

Starting soon:

Introducing a framework for anti- racist assessment

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Acknowledgements and Commitments

- We are white woman giving a presentation about topics directly related to race
- We benefit from knowledge and insights 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

“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

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Special thanks to our collaborator:
Ms. Emily Hadley (Duke class of 2015)
RTI International

Agenda

Part 1: An update on anti-racist work at Duke

Part 2: Purpose and context of assessment

Part 3: Introduction of a model

Part 3: Areas of bias

Part 4: Practice (adding an anti-racist lens to assessment)

Part 5: What's next?

Agenda

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Starting with a brief mention of

epistemology and constructivism

Learning and learning outcomes are constructed out of the student's lived experience in the world.

Established systems of evaluation, when used uncritically, can contribute to inequities of learning outcomes, especially among historically underrepresented communities of students.

What do we know?

How is knowledge acquired?

What does it mean to say we know something?

What justifies one's claims to knowledge?

Are there hegemonies of "knowledge"?

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

President Vince Price’s message, October 2020

<https://president.duke.edu/2020/10/15/an-update-on-dukes-anti-racism-efforts/>

Duke
OFFICE *of the* PRESIDENT

November 18, 2021

To the Duke Community,

I write today with an update about our efforts to advance racial equity at Duke.

Duke recently engaged in our first-ever campus-wide survey of all students, faculty, and university staff regarding equity and inclusion. I am grateful to the more than 12,700 members of the Duke community who responded,

The results of the survey are telling, and some are deeply troubling. The findings show that different members of our community experience a very different Duke. More than half of Black, Hispanic, Asian, female, and LGBTQ+ members of the Duke community report having experienced microaggressions in the past year. Furthermore, Black and Hispanic members of the community are less satisfied relative to their white counterparts with opportunities for advancement.

<https://anti-racism.duke.edu/campus-survey/>



<u>Students</u>	Faculty	Staff	Health System	Community	Alumni
<ul style="list-style-type: none"> • 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 					<ul style="list-style-type: none"> • Samuel DuBois Cook Center on Social Equity • Student Affairs Center for Multicultural Affairs anti-racism resources



Faculty	Staff	Health System	Community	Alumni
<ul style="list-style-type: none"> • 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 				<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Duke Civic Engagement Racial Equity Learning Arc • Duke Office for Institutional Equity's Resources for Understanding and Confronting Racism and Its Impact 			<ul style="list-style-type: none"> • Mary Lou Williams Center for Black Culture Training offerings

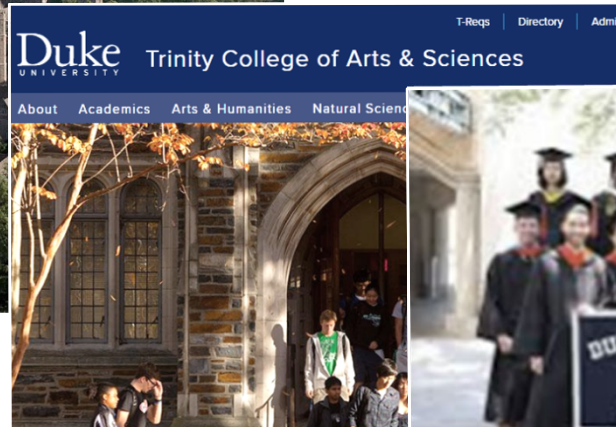
[anti-racism.duke.edu / resources](https://anti-racism.duke.edu/resources)

