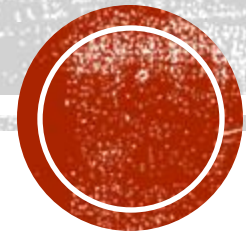




Racial Equity in Educare

JULY CoP 7/09/2021



OVERVIEW - ANTI-RACIST RESEARCH, CRT, AND DATA USE

- Key points – *Do No Harm Guide*
- Small group discussion
- Report back

♥ Whitney R. Robinson liked



Luisa Maria Rivera 🇵🇷 @guichitarivera · 7h

...

Do you ever think about how you would show up in a dataset?

I would never have described my childhood housing as "crowded" but,

do you ever think about how you'd get dichotomized, should someone wish to?



4



4



23



***ANTIRACIST* RESEARCH IS:**

- 1) Race- and racism-conscious,
- 2) Strengths-based,
- 3) Humanizing,
- 4) Co-constructed, and
- 5) Community-centered



CRITICAL RACE THEORY AS A FRAMEWORK FOR RESEARCH

- Include the voices of historically marginalized or traditionally excluded
- Acknowledge that all research is shaped through the lens of the researcher
- Examine power, privilege, and oppression
- Consider race and racism in every aspect of the research process
- Consider how design honors perspectives of participants/communities
- Ground study in particular space and time
- Reveal and disrupt oppressive conditions within systems/institutions
- Conclude with a call for action with specific recommendations
- Consider dissemination avenues to maximize impact.



URBAN INSTITUTE

DO NO HARM GUIDE FOR DATA VISUALIZATION

Put people first – help readers/viewers recognize the people behind the numbers.

- Use icons instead of abstract shapes to allow readers to empathize
- Recognize how racism and injustice serve as the background for many of the issues we analyze and visualize.
- Work with communities, not on behalf of them.
- Questions to ask about products:
 - Are we using language consistent with how community members refer to themselves and others?
 - What in our visuals is inconsistent with a DEI framework?
 - How does the community prefer to have the research results presented?



(4) ENGAGING OR REFLECTING LIVED EXPERIENCES

- Use personal connections to help readers better connect with material.
 - Pair data-driven charts with personal stories of individual experiences
 - Techniques = photography, illustrations, pull quotes, and oral histories.
 - Allow users to find themselves by being able to search for their city or county
- Use a mix of quantitative and qualitative approaches to tell a story.
- Create a platform for engagement
- Consider how issue framing can create a biased emotional response.
- Recognize audience needs.
 - Consider accessibility for those with low sight, difficulty accessing web-based content,
 - Avoid jargon and technical terminology, translation
 - Add labels and annotations to assist viewer



(5) ASSESSING THE DATA BEHIND THE VISUALIZATION

- How were data generated?
- Are they demographically representative?
- Who is included/excluded?
- Whose voices, lives, and experiences are missing?
- How much can be disaggregated by race, gender, ethnicity, etc.?
- Why were these data collected?
- Who stands to benefit from these data?
- Who might be harmed by the collection or publication of these data?



