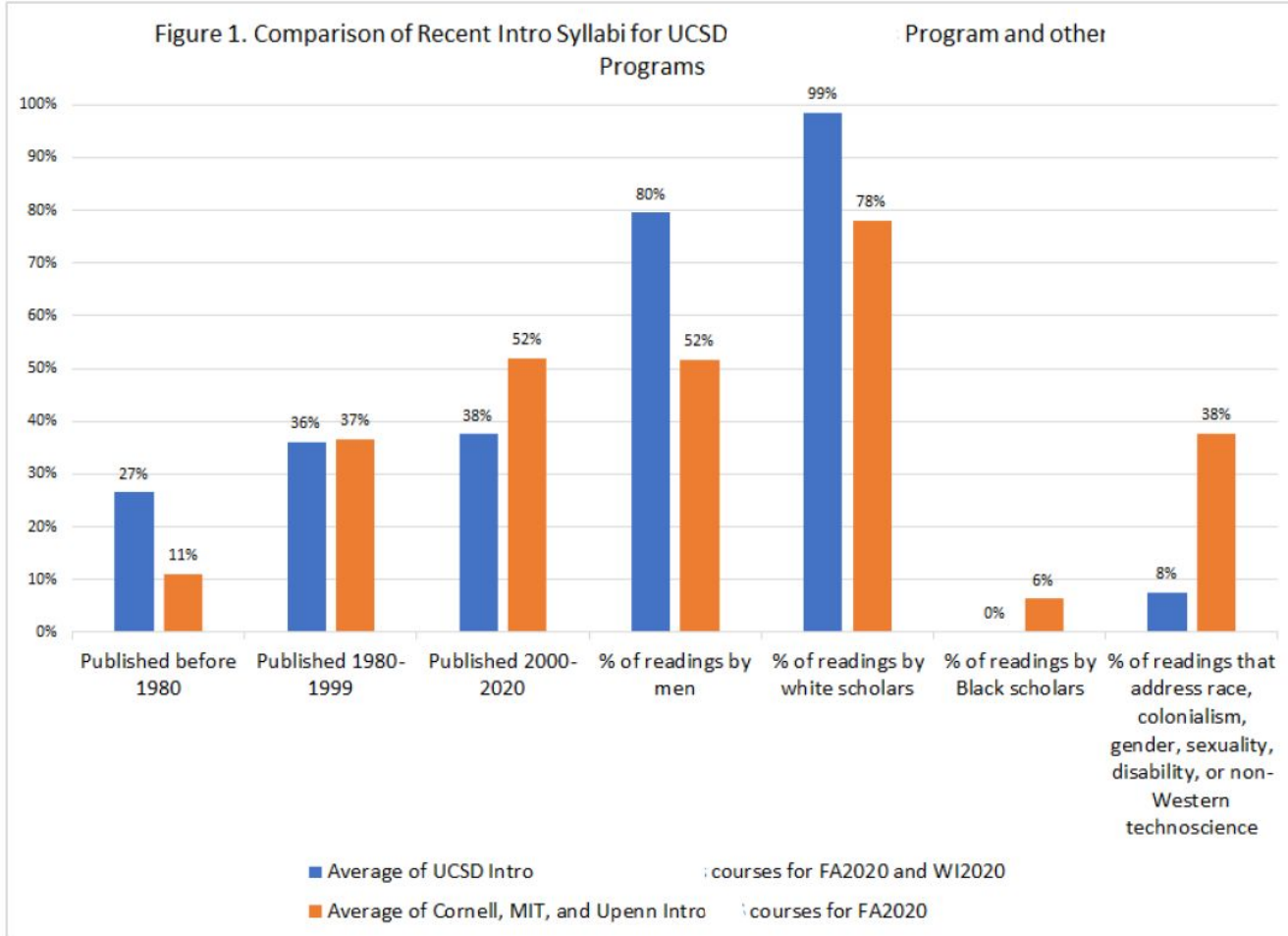
- Higher education’s status quo is racist and does not serve Black students and other Students of Color
- ARPLC projects are an intervention into a stated or unstated status quo
- We should collect the data that is not being collected about the status quo
 - Make the problem visible
 - Grow & share awareness about the problem
 - Generate evidence for the need to change
 - Find accomplices