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

The institution



The college

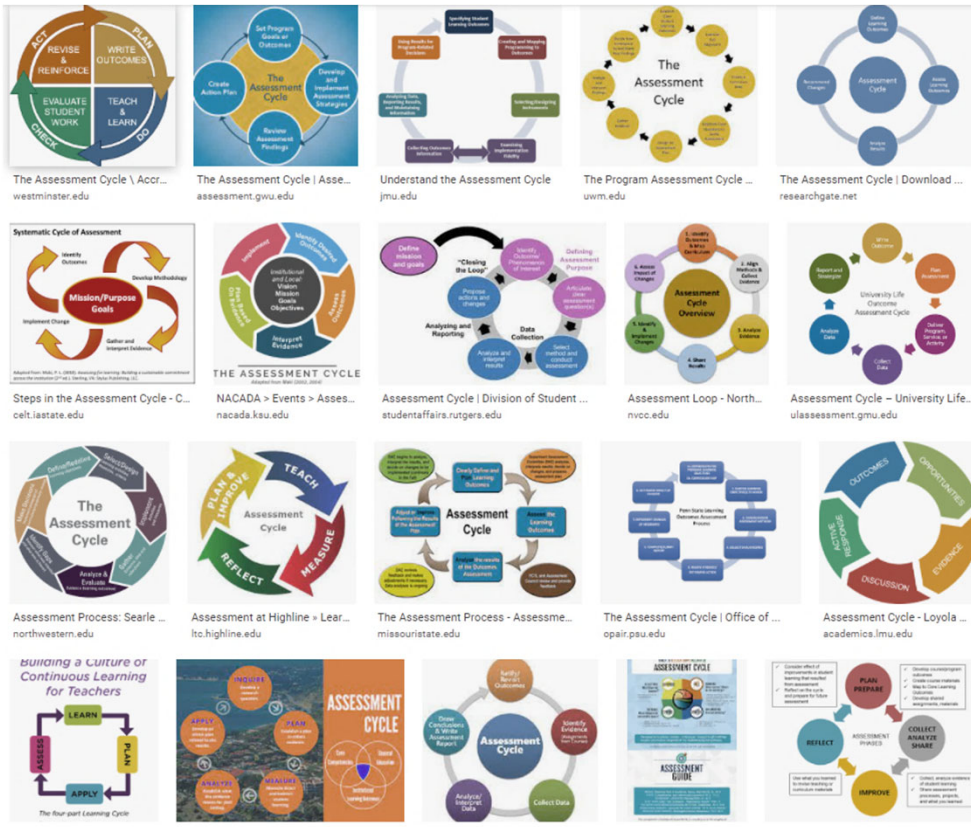


The program




The course







Try a Google image search for “assessment cycle”

1. Identify outcomes & map curriculum
2. Develop methods & collect evidence
3. Interpret & make sense of evidence
4. Share results
5. Identify and implement changes
6. Assess impact of changes

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

	<u>What</u> do you want your students to learn?	<u>When</u> and how is that taught?	<u>How</u> will you evaluate learning in each area?	<u>How can students use</u> the results to understand their learning? <u>How do you use</u> the results to understand your teaching practice?	<u>Implement</u> 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?	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					

Invoking an anti-racist perspective:	Does the course material represent diverse human experiences and expertise? Do we introduce and celebrate the diversity of people contributing to the field?	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? Do assessments assume any privileged experiences that were not available to all class members?	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? Are there systematic differences in outcomes across subgroups?	Seek practical advice from colleagues and others. Make changes to your course plan, assessment plan, or delivery method. Talk to students about what you learned.
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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](http://www.learningoutcomesassessment.org/equity)

A learning environment may:

Adapted from
Fundors for Gay & Lesbian Issues (lgbtfunders.org)

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 & 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.

Stages of anti-racist orientations in 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 & 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.

How bias can creep into our work

Surveys and course evaluations. What are we asking and why? Do these questions and findings create risk or disadvantage for members of our community?

Assessment non-response. Among optional assessment tasks, who is participating? Are we missing any students' important *stories*?

Data codes, aggregations, and disaggregations. Are we capturing the appropriate levels of specificity to authentically communicate students' learning and developmental experiences?

Outreach. Are we discussing assessment findings with affinity and cultural groups? Are we connecting with students?

And more...

Case studies and simulations

>> Many first-year students take our gateway 101 course to meet general education requirements. We noticed that BIPOC and female-identifying students are less likely to take another course in our discipline after our gateway 101 course. What should we do?

>> A departmental climate survey suggests experiences of isolation and disaffection among students. Where do we go from here?

>> We've noticed that the flipped course format produces higher levels of learning on average (measured by exam performance). Later, anecdotal conversations with underrepresented students reveal a sense of isolation within course teams. How do we salvage the benefits of the flipped classroom while also protecting and supporting authentic engagement for these students?

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

Some references for equity-minded assessment

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