

Recognizing Information Privilege and Representation in Data: Critical Concepts and Skills to Enhance Professional Roles in the Library Field

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HELLO!

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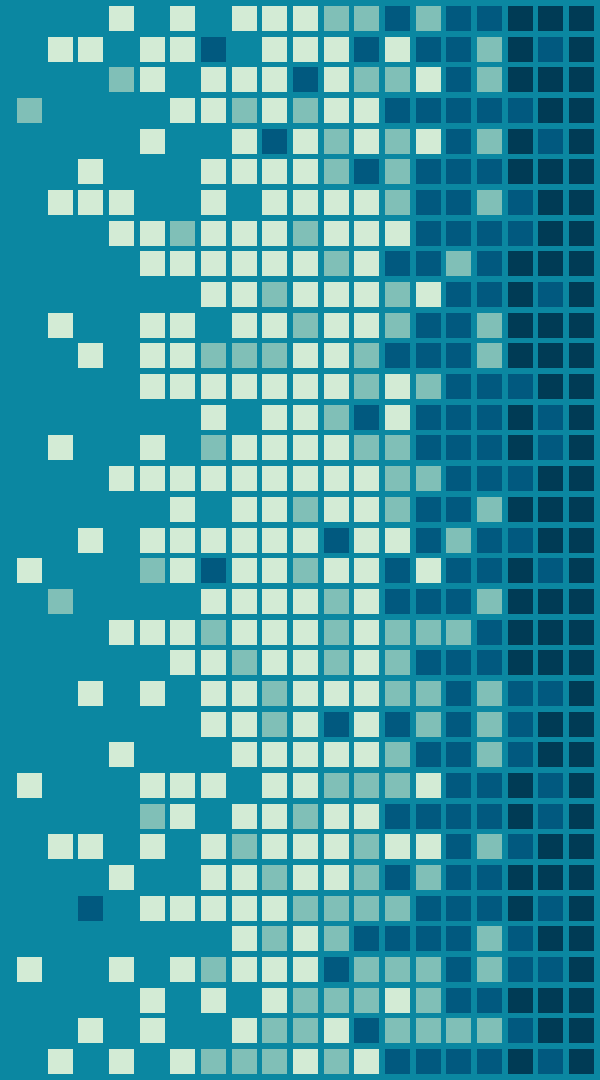
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Agenda

- Information Privilege, Data Privilege & Access
- Examples of Data Projects
- Q&A Time

“ *Question to the audience:
How many of you directly/indirectly interact with data in your work?* ”