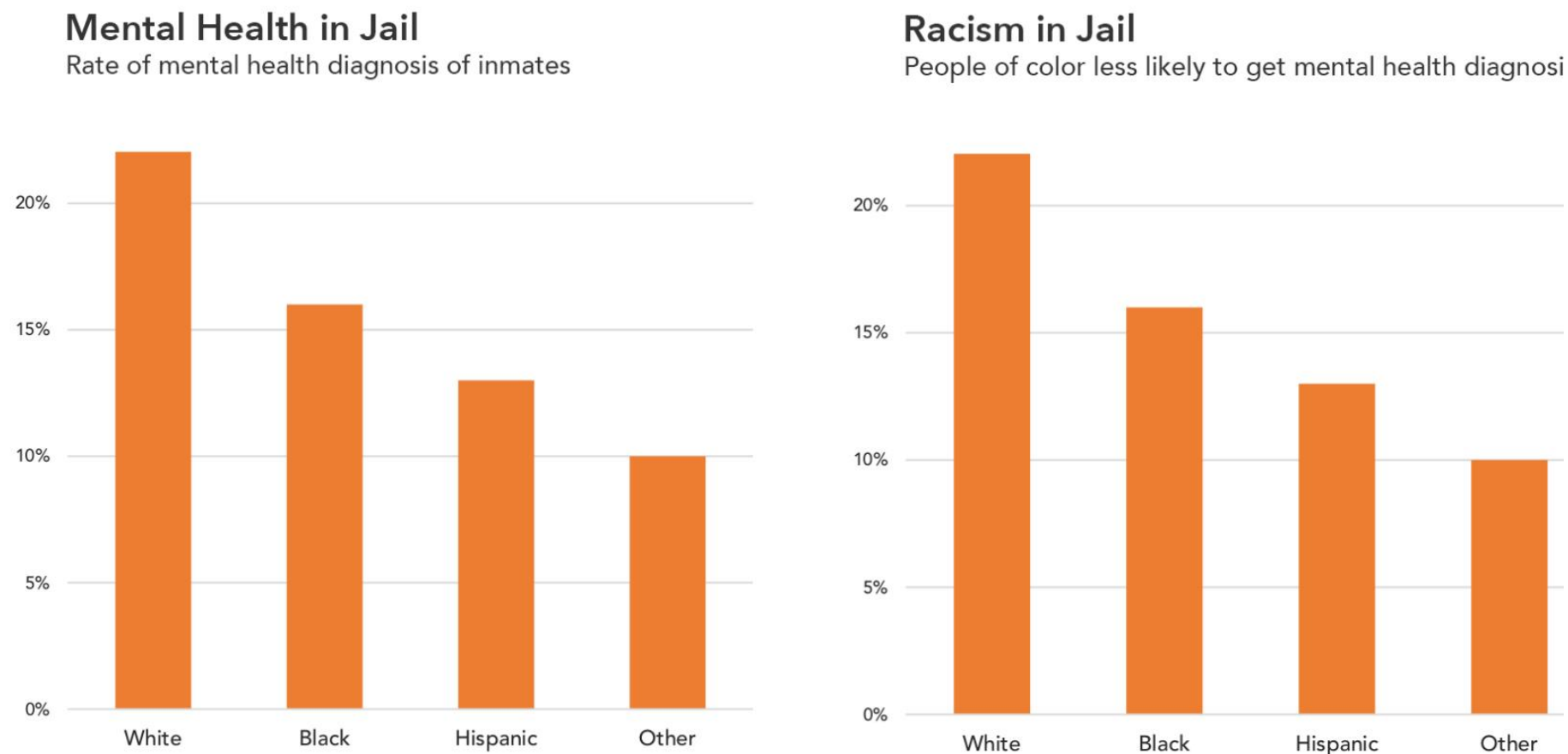
(6) USING LANGUAGE WITH A RACIAL EQUITY AWARENESS

- Name forces of oppression, how they are operating, and historical context should directly in the chart through titles, annotations, labels, and notes
- Labels = use people-first language (“people with disabilities” rather than “disabled people,” or “people in prison” instead of “inmate,” (Bartley 2021)
- Labels = refer to people, not to skin color (for example, “Black people” rather than “Blacks”).
- Ask the community what terms they would like used.



FIGURE 04

Example of moving from a generic descriptive title to one that reflects the main findings of the research.



Source: D'Ignazio and Klein (2020); Data from Fatos Kaba et al., "Disparities in Mental Health Referral and Diagnosis in the New York City Jail Mental Health Service," *American Journal of Public Health* 105, no. 9 (2015): 1911–16.



(7) ORDERING DATA PURPOSEFULLY

- Always starting with “white” or “men” makes these groups appear as the default/most important.
- Also reflects who we consider to be the audience.
- Consider:
 - Does your study focus on a particular community? If yes, present that group first.
 - Particular argument/story to tell? If so, order to reflect argument.
 - Is there a quantitative relationship to guide order? Alphabetically, population size, sample size, or magnitude or effect of the results?



