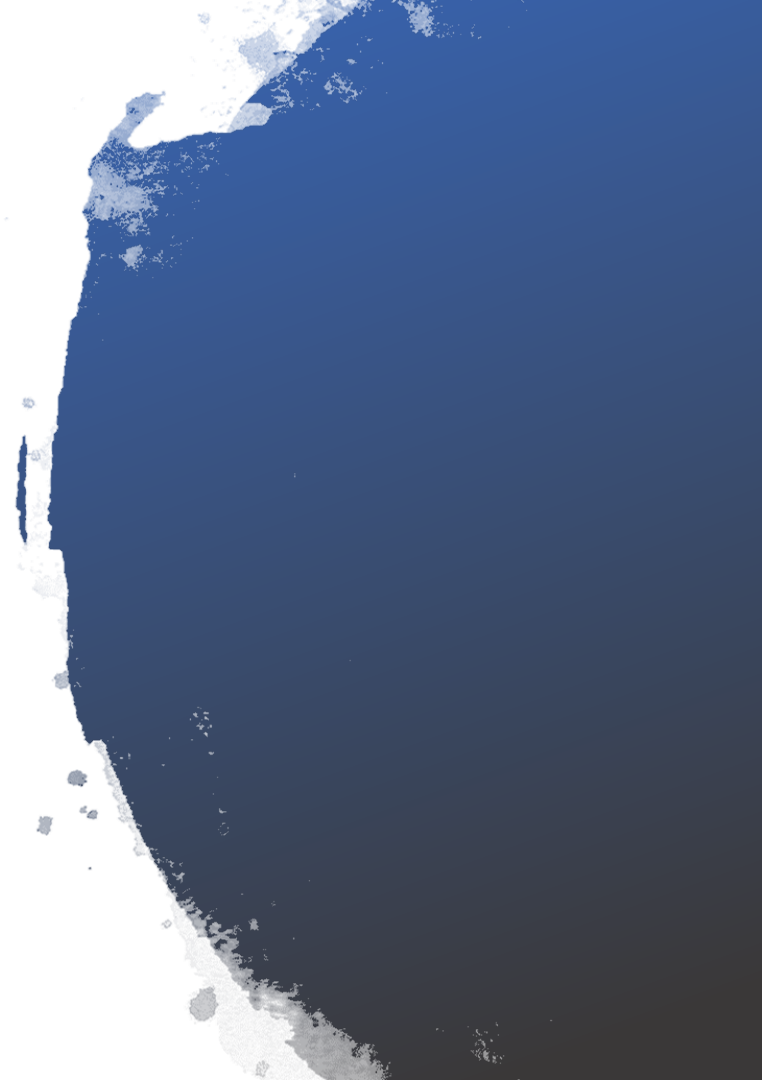


Inclusive Data and Community Engagement

**New Roles for Libraries to Shape
Knowledge Creation and Use**

**RIPL Webinar Series
March 2021**





Welcome!

Introductions



Chris Rothschild

- Senior Research Scientist
- University of Washington, Information School, Technology & Social Change Group
- Interested in traditional knowledge systems and different approaches to knowledge, data, and “science”



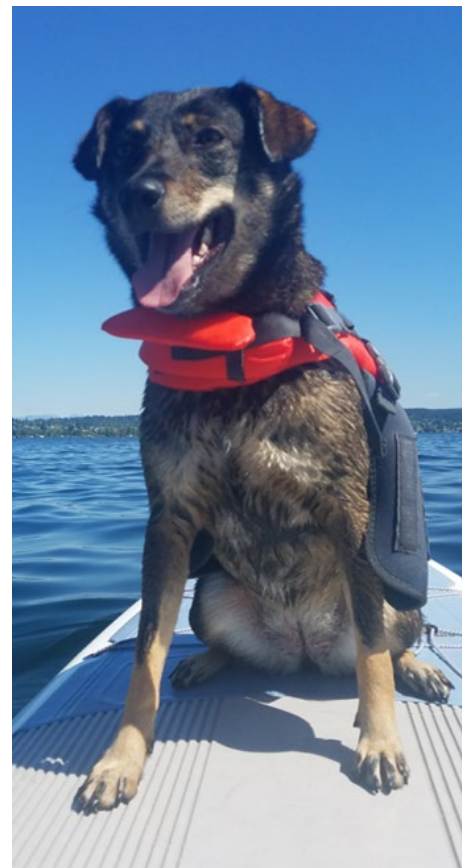
Maria Garrido

- Principal Research Scientist
- University of Washington, Information School, Technology & Social Change Group
- Interested in data equity, knowledge democracy, and women & technology



Let's hear from you

- In the chat, please share a bit about yourself:
 - Name
 - Where you work
 - Why you are interested in this webinar
 - Something else about you (fun, interesting, defining...)



Welcome to the webinar, and thanks for joining

In this webinar, we will



take an in-depth look at the **need for inclusive data**



learn **strategies and tools** to engage your local communities in assessing data



identify **different roles libraries** could play in creating inclusive data



share **insights and learn from each others'** experiences working with communities



learn a framework to **assess marginalized voices in data**



create **initial plans to engage your communities** to address social problems **through getting better and more inclusive data**

Expectations

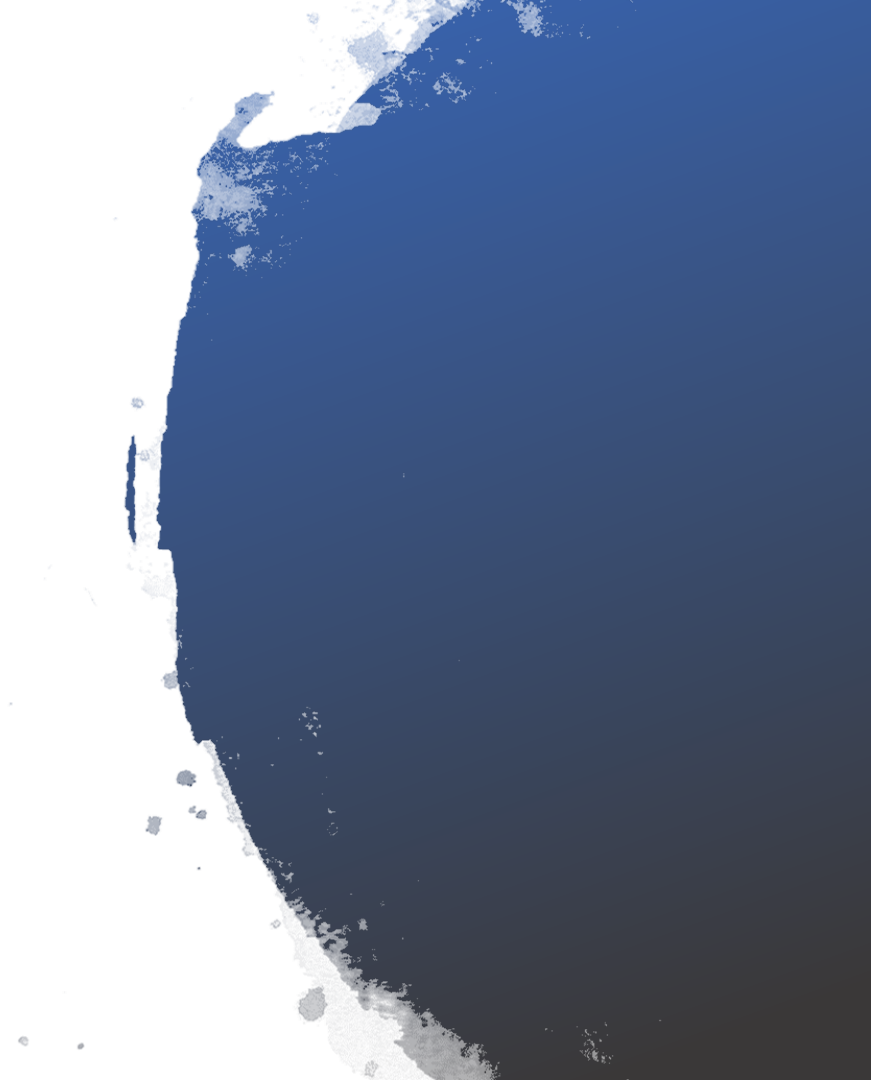


- ❖ Ask questions, share, and participate
- ❖ We are all teacher-learners
- ❖ Be open-minded and prepared for self-assessment
- ❖ Help make this a brave space
- ❖ Assume positive intent

API

: assume positive intent

Philosophical principles



Knowledge Democracy is a system where:

- different forms of knowledge are recognized
- dominant and non-dominant actors have equal access and ability to put knowledge forward in the process of solving societal problems

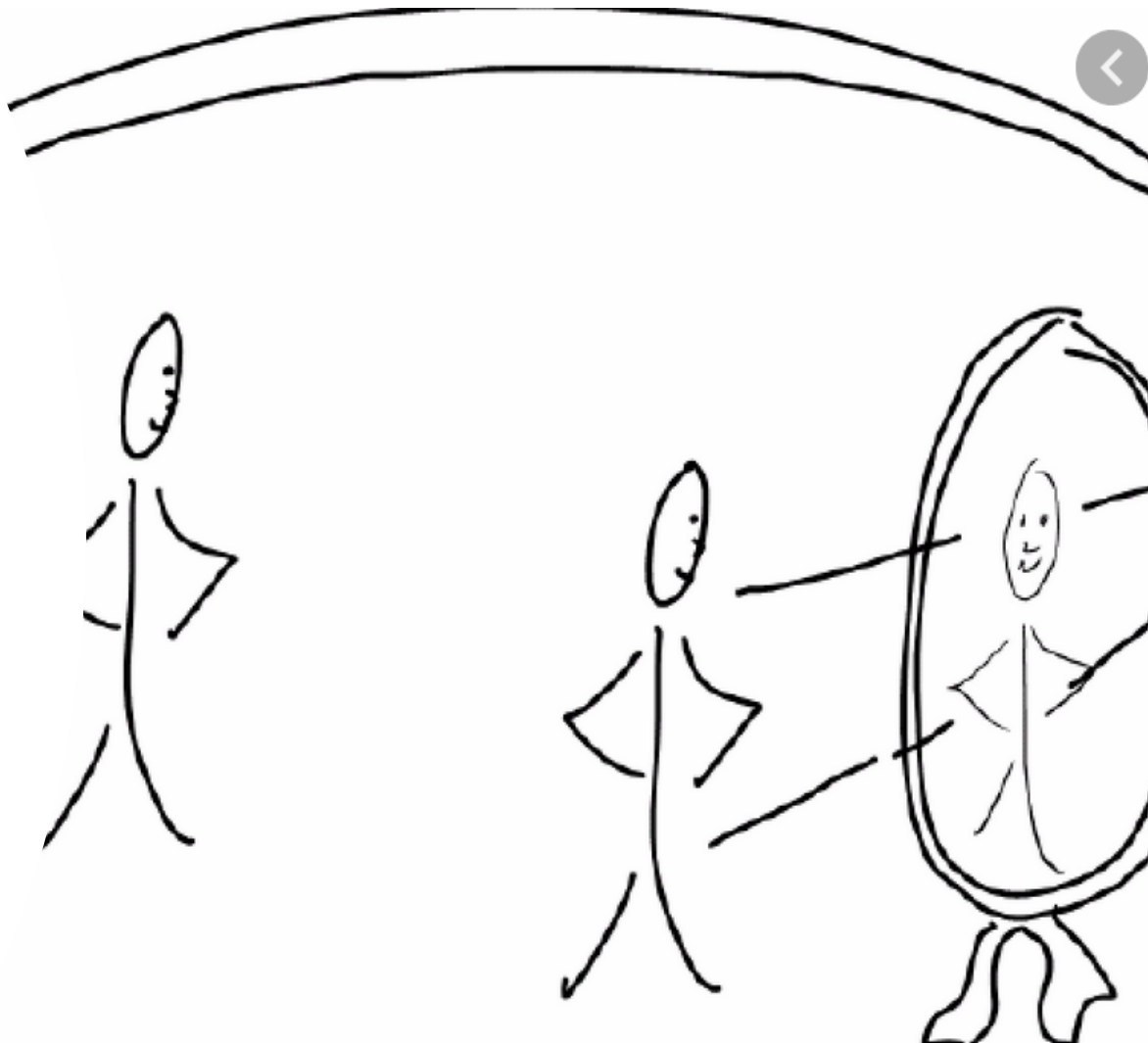
Three core features of this approach

**knowledge is
relational and
takes diverse
forms**

**a range of diverse,
ways of knowing
and viewing the
world are often
excluded or
marginalized from
the mainstream**

**knowledge in
action plays a
critical role in
facilitating
social change**

Reflexivity



A practice that allows to

- questions our assumptions, attitude, values, and actions
- become aware of the limits of our knowledge, of how our own behavior might marginalize groups or exclude individuals
- create a space for our own transformation as well as our communities

Reflexive



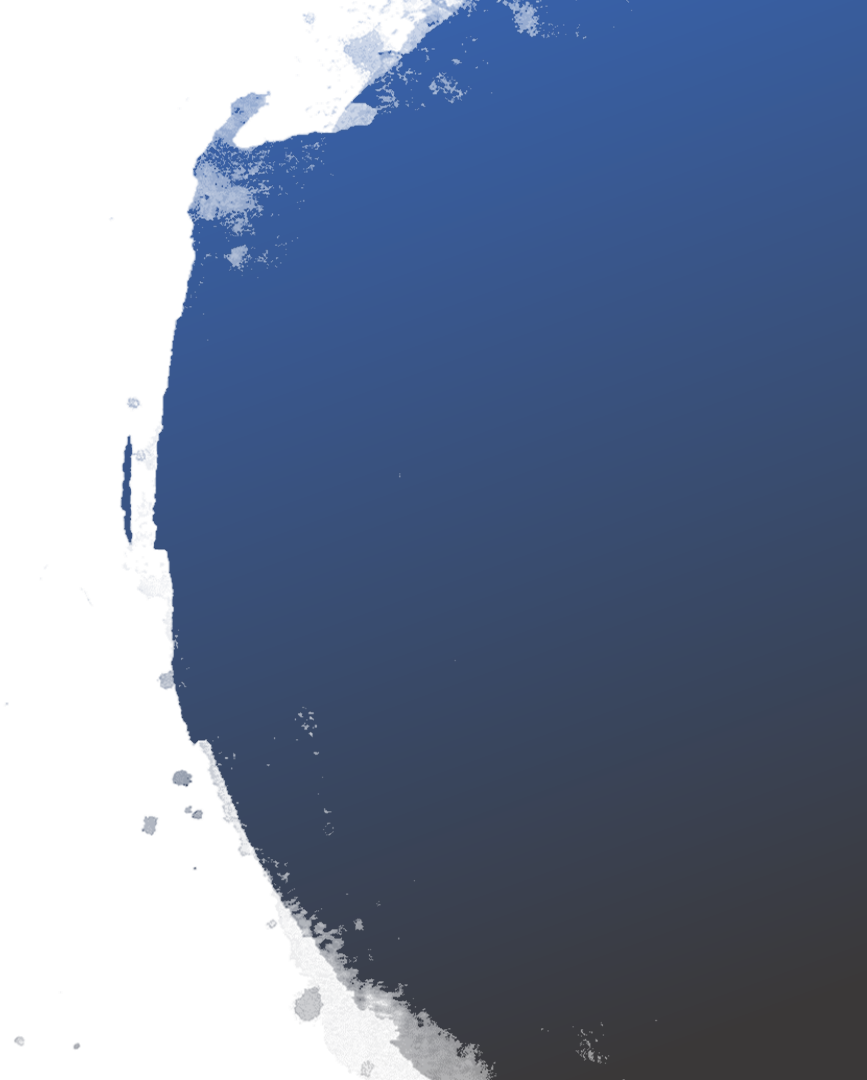
our roles in
scenarios and how
our knowledge and
behaviors impact
others

Reflective



whole scenarios
from as many angles
as possible

Foundational concepts



Equity and inclusion in the context of data

- ❖ Founded on the premise that **local and national government data sets are often biased** in how they portray the realities of socially marginalized groups
- ❖ **Elevating the voice of historically unrepresented communities in data processes** can contribute to producing more inclusive data, to inform policy making and programs for addressing pressing social issues in a more equitable manner

Data literacy: The ability to read, understand, create, & communicate data as information