**Hoover Institution,
Stanford University**



**Stephen A. Schwarzman Building
The New York Public Library**

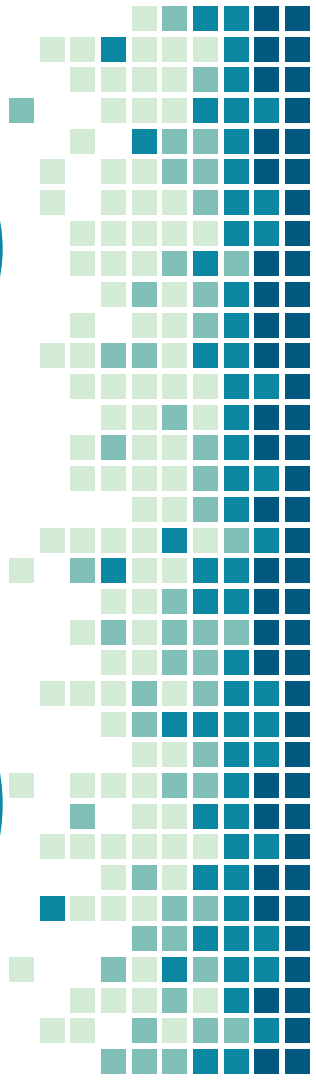
Ray Pun



**NYU Shanghai
(China)**



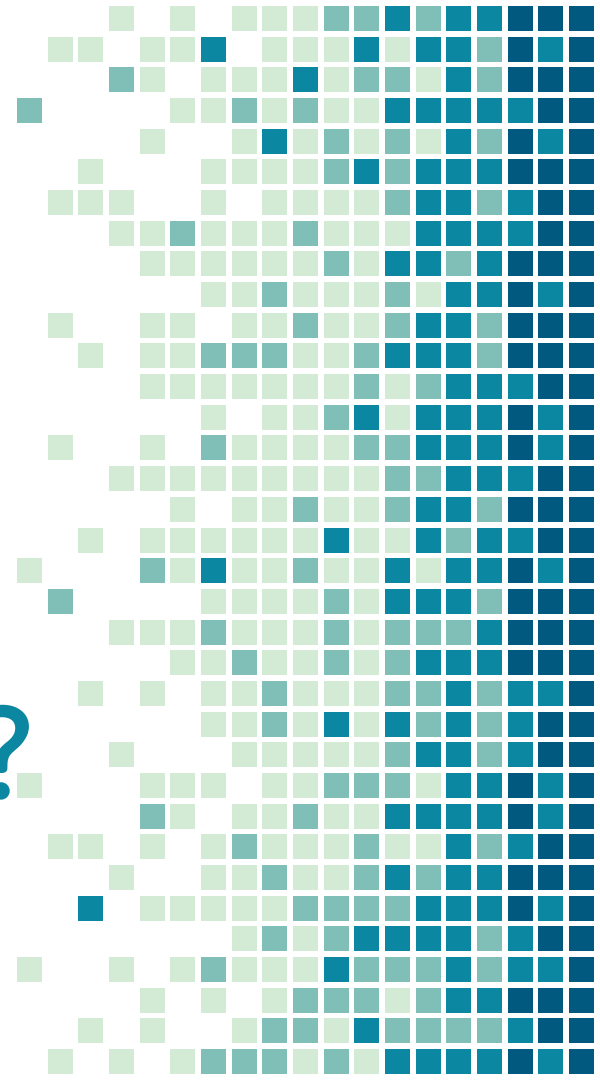
**California State
University, Fresno**



1.

Data as Representation?

Authenticity and Information Privilege



“ *We have more data and technology than ever, and we have more economic and social injustice to go with it.*”

-Dr. Safiya Noble, UCLA

Source: Safiya Noble, MacArthur Foundation

What do we collect/preserve/share in libraries?

- **Books and Periodicals**
- **Multimedia Content**
- **Technologies**
- **Library Spaces & Exhibits**
- **Archives, Manuscripts, Objects**
- **Relationships**

What do we collect/preserve/share in libraries?

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- **Data**



Data Disaggregation

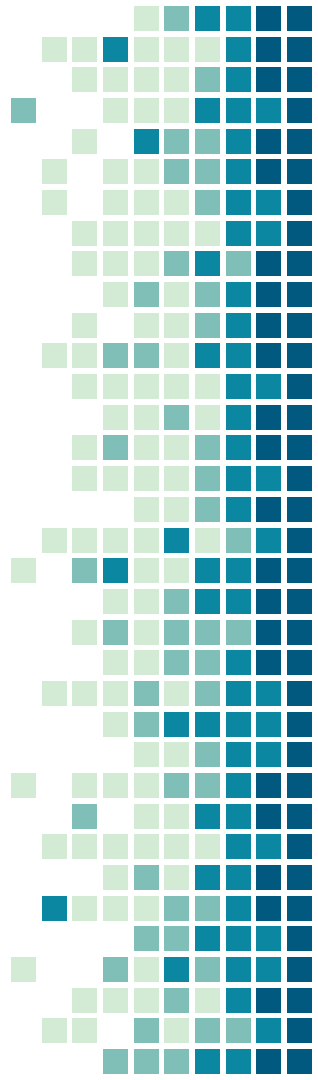
What is it? Why is it important?