(8) CONSIDERING MISSING GROUPS

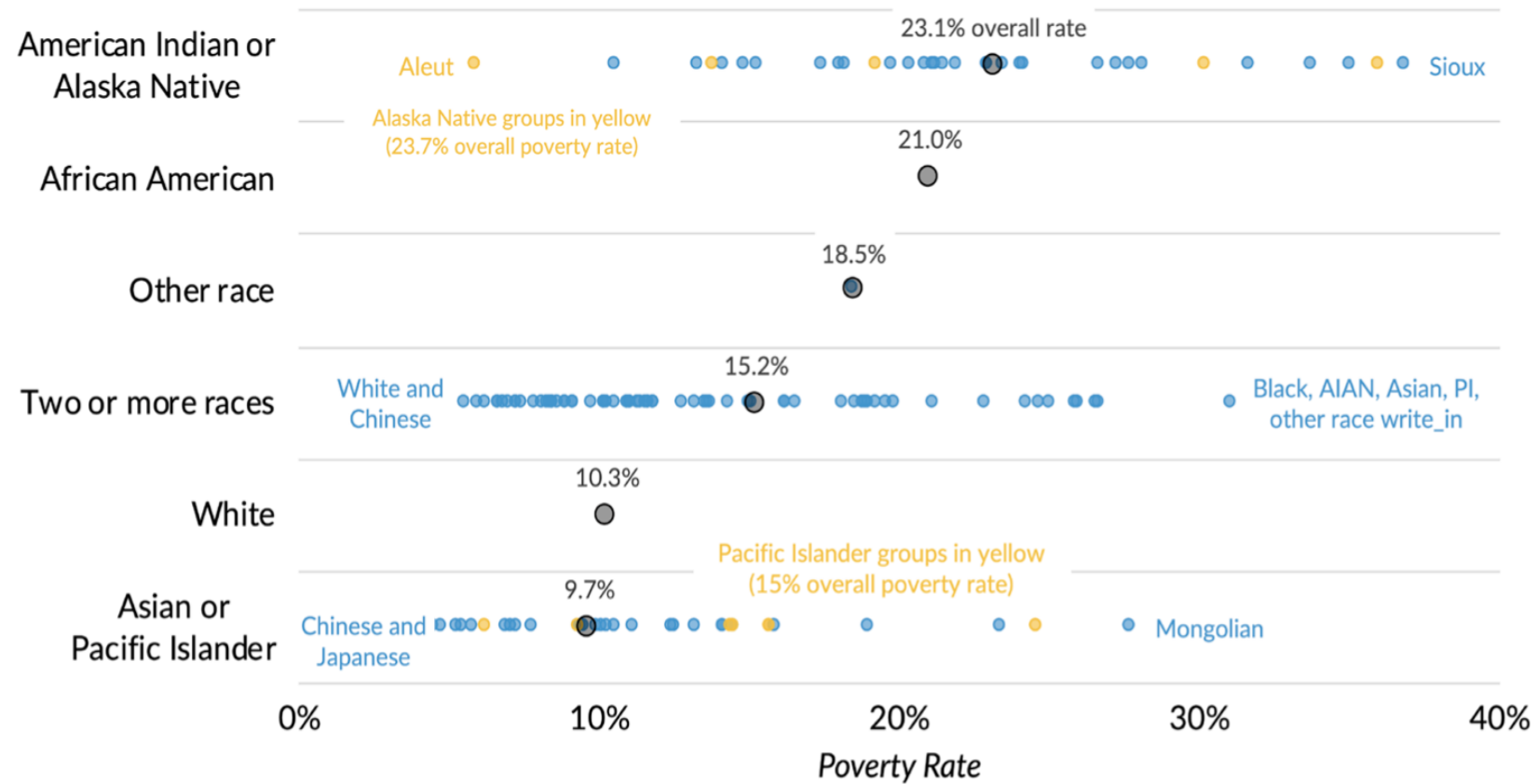
- Groups whose data are/are not collected or shown reflects who is deemed as most important or valuable (Ex. Not displaying US territories on US maps)
- Lumping – Can mask important variation e.g., Native Hawaiian Pacific Islander community vulnerability lost in AAPI aggregate.
- Small sample sizes – consider how to achieve better representation at design phase.
- Gender binary – how to be inclusive? Is this question relevant?
- Instead of “other” consider more inclusive terms: another race, additional groups, all other self-descriptions, people identifying as other or multiple races



FIGURE 08

Poverty rates across different racial groups when disaggregating data from the American Community Survey reveal variation that is missing when metrics are only presented for overall groups.

Variation in Poverty Rates



Source: Schwabish and Feng (2021).

FIGURE 09

Selection of gender drop-down menus with questionable response options.

* Gender:

Does the Beneficiary reside a

* Contact Phone:

✓

Female

Male

N/A

Unknown

Tax Entity

GENDER	Female
BIRTHDATE	Male
	Female
LANGUAGE	Human

Spouse's gender,★

☐ Female

☒ Male

☐ Indeterminate

Source: Coding Drag Queen Anna Lytical (@theannalytical). 2021. "send me the worst gender selection forms you've seen, I'll start," Twitter, January 13, 2021, 11:25 a.m., <https://twitter.com/theannalytical/status/1349392166716657664>.

(9) USING COLORS WITH A RACIAL EQUITY AWARENESS

- Good color palettes should, at minimum, meet basic accessibility guidelines (WebAIM 2020) and offer sufficient contrast
- Color choices = avoid reinforcing gender or racial stereotypes, such as
 - Pink and blue to represent women and men
 - Colors associated with skin tones or racial stereotypes (e.g., black to represent Black people, yellow to represent Asian people).
- Avoid incremental color palettes (e.g., light to dark) to represent different demographic groups



WHAT ISN'T GOOD HERE? WHAT COULD YOU DO INSTEAD?