The Strategic Utility of Data: A Personal Example

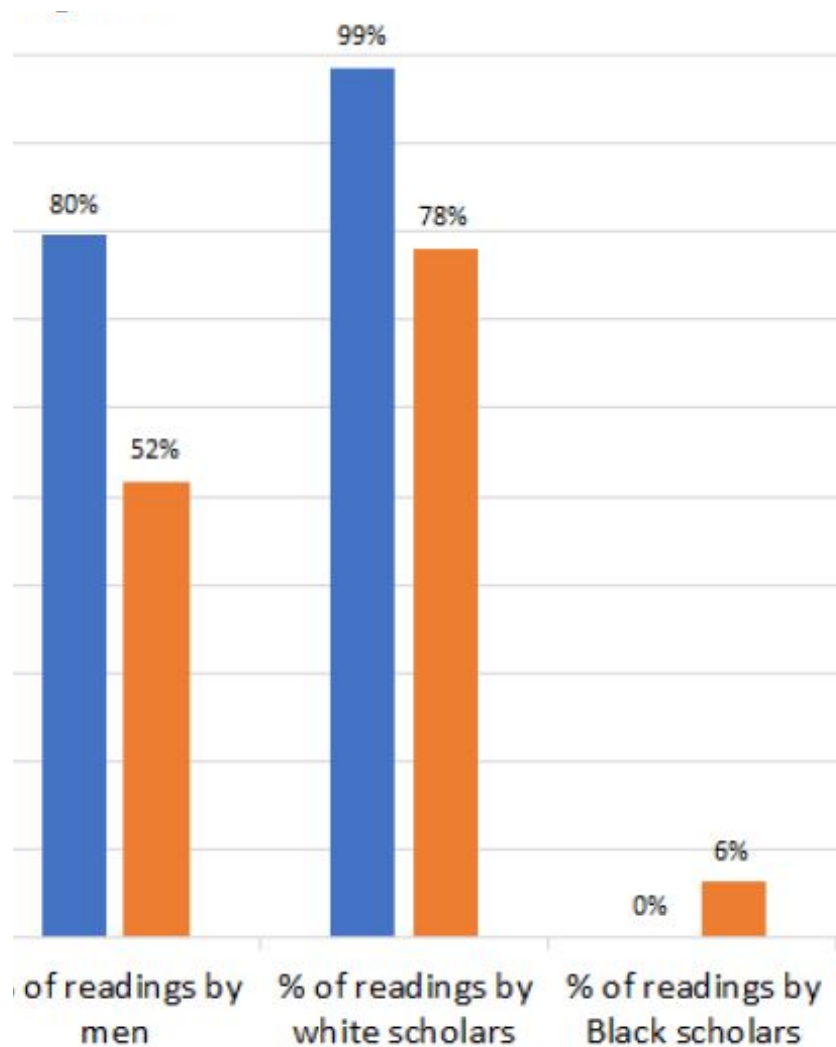
“Third, Black students and faculty and students and faculty of Color are extremely underrepresented in the [example program]. This lack of diversity was even noted as a concern in the last program review.

Moreover, the curriculum is inexcusably and overwhelmingly homogenous, failing to value an ever-growing body of literature centering racial injustice in [example field]. These issues are not peripheral to the discipline; in fact, keynotes at the past two annual [example field] conferences stressed the importance of developing decolonial and anti-racist work in [example field].”

The Strategic Utility of Data: A Complaint vs. a Graph



This graph led to our
complaint being taken
seriously



Why Collect Data on Your ARPLC Projects?

“What you want to prevent, others can be invested in reproducing.”

- ARPLC projects are an attempt to change the resistant status quo.
- However, we also know that institutions of higher education depend on data to determine who gets money and resources, as well as to boost their image.
- Ergo, you can think of your project as an opportunity to collect data on the benefits (effects) of doing things differently
- Collecting data on your project can make your anti-racist work visible to other anti-racist workers, helping to combat the decentralization of equity work at the university

Backward Design



Plan learning experiences & instruction

Determine acceptable evidence

(Assessments)

Identify desired results

(Learning outcomes)

Backward Design

The diagram illustrates the backward design process. It features a large, light blue thought bubble at the top center, containing a smaller, light green thought bubble on the left and a smaller, light blue thought bubble on the right. Two teal arrows point from the green bubble to the blue bubble. A large teal arrow points from the blue bubble to the text 'Plan ARPLC project assessment' on the right. A large teal arrow points from the text 'Identify desired results (Learning outcomes)' at the bottom left to the text 'Determine acceptable evidence (Assessments)' in the center. The entire process is framed by a black border.

**Plan ARPLC
project
assessment**

**Determine acceptable
evidence**

(Assessments)

**Identify desired
results**

(Learning outcomes)

Example Project Outcomes and Assessments

Example Goal	Example Evidence
Diversify a course syllabus	<p><u>Background data:</u> Analysis of course content on old syllabi (e.g. quantify authors, topics)</p> <p><u>Project data:</u> Analysis of content of new syllabus to compare</p>
Establish a department anti-racist reading group	<p><u>Background data:</u> field-specific call for anti-racist change, department-level demographic data</p> <p><u>Project data:</u> reflections from reading group members, connecting readings to field-specific call for anti-racist change</p>
Develop a mentorship program for Students of Color	<p><u>Background:</u> department-level data on graduation rates and sense of belonging disaggregated by race</p> <p><u>Project data:</u> pre and post-mentorship surveys on student confidence in navigating UCSD, sense of belonging</p>

Qualitative or Quantitative?