Skills to better **use**
open data resources
for program & policy
design



Skills to better
analyze data for
community
decision-making



Skills to **better**
visualize and
communicate
data



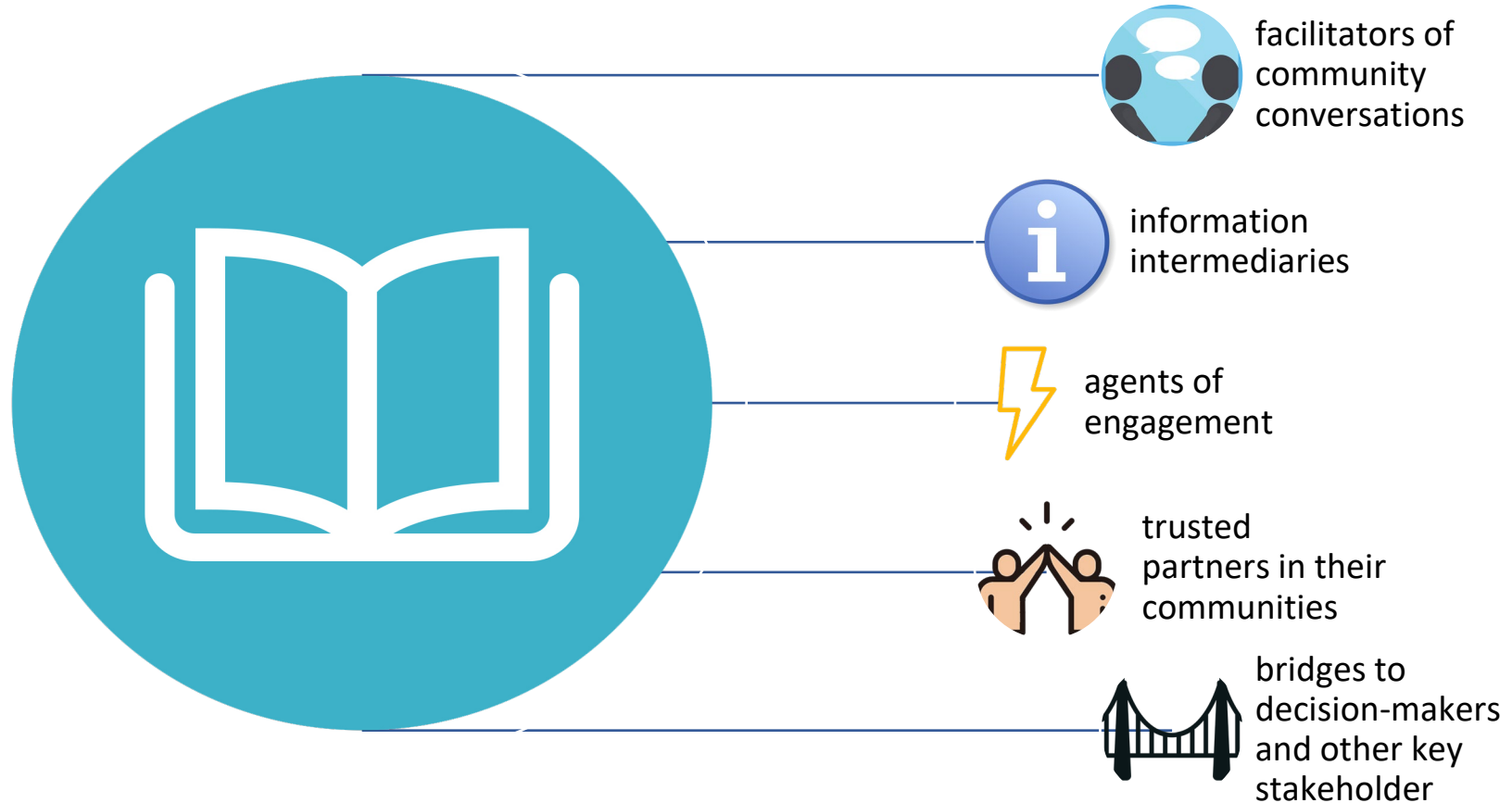
Skills for **better**
personal data
protection and
safety

Inclusive data in the context of data literacy

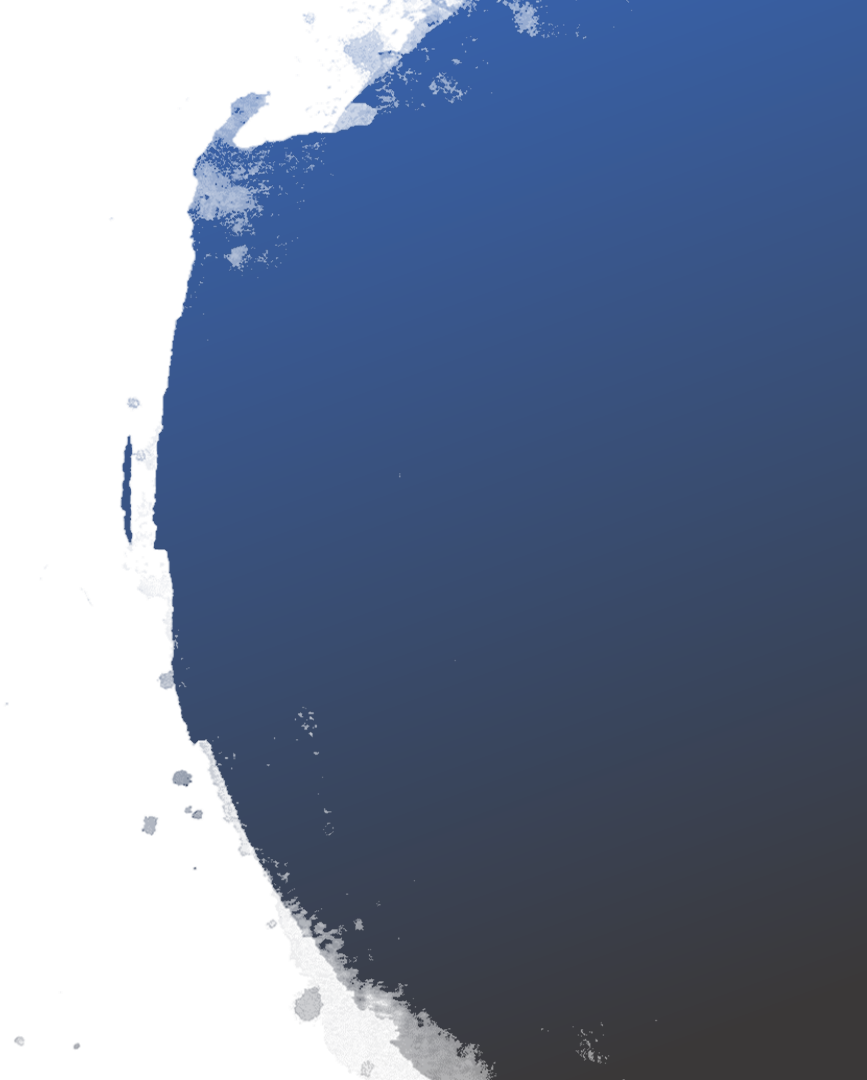
Skills and competencies to better assess **who is and who is not represented in datasets** and the implications for pursuing equitable social change



An outward approach to data



A quick review of “data”