FIGURE 12

Legend showing a problematic color scheme applied to data on race and ethnicity.



Source: Recreated based on the June 2020 version of the *Diversity Dashboard* from the Massachusetts Institute of Technology, Office of the Provost.



(10) USING ICONS AND SHAPES WITH A RACIAL EQUITY AWARENESS

- When using icons, consider whom we are presenting, our results, anticipate how icons might be perceived, and ensure they do not perpetuate harmful stereotypes.
- Avoid images that reinforce racial or ethnic stereotypes or power hierarchies
- Solicit feedback about the visuals to make sure they are not offensive and to identify problematic cultural associations that were missed.



(11) EMBRACING CONTEXT AND COMPLEXITY

- Structural racism and other inequities and the mechanisms by which they may be operating should be woven into framing of the research and the chart (Schwabish and Kijakazi 2021).
- Too much simplicity can strip context and inherent complexity of social issues that cannot be boiled down to a simple chart.
- Charts may be less effective for forming an empathetic connection than other visual or storytelling methods (Correll 2019).
- Provide sufficient historical context to mitigate the possibility of a deficit-based interpretation.



(12) BUILDING DIVERSE AND INCLUSIVE DATA COMMUNICATION TEAMS AND ORGANIZATIONS

- Diverse teams are critical to creating communication products that apply a racial equity lens and fight other forms of oppression.
- Internal org culture should also value, promote, and embody DEI
- Ground-up approach with buy-in from leadership
- Processes for incorporating equity and inclusiveness need to be codified.
- Guidelines should be actionable and instill accountability.
- Reevaluate and update regularly



(13) THE FEEDBACK LOOP

- Team members from different races and ethnicities review each product
- Solicit feedback from audiences
- Build community relationships and seek feedback
- Solicit feedback as part of communication (feedback form, how to contact team)
- Reciprocal research - create immediate, concrete benefits participants can receive while participating in the study rather than waiting until the project is over (Hanrahan et al., 2020)
- Value time and compensate accordingly



(14) THE GATEKEEPERS - *FUNDERS, PROJECT OFFICERS, EDITORS, PEER REVIEWERS, FEDERAL AGENCIES*

- Editors/peer reviewers
 - Attributing findings to structural racism not yet common in scholarly writing
 - If editors and reviewers asked questions about racial equity for each manuscript, we would see a shift in how race is analyzed, visualized, and written about
 - Require a positionality statement = describes an individual's or team's or institution's social and political context that shapes identity in terms of race, class, gender, sexuality, and ability status
- Government agencies, regulations, & directives
 - OMB & Census define how race and ethnicity categorized and collected
- Funders
 - Held to similar account in the funds they disburse and their requests for analysis.



22 THE RACIAL EQUITY IN DATA VISUALIZATION CHECKLIST

- ☐ Does the communicator understand the data they worked with, including how it was sourced, who was or was not represented in it, why it was collected, and who benefits or is harmed by having these data collected?
- ☐ Has the communicator carefully considered words, phrases, and labels that are used to describe people, groups, and communities?
- ☐ Has the communicator considered colors that are inclusive of different groups and that are accessible for people with different abilities?
- ☐ Has the communicator considered the order of numbers or estimates in tables, charts, and diagrams? Some options include sorting alphabetically or by magnitude of estimate/number, population size, and sample size (weighted or unweighted).
- ☐ Has the communicator considered alternative words or phrases for groups that may be classified as “other” in the original data? Some alternatives include another race; additional groups; all other self-descriptions; people identifying as other or multiple races; identity not listed; and identity not listed in the survey.
- ☐ Have all icons and images been reviewed with a racial equity lens?
- ☐ Would alternative graph types do a better job presenting the data? Do all groups need to be positioned within the same graph?
- ☐ Has the research team communicated with the people or communities that they are focusing on or wishing to communicate with? If not, what people, groups, or organizations can the team contact?
- ☐ Is the research team—and the organization more generally—diverse in its composition and work practices to be able to facilitate better understanding of different groups?
- ☐ Does the final communication product meet the needs of the audience or user?

Teams should consider these issues throughout the research and communication process. Use these checkboxes as a reminder:

- ☐ *Proposal development stage*
- ☐ *Strategic planning stage*
- ☐ *Data collection phase*
- ☐ *Analysis phase*
- ☐ *Data visualization phase*
- ☐ *Writing phase*
- ☐ *Editing phase*
- ☐ *Outreach and final publication stage*



SMALL GROUP DISCUSSION

Assign sections to each group.

Where do you see these issues in your work?

What are some changes you might make?

Who will record and report back for your group?