Problems with Data Aggregation

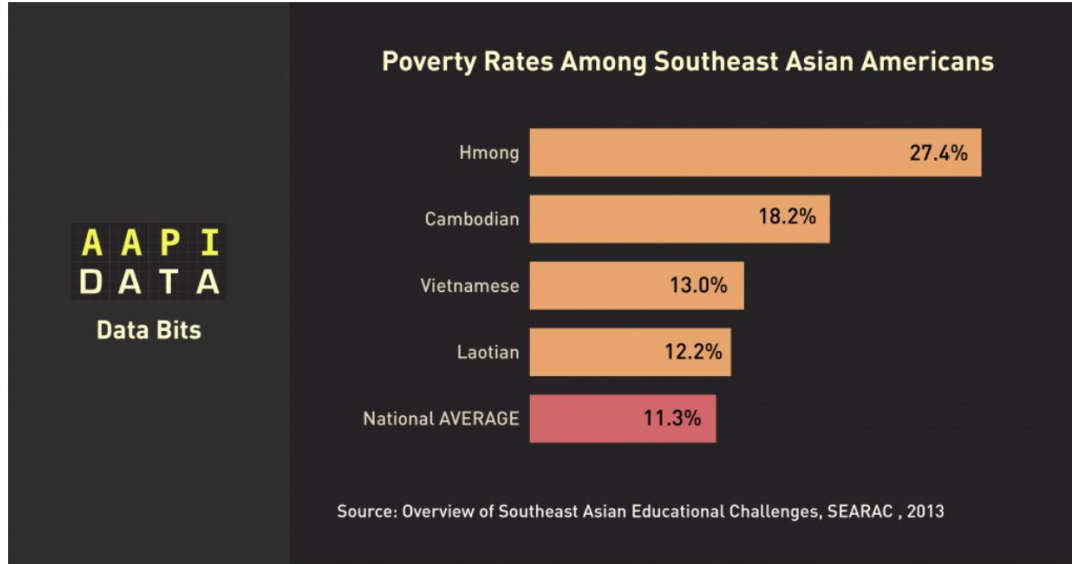
“Data on ethnicity and race in the United States is often lumped into five or six broad categories, in ways that can render communities invisible or hide disparate impacts of inequality on subgroups.” (Source: [*The Impact on Data Invisibility*](#))

Data disaggregation, the breaking down of larger categories into more specific sub-groups, can help researchers, community members, and policy makers better understand the needs of those groups.

Aggregated data perpetuates the model minority myth and obscures the challenges people within Asian and Asian American communities face.



JANUARY 29, 2018



Source:
aapidata.com

Ethnicity data is critical to address the diverse needs of Asian Americans and Pacific Islanders

BY KARTHICK RAMAKRISHNAN AND JANELLE WONG

Immigration Trends in USA

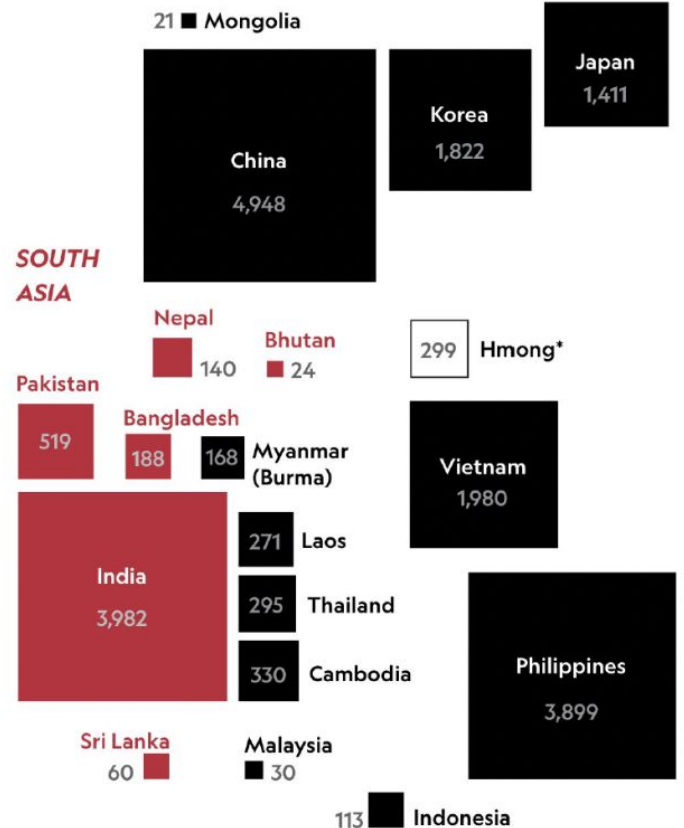
Six origin group makes up 85% of all Asian Americans:

- Chinese
- Indian
- Filipino
- Vietnamese
- Korean
- Japanese

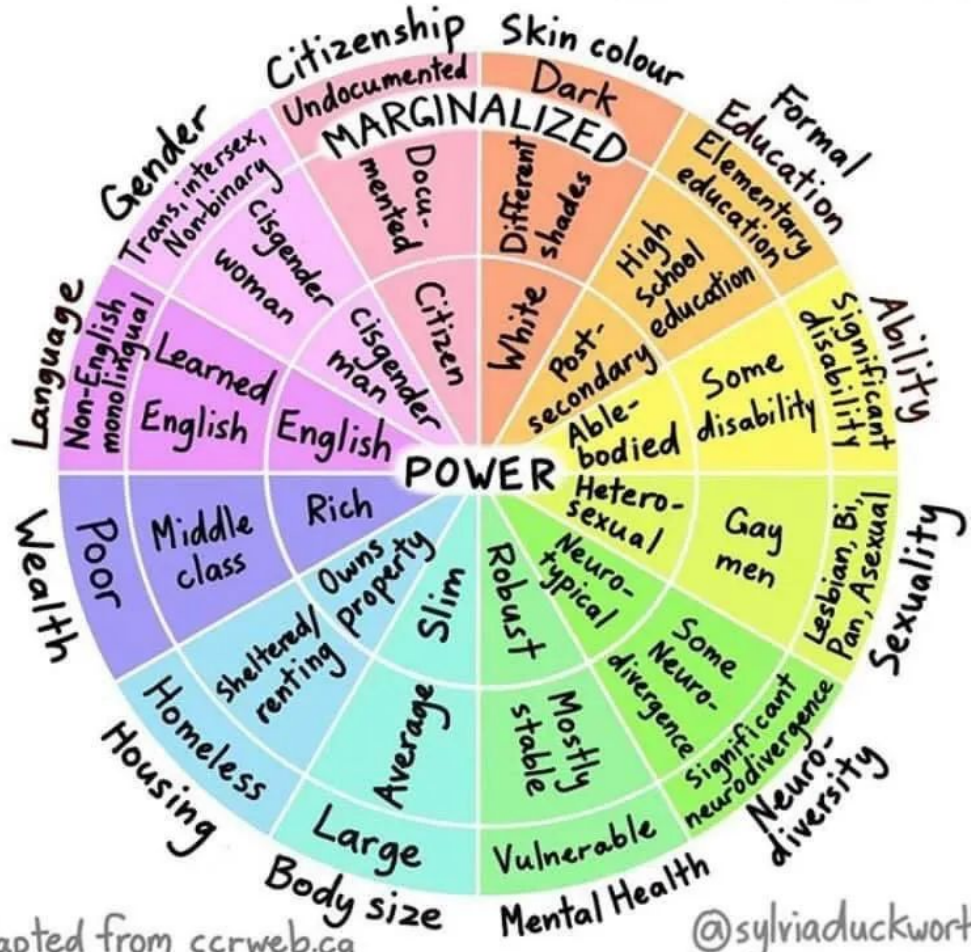
The remaining 13 groups each made up 2% or less in the nation's Asian populations.

Source: [Key facts about Asians in US \(2021\)](#)

ANCESTRY OF ASIANS IN AMERICA
in thousands



WHEEL OF POWER/PRIVILEGE



Source: "Diagram labelled 'Wheel of Power/Privilege' showing the different degrees to which a person can be marginalised or have power over others in society based on their characteristics."

Adapted from ccrweb.ca
@sylviaducworth

<https://ydrf.org.uk/2021/09/19/privilege-wheel/>

Adapted from ccrweb.ca

@sylviaducworth





Information Privilege

What is it? Why is it important?

“***Information privilege prefers to the idea that access to information can be based on one’s individual status, affiliation or power.***”

-Librarian Char Booth, on Information Privilege

HIGH SCHOOL

I had lots of books at home

I had access to books in my first language and books about my culture

I had easy access to the internet growing up

I could get to a public library in my hometown

My high school had access to scholarly databases (ex. JSTOR)

My high school had a lot of AP offerings

My high school had a library and librarian

My high school had a lot of technology

I had to write research papers in high school

My school prepared me well for college-level research (ex. citing, finding & evaluating sources)



COLLEGE

My professors encourage academic freedom

I have a personal computer and smartphone with unlimited data/ internet access

My professor provides students with the full text to course readings

My university library hasn't had major budget cuts

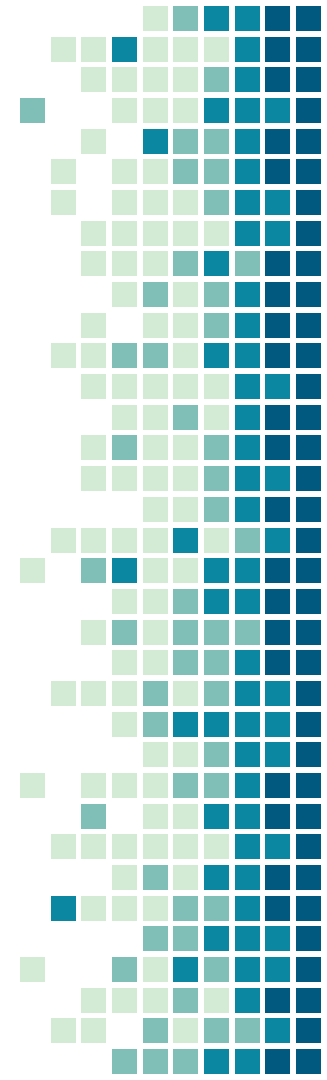
My university has a special collections library