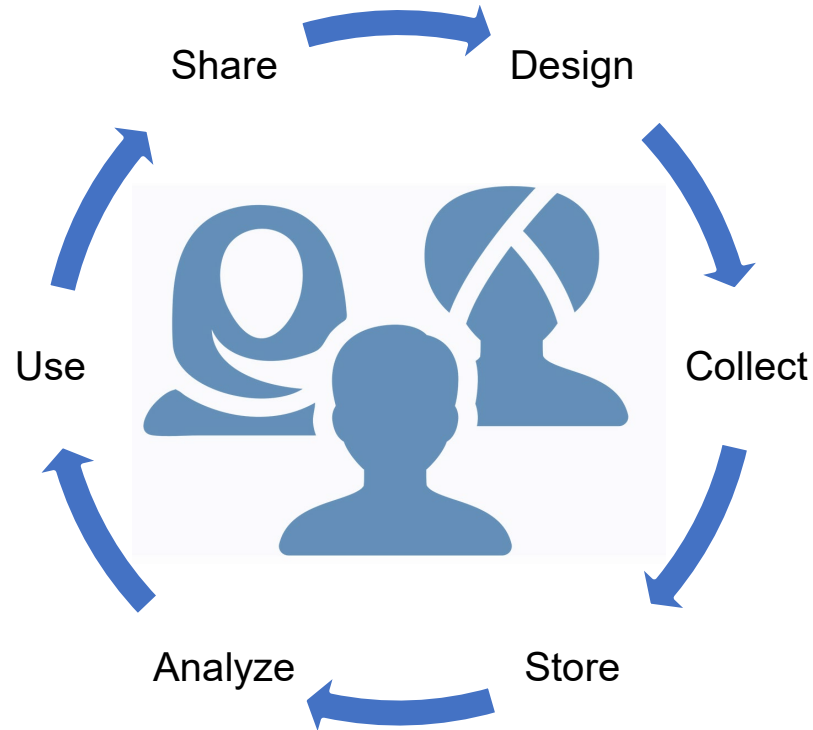


Data basics

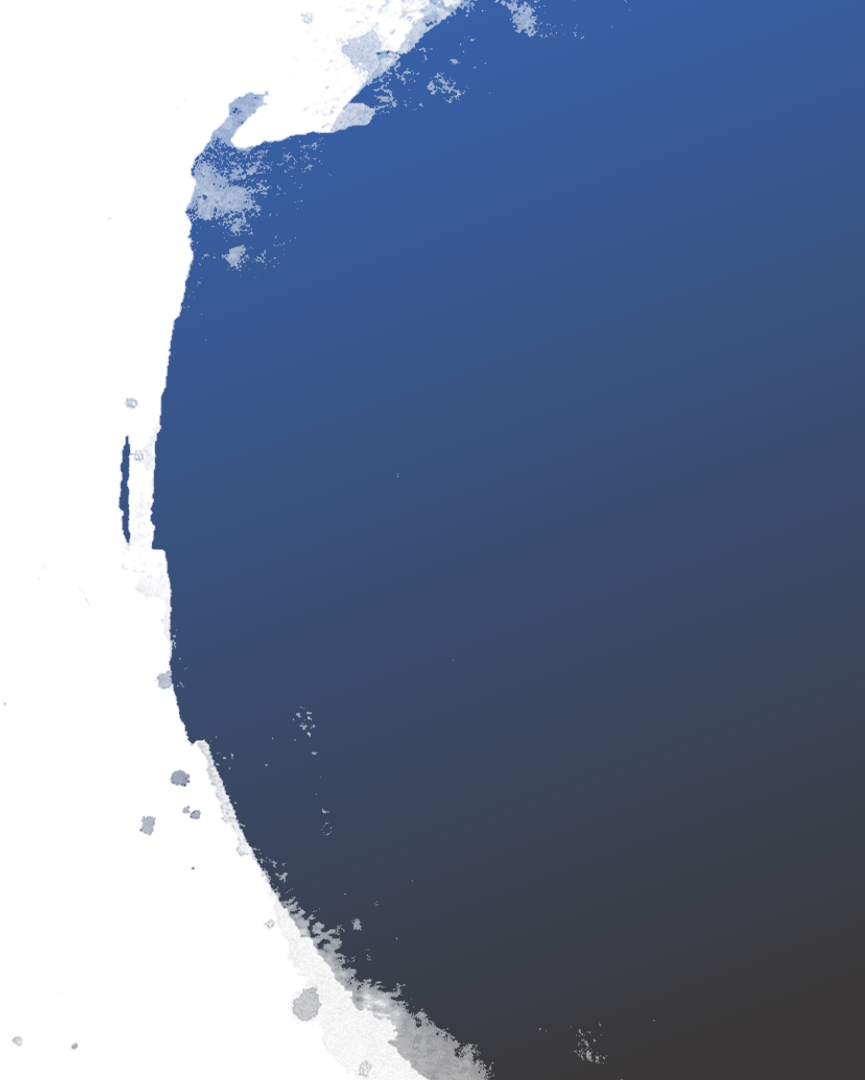
- **Data is not neutral.** Data is political
- Different kinds of data:
 - Quantitative vs qualitative
 - Primary vs Secondary
 - Public vs Private
- Different cultures approach “data” differently
- Phases of the Data Lifecycle



The data lifecycle



The need for more inclusive data



Data is not neutral!

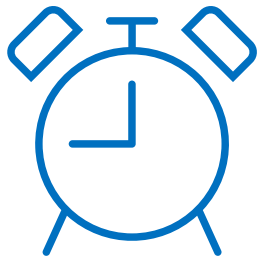
Yet it is often portrayed to be in news and research that use data to paint pictures of our realities. Those pictures are the foundation for stories that shape policy, our actions, and how we view the world.



“Data [does] not just allocate material things of value, it allocates moral values as well. Data producers [and researchers] encode a state of the world at a given time, which is then decoded by data users to shape social practice.... Data is inherently a political practice.” (Johnson, 2016)

Partial or limited stories further exclude socially marginalized groups

Let's think about the challenges of having limited stories through the words of Chimimanda Adichie, in her TED talk "[The Danger of a Single Story](#)"



For this seminar, we will watch just a few minutes. But if you have time, watch it all. Her story is remarkable.







Why do we need to look at data through an inclusive lens?

Inclusive and representative data...

- ❖ helps us to **understand the experiences of others** and appreciate what we cannot see
- ❖ allows us to **put the experiences of many into perspective**
- ❖ helps us be **more impartial** when making decisions
- ❖ **can help us expose inequalities** (racial, gender, economic, etc.)

Partial or limited stories further exclude socially marginalized groups

Limited stories...

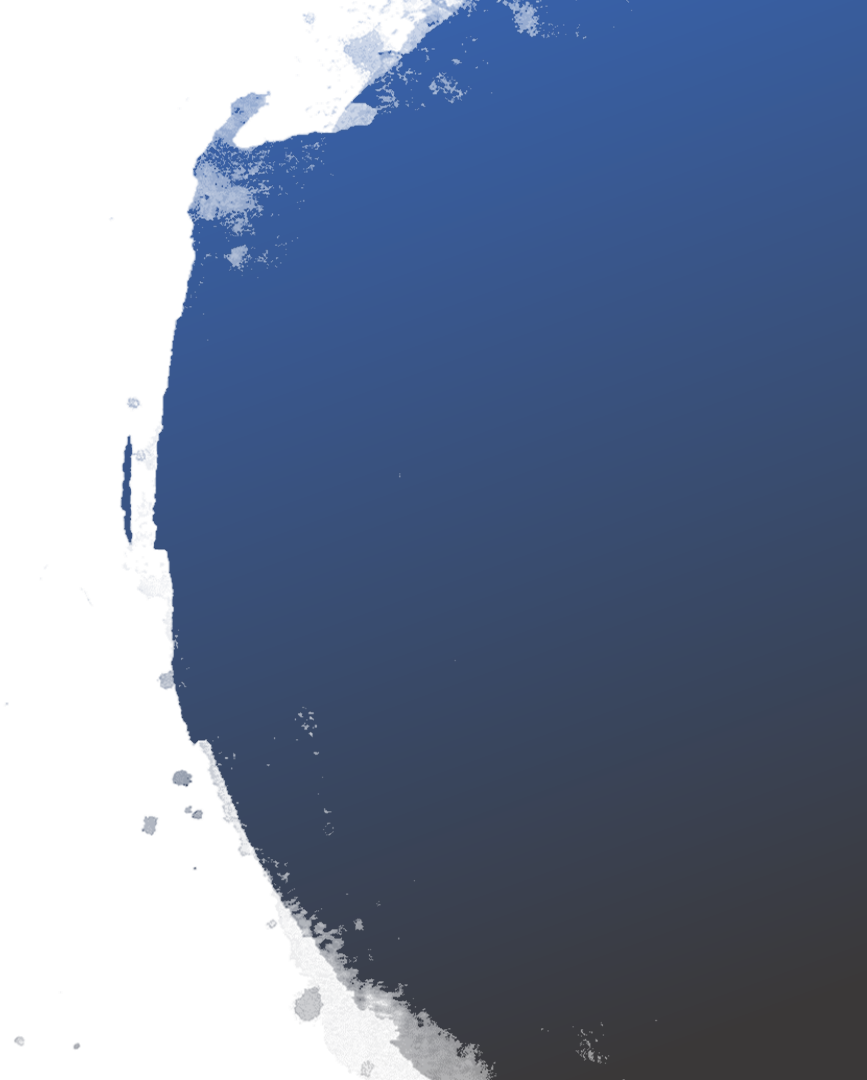
- 👉 take away power
- 👉 impede us from making informed decisions

The right to inclusive data is a human right!

We don't only need more data.
We need better, more inclusive
data that reflects *more*
accurately the realities of
different communities



Marginalized Voices Framework



Marginalized voices in data

The **Marginalized Voices Framework** provides a roadmap for

- ✓ identifying the different voices that are excluded from the data process
- ✓ assessing some of the factors that affect their lack of representation
- ✓ a basis for formulating with your community different mitigation strategies to support inclusion

It is adaptable to innovative ways to create other community engagement activities for your library.