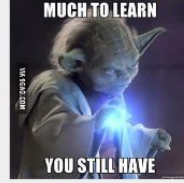
- Qualitative data is not valued as much as quantitative data
- But not everything can *or should* be quantified
- Human stories are valuable
 - Especially if you are using outcomes that are difficult to measure, e.g. subjective experience of benefit; feeling of belonging; motivation to change; other forms of emotional intelligence
- It is valuable to be moved by our work

One logistical difficulty: disaggregating course and program performance data by race

- Campus processes and policies - Need a clear policy, process, and resources.
- Check with your department for internal resources (data analysts)
- Need to ensure student privacy and ethical and equity-minded use of data.
 - [Upcoming Training Sign-Up](#)

This is a beginning!

- The project assessment template is meant to be a tool for you to use - it is not a requirement and you do not need to answer every single question
- There is no one right way to collect data about your project (and you might not be able to collect data at all!)
- The goal of this session is to help you think strategically about how your anti-racist pedagogy project can generate momentum for additional anti-racist work at UCSD



Breakout Room - Project Assessment

Return 11:55

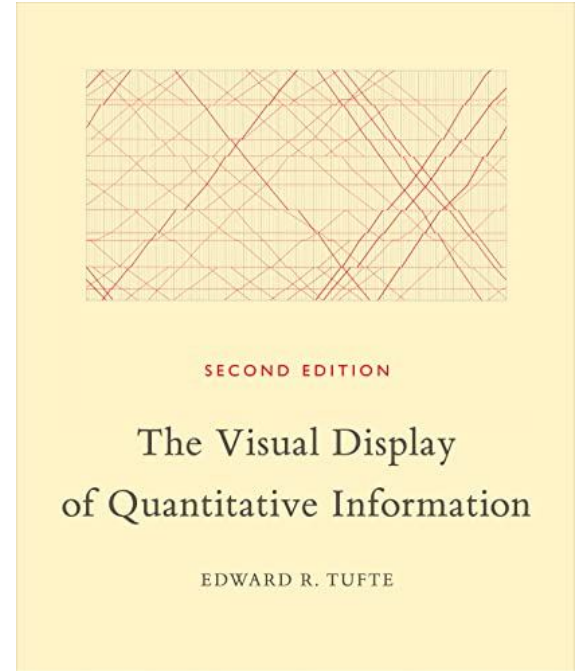
- Half of your core group + half of your facilitators
- Each core group member answers one question from the “project background” and “goals and outcomes” sections of the [project assessment form](#) (make a personal copy!)

Pick One:	Pick One:
<ul style="list-style-type: none">● What experiences, observations, or influences led you to this project?● What did/do you want to change?● Why do you feel it is important <i>for you</i> to address anti-Blackness with your ARPLC project?● What kind of data do you have to explain the background of your project? What kind of data might you need to collect as evidence of a problem?	<ul style="list-style-type: none">● How will your project impact student learning and/or the Black student experience at UC San Diego?● How does your project address anti-Blackness and/or advance anti-racism in your classroom, department, discipline, or within the university as a whole?

Using Data Visualization


A convincing companion to your data


- ● Can help you tell your story (clarity and simplicity)
- ● Can provide more context and highlight underlying representations.
- ● Be aware of oversimplification, bias and extensive aggregation.



Tell A Story... Humanize Your Data

Convincing people usually takes more than numbers and graphs.

 Telling a story, showing a picture or better allowing the impacted person to tell their story through a video, or a quote.

 **Example 1 (hypothetical):** Meet Sarah who lives in an urban desert. She needs to commute 45 minutes by bus every time she needs to buy healthy groceries. This is not just the story of Sarah; this is the story of Andrew, Anthony, and many more. It is the story of 15% percent of Americans of color who live in an urban desert.

 **Example 2:** 15% percent of Americans of color live in an urban desert.

Relevant Resources

- HBR: [The Mistake Companies Make When They Use Data to Plan Diversity Efforts](#)
- [How Eugenics Shaped Statistics](#)
- [USC Center for Urban Education Data Tools](#)
- Sara Ahmed's [website](#)
- [ARPLC Cohort 2 Executive Summary](#)

Next Steps 🌱

- Our next session **Student Activism and Seeking Racial Justice at UC San Diego** on June 2 at 10 a.m. - 12 p.m.
 - *Sankofa* - to retrieve, to go back to understand our today through whose story is told and whose story is untold
 - Campus Tour (3 ways: online, admissions (self) guided and tour, People's tour) to complete by June 1
- Gallery Walk/Celebration June 9 at 10 a.m. -12 p.m. Faculty Club Cecil Lounge
 - Details to come soon.
- Check [fellows website](#) for slides and other session resources
- Email Joey (jrelaford@ucsd.edu) if you have any questions, concerns, or suggestions for the learning community.



Exit Ticket 🌱

Please go to

<https://forms.gle/ph6tbeUe9iYZobFVA>

to reflect and share your feedback on this session.

Thank you!



We are grateful to our campus partners for the funding support they have provided for this program.