If a book or article isn't in my library, I can request a free copy of it from another library

I have access to any databases and journals I need through my university library

My university subscribes to citation and research software (ex. EndNote)

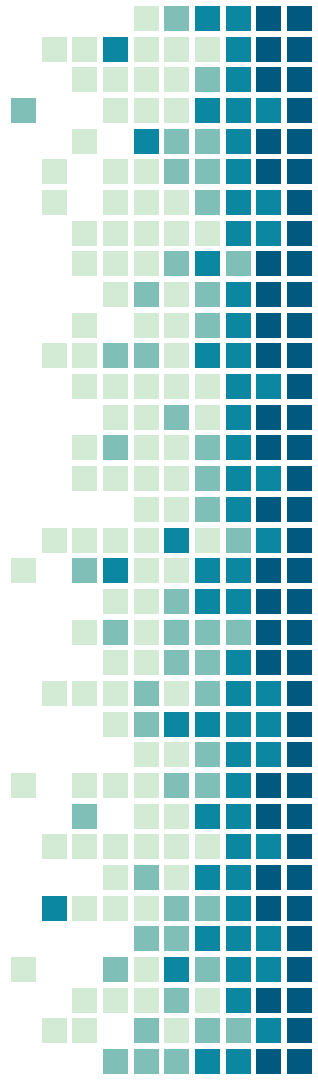
I am able to purchase textbooks for all my courses



Data Privilege = Accessing Data

One has access to data about their backgrounds, authentically.

With more (accurate) data, one can get more funding, more support, more resources, more attention



What Skills Are Needed?

- “Use technology that supports disaggregation, provides access and generates useful displays.”
- “Identify subgroups that might be falling behind, allow for multiple race self-identification, and utilize storytelling as a data collection method.”
- Data literacy is key for librarians and for users: interpreting and interrogating data sources



How Not to Visualize like a Racist (datassist.com)

CULTURAL BIAS CHECKLIST



USE STATISTICS

Not just numbers and 'data'. The science of statistics provides valuable meaning to raw information.



UNDERSTAND YOUR DATA

Who collected it, who they collected it from, why they collected it, what exactly they asked.



CHECK CULTURAL ASSUMPTIONS

Check your biases that are based in the culture you are familiar with. Factor in other cultural biases into your projects.

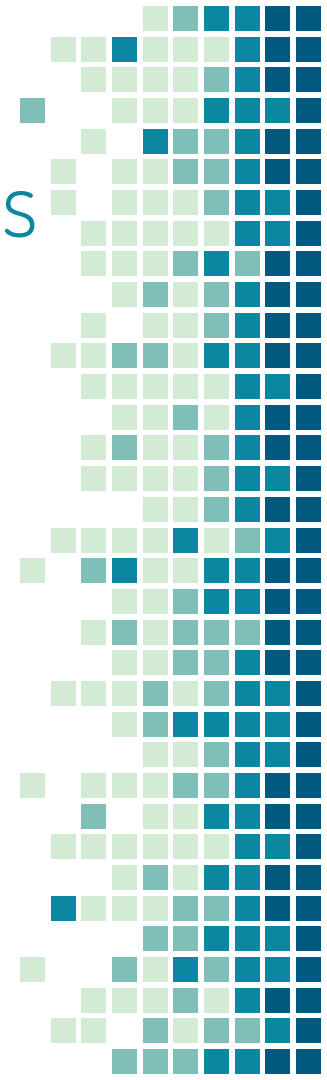


IDENTIFY SOURCES

Pay attention to where your data comes from.

Rethinking about Data Collection and Access

- Acknowledge that data is not objective nor neutral
- Recognize the racist history of statistics
- Put “human” back in human participant research
- Disaggregate race/ethnicity data & make it available





Philip Schreur