THE UNKNOWN VOICES

THE SILENT VOICES

THE MUTED VOICES

THE UNHEARD VOICES

THE IGNORED VOICES

Factors that affect data representation of certain groups

- Social/cultural
- Historical oppression
- Communication
- Time
- Resources



Activity 1 – Limitations of national COVID Data

What national COVID data are being collected/shared and what are the implications?

Go into breakout rooms and spend 10 minutes doing the following. Prepare a few ideas that arose in your discussion to share with the larger group.

1. Go to the [CDC COVID data dashboard](#)
2. As a group, **choose a state and think about 3 COVID-related indicators** you are interested in knowing about the state. Search for those indicators in the CDC and linked data.
3. After playing around with the data for a few minutes, **which voices** do you find are included in the data and which voices are marginalized/missing? To what extent does the data presented represent the realities of your community?
4. Discuss what **other data** you would need to better understand the impacts of COVID-19 in your community
5. And what are the **implications** of data not being available?



Quick
Poll

Question 1



Overall, how much of the data you were interested in finding was available?

- ☐ All of it
- ☐ Some of it
- ☐ None

Question 1



To what extent were data available to see **intersectional realities** (e.g. black males over 50, women living in rural areas, etc.)?

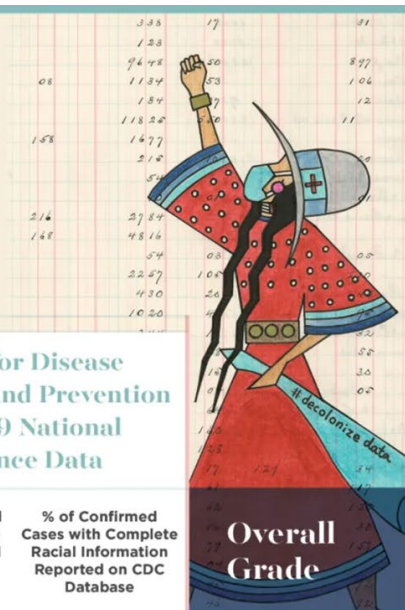
- ☐ There was a significant amount
- ☐ There was some
- ☐ There was very little
- ☐ There was none
- ☐ I did not look for intersectional data

Trouble
finding
inclusive
COVID data?
It's not just
you.

Report Card

Data Genocide of American Indians and Alaska Natives in COVID-19 Data

State Information		State Reported COVID-19 Information		Centers for Disease Control and Prevention COVID-19 National Surveillance Data		Overall Grade
State	American Indian/Alaska Native (AI/AN) Population**	Is AI/AN Population Included on State Dashboard	% of Cases with Complete Racial Information Reported on State Dashboard	% of Confirmed Cases from the State Reported to CDC	% of Confirmed Cases with Complete Racial Information Reported on CDC Database	
Alabama	69,283	No (0%)	F (49%)	D- (62%)	D- (62%)	F (43%)
Alaska	148,222	Yes (100%)	D- (62%)	—	F (59%)	C (74%)
Arizona	458,422	Yes (100%)	C- (72%)	A (95%)	D (63%)	B (83%)
Arkansas	61,824	Yes (100%)	B- (82%)	A (95%)	B (85%)	A- (91%)
California	1,089,251	Yes (100%)	D (65%)	A+ (99%)	F (37%)	C (75%)
Colorado	159,162	Yes (100%)	C (73%)	C (76%)	F (38%)	C- (72%)
Connecticut	43,195	Yes (100%)	F (53%)	B (84%)	F (40%)	D+ (69%)
Delaware	13,516	No (0%)	B+ (89%)	A (96%)	F (0%)	F (46%)
Florida	219,895	No (0%)	C (76%)	F (50%)	D (65%)	F (48%)
Georgia	122,051	Yes (100%)	C (76%)	C+ (77%)	F (43%)	C (74%)



Let's try to find some data together

COVID Data Tracker

Cases
in US 29,319,457

Cases in US
Last 30 Days



Total Vaccines
Administered 111M

Deaths
in US 533,057

Deaths in US
Last 30 Days



[Data Tracker Home](#)

[COVID Data Tracker Weekly Review](#)

[Your Community](#)

[County View](#)

[Forecasting](#)

[Vaccinations in the US](#)

[Community Profile Report](#)

[State Profile Report](#)

[Mobility](#)

COVID-19 Vaccinations in the United States

Overall US COVID-19 Vaccine | Deliveries and Administration; Maps, charts, and data provided by CDC, updated daily by 8 pm ET[†]
Represents all vaccine partners including jurisdictional partner clinics, retail pharmacies, long-term care facilities, Federal Emergency Management Agency and Health Resources and Services Administration partner sites, and federal entity facilities.

Total Vaccine Doses

Delivered 147,590,615

Administered 113,037,627

[Learn more about the distribution of vaccines.](#)

People Vaccinated

	At Least One Dose	Fully Vaccinated
Total	73,669,956	39,989,196
% of Total Population	22.2%	12%
Population ≥ 18 Years of Age	73,510,051	39,937,436
% of Population ≥ 18 Years of Age	28.5%	15.5%
Population ≥ 65 Years of Age	35,784,219	20,549,637
% of Population ≥ 65 Years of Age	65.4%	37.6%

[Read more about how these data are reported.](#)

CDC | Data as of: Mar 17 2021 6:00am ET | Posted: Mar 16 2021 12:26PM ET

Looking at this data from an inclusion lens | Consider this:

Many cities and states are not reporting data disaggregated by the **demographic factors needed** to fully understand the effects of COVID-19 on different communities. For example:

- ❖ **Race and ethnicity data** for COVID cases **is not** widely available at the county level
- ❖ **Other key intersectional factors** are also missing (income, household composition, living conditions, home internet access, etc.) critical for addressing the diverse needs of communities within the same racial or ethnic group
- ❖ **Data about BIPOC** is often not disaggregated from data about women more broadly making it difficult to see disparities in coronavirus impacts
- ❖ Many other **groups are also invisible** in COVID data

Looking at this data from an inclusion lens | Consider this:

The uncounted: People who are homeless are invisible victims of Covid-19



By [Usha Lee McFarling](#) March 11, 2021

[Reprints](#)



<https://www.statnews.com/2021/03/11/the-uncounted-people-who-are-homeless-are-invisible-victims-of-covid-19/>

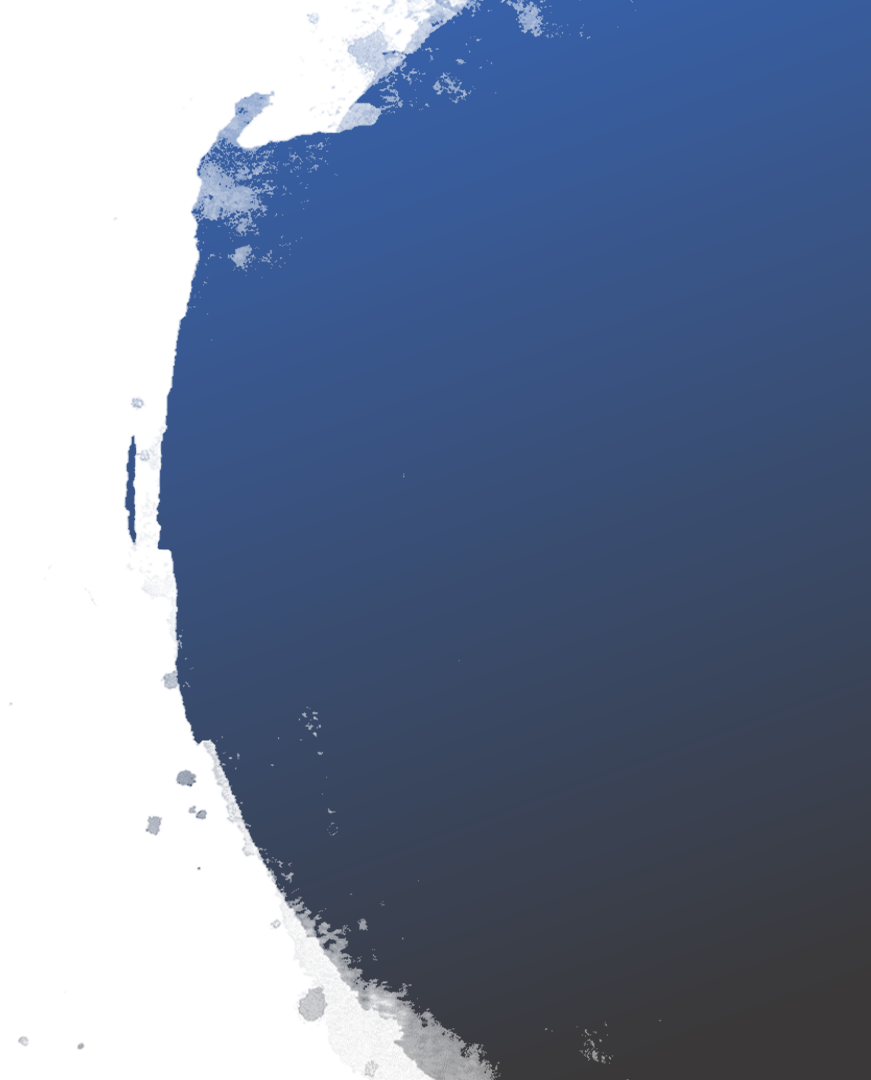


Intersectional
factors are critical

“I am not able to get data more specific than Hispanic in order for our library system to better understand the diverse needs of our communities.”

Library Public Services Director

The role of libraries in creating more inclusive data



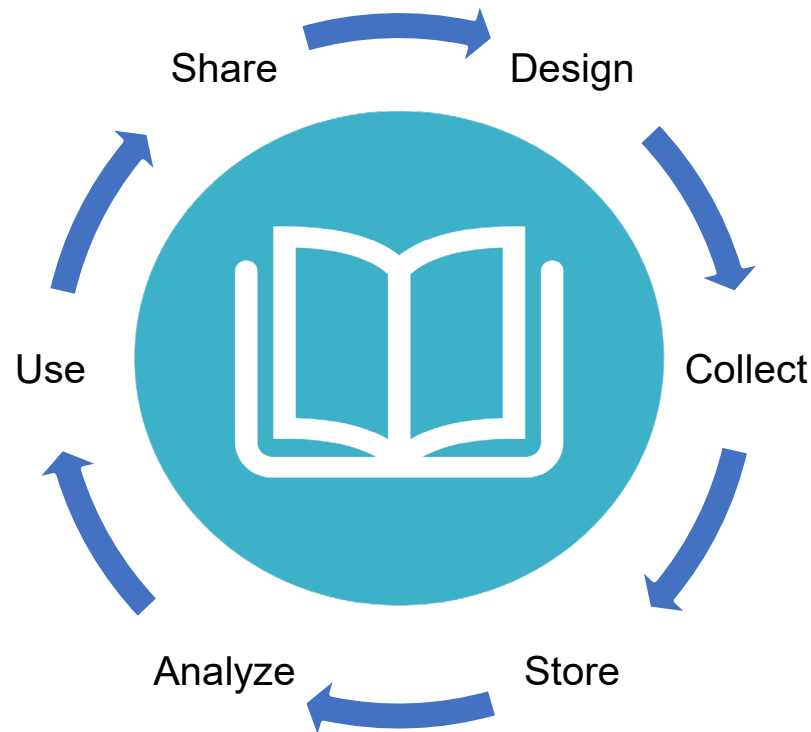
Why is the role of libraries so important in this space?



Outward approach to data

*engaging with communities on data
that helps identify and find solutions
to solve social issues*

Libraries can influence any stage of the data lifecycle



Community engagement strategies in inclusive data

Let's think about some examples. But a couple of things to keep in mind:

- ❖ Libraries are very diverse in the communities they serve and differ in available resources and capacity.
- ❖ Scope and realities are crucial to consider. Libraries don't need to do everything in order to meaningfully contribute to elevating community voices in creating more inclusive data practices.

What can your library do? Some examples:



Identify social issues affecting your community based on their lived experience



Map community assets & stakeholders that could help solve the social issue

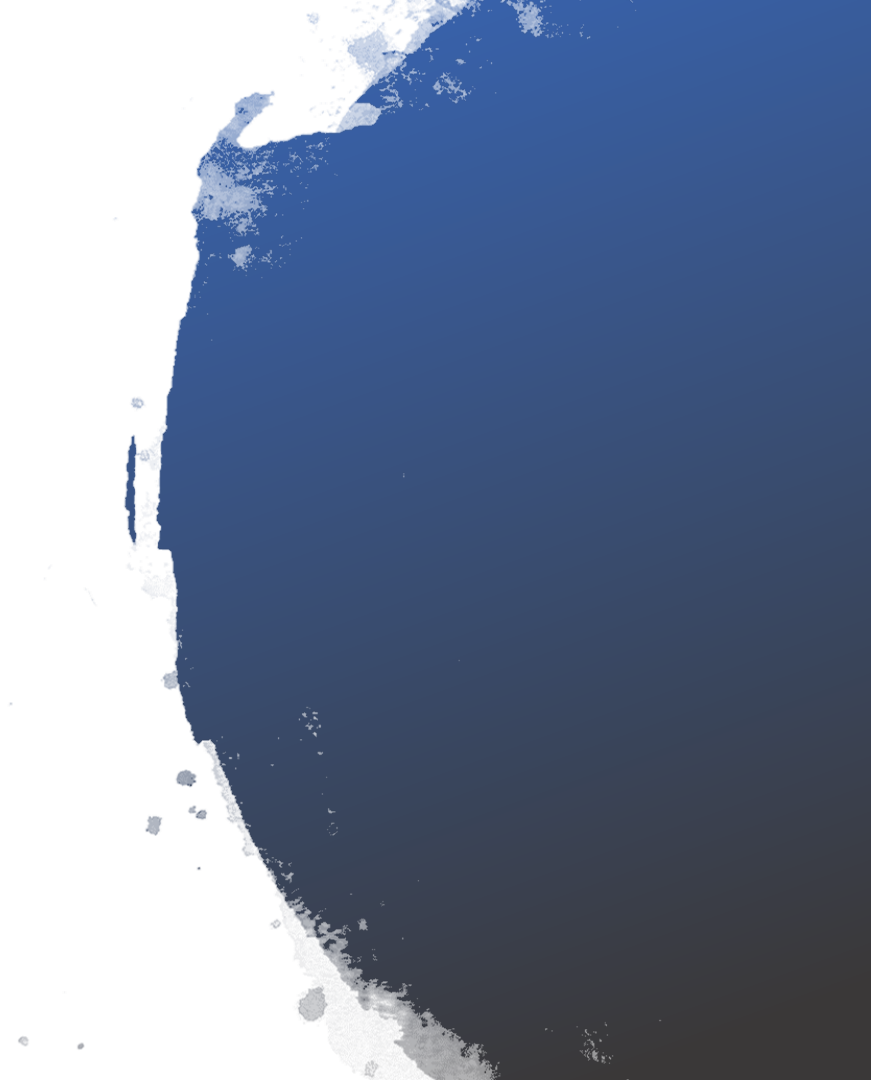


Collaboratively **identify data gaps** and who is & who is not represented in data



Collaborate with communities & researchers to develop **more inclusive methods** for data collection

Steps to develop a community engagement plan on inclusive data practices

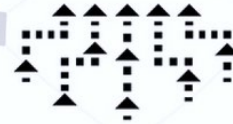


Steps for developing your community engagement plan

- 1 **Identify the social issue** affecting your community your library will like to address
- 2 **Identify key actors** that are relevant to the discussion and the issue overall
- 3 **Assess data gaps** relevant to the social problem you identify with your community
- 4 **Describe your community engagement plan** (type of event, what voices should be included, etc.)



**Plurality of
voices**



**plurality
of sources**

**Always think about
those missing voices**



Moments of Reflexivity

Practice reflexivity throughout the process by asking yourselves the following

- How do your experiences and backgrounds impact the assumptions you have about the situation in your community?
- How do your experiences and backgrounds impact how you explore and interpret the issue?

Steps for developing your community engagement plan

1

Identify the social issue affecting your community your library will like to address

2

Identify key actors that are relevant to the discussion and the issue overall

3

Assess data gaps relevant to the social problem you identify with your community

4

Describe your community engagement plan (type of event, what voices should be included, etc.)

Identify the social issue



Scope



Context



Relevance

- ❖ *What* is the issue?
- ❖ *Who* does the issue affect?
- ❖ *What* does it affect
- ❖ *When* is this an issue?
- ❖ *Where* is the issue?
- ❖ *How* does the issue affect people?

Team activity



Activity 2 – Defining a social issue

What is a social issue affecting your community and ***what programs and services*** can libraries design to help mitigate the effects?

In your group, take 5 minutes and discuss the following:

As a group, **select one social issue in a community** that libraries could address

- Is this **issue affecting everyone** in the community or a specific group?
- If the **community is diverse**, is it appropriate to bring voices from the different groups living in your community?
- Or is it better to **compartmentalize the groups** (for example, youth, ESL communities, elderly populations, etc.)

****Be prepared to share this with the full group using 1 sentence****

Sharing



In the chat, using one sentence please share the specific issue your library could address.

If you have questions or would like to share something, please raise your hand or write it in the chat

Steps for developing your community engagement plan

1

Identify the social issue affecting your community your library will like to address

2

Identify key actors that are relevant to the discussion and the issue overall

3

Assess data gaps relevant to the social problem you identify with your community

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Describe your community engagement plan (type of event, what voices should be included, etc.)

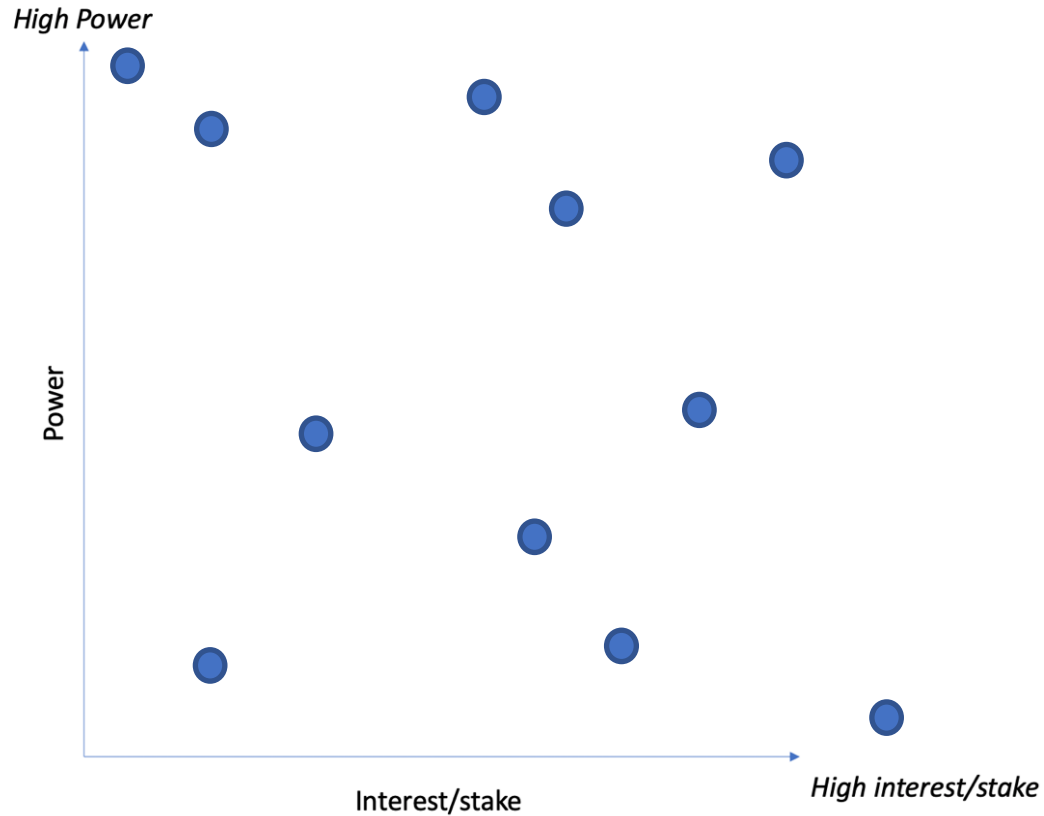
Stakeholder maps



Stakeholder maps can take many different forms.

- ❖ They help us think about individuals, organizations, groups, populations or other people with a “stake” in the issue
- ❖ We try to answer the following
 - Who can control it? (e.g. financial, political, or social means)
 - Who is impacted by it?
 - Who is knowledgeable about it?
- ❖ Think about which voices are included in the map and which are marginalized/missing
 - Why? What are the implications?

Stakeholder maps



Team activity



Activity 3 – Build a stakeholder map

Consider the social issue you developed with your team.

Go into breakout rooms and spend 10 minutes doing the following. Prepare a few ideas that arose in your discussion to share with the larger group.

1. Spend a few minutes **listing all the stakeholders** that come to mind. Remember, these can include:
 - a. Who can control it (e.g. through financial, political, or social influence)?
 - b. Who is impacted by it?
 - c. Who is knowledgeable about it?
1. Using the stakeholder map template provided, **place actors on the axis of “power”** and “interest/stake”. Place a dot on the chart in your template where each stakeholder should go.
1. Think about the stakeholder map you created. **Whose voices** are most and least included in shaping our understanding of the issue and the data process needed to identify solutions to this issue?



**Plurality of
voices**



**plurality
of sources**

**Always think about
those missing voices**



Moments of Reflexivity

Practice reflexivity throughout the process by asking yourselves the following

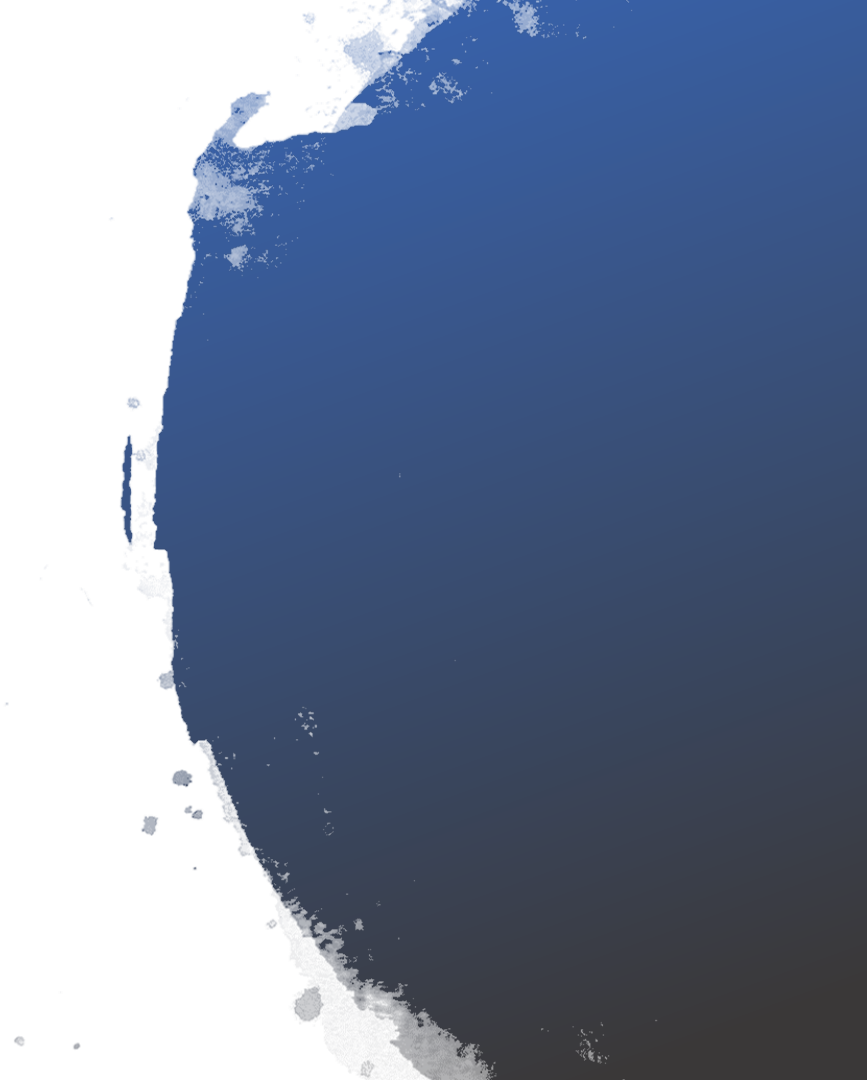
- How do your experiences and backgrounds impact the assumptions you have about the situation in your community?
- How do your experiences and backgrounds impact how you explore and interpret the issue?

Activity 3 – Sharing

In the chat, please share a few key takeaways from your group conversation.



Assessing data gaps using the Marginalized Voices Framework



Steps for developing your community engagement plan

1

Identify the social issue affecting your community your library will like to address

2

Identify key actors that are relevant to the discussion and the issue overall

3

Assess data gaps relevant to the social problem you identify with your community

4

Describe your community engagement plan (type of event, what voices should be included, etc.)

Marginalized voices in data

The Marginalized Voices Framework provides a roadmap for

- ✓ identifying the different voices that are excluded from the data process
- ✓ assessing some of the factors that affect their lack of representation
- ✓ a basis for formulating with your community different mitigation strategies to support inclusion

It is adaptable to innovative ways to create other community engagement activities for your library.

THE UNKNOWN VOICES

THE SILENT VOICES

THE MUTED VOICES

THE UNHEARD VOICES

THE IGNORED VOICES

THE UNKNOWN VOICES

People who are **invisible to mainstream society** and hence invisible to data collection efforts (e.g., uncontacted tribes in the Amazon, modern-day slaves, undocumented migrants). They can be invisible by choice or due to the realities of their lives.



THE SILENT VOICES

People who, due to personal and structural factors, **lack the capacity of vocalizing their realities** (e.g., homeless populations, elderly living in residences, people with disabilities, children).



THE MUTED VOICES

People who, because of socially-created systems of classification and power, are **devalued and discredited** (e.g., LGBTQI community, women, people at the bottom of the social hierarchy, sex workers).



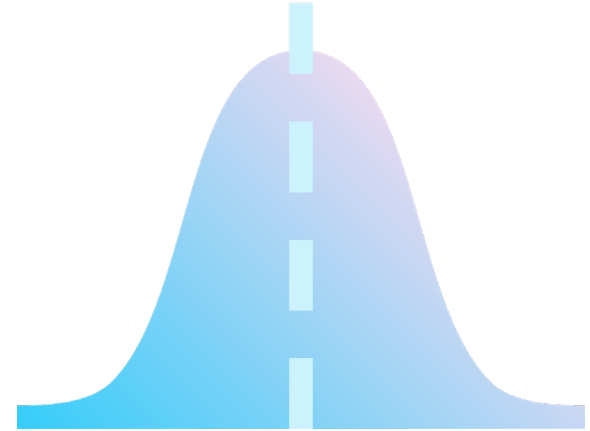
THE UNHEARD VOICES

People who are excluded from research design and data collection efforts because it is **very difficult and costly to reach them** using standard data-collection methods and procedures (e.g., people who do not use digital technology, homeless populations, mobile populations without permanent homes, people with low literacy, those who do not speak the language of the country where they live).



THE IGNORED VOICES

People who are marginalized during the **analysis of the collected data**, both through traditional statistical processes and new data approaches. These are individuals who may fall out of calculated averages or have identities whose complexity cannot be captured by the kinds of data collected (e.g., groups who are categorized as “people of color” or other broad ethnic description, groups who are so small in number that their classifications get grouped in “other”).



Factors that affect data representation of certain groups

- Social/cultural
- Historical oppression
- Communication
- Time
- Resources



Team activity



Activity 4 – Assessing missing voices in data



10
minutes

Split into your breakout rooms (10 minutes) and do the following:



❖ Consider the social issue you developed with your team

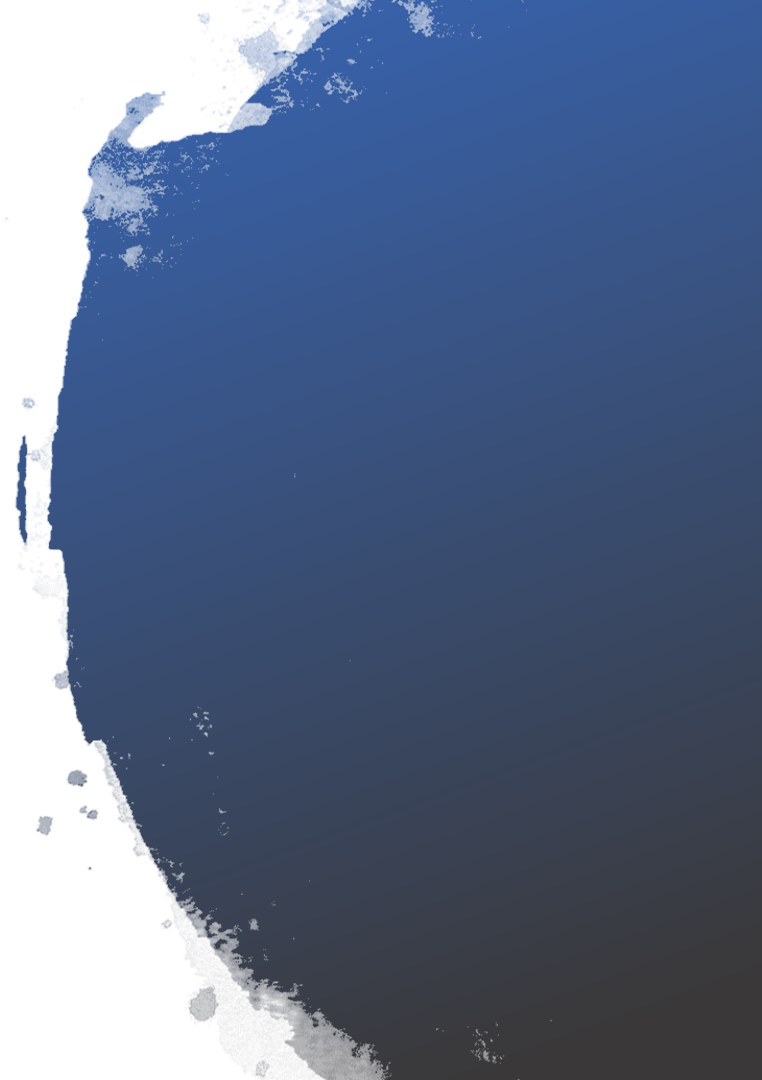
1. **Using the Marginalized Voices Framework discussed in the previous slides:**

- Using your collective knowledge about your communities, identify the critical voices that could potentially be excluded from the data process and are key to addressing the issue
- Provide the category of voices from the marginalized voices framework that most closely align
- Provide 2-3 potential reasons why these groups are excluded from the process
- Briefly describe some potential strategies for inclusion

2. **Prepare to briefly share with the full group some examples of missing voices and the strategies your team outlined to include them in future data efforts.**

**Thinking about
community engagement**

**How can you implement
this in your libraries?**



Steps for developing your community engagement plan

1

Identify the social issue affecting your community your library will like to address

2

Identify key actors that are relevant to the discussion and the issue overall

3

Assess data gaps relevant to the social problem you identify with your community

4

Describe your community engagement plan (type of event, what voices should be included, etc.)



Outward approach to data

engaging with communities on data that helps identify and find solutions to solve social issues

Guiding principles for community engagement

- Use asset-based approaches
- Allow for different styles of communication
- Be humble
- Value diversity
- Be flexible

- Recognize the value of voices, particularly from those communities who are usually unheard
- Practice reflexivity
- Be mindful of context (time, resources, urgency, social/cultural issues)

Teenagers and mental health

Objective: Identify types of mental health support teenagers might need to help mitigate/manage the effects of the pandemic

The event:



A series of **community conversations** with teens including bringing speakers and workshops to raise awareness about mental health issues in this community.

Tools:



- Asset-based mapping
- Marginalized Voices Framework

Strategy for including diverse voices:



- Meeting teens on high school grounds
- Engaging with different Teen Clubs
- Meeting w/wellness counselors, ESL and Bridge program reps

Measuring adult literacy

Objective: Brainstorm better ways of measuring adult literacy and identify potential organizations the library could partner with.

The event:



A series of workshops with different community members to identify inclusive ways of measuring adult literacy rate and strategies to increase it. Identify relevant social organizations.

Tools:



- Circle of Trust
- Marginalized Voices Framework

Strategy for including diverse voices:



- Partner with social organizations that could serve as bridges for harder to reach groups
- Organize workshops in trusted and safe social spaces
- Prep work identifying missing voices in data to raise awareness

Team activity



Activity 5 – Creating community data conversations

Go back into your breakout rooms and spend 10 minutes doing the following.

- ❖ Consider the social issue you developed with your team
- ❖ Describe the kind of community engagement event(s) you would like to plan
- ❖ Outline the main objectives
- ❖ Describe 2-3 engagement strategies to bring your community voices together, especially those voices that are marginalized in the data and are key in informing solutions to the problem



Think about some considerations to make your community engagement event as inclusive as possible. (e.g. location, time of the day, language, cultural issues)



Moment of Reflexivity

- How do your experiences and backgrounds impact the assumptions you have about the situation in your community?
- How do your experiences and backgrounds impact how you explore and interpret the issue?

Activity 5 – Sharing

In the chat, please share one of the inclusion strategies to bring marginalized voices .



Food for thought as you move ahead

- Why do you think it is important to look at **data through a DEI lens**?
- What are the **opportunities and challenges** your library could face when engaging communities in data equity conversations and practices?
- How can you use the **Marginalized Voices** approach in other activities in your library?

Final thoughts?



That's it for today. Please stay in touch!!



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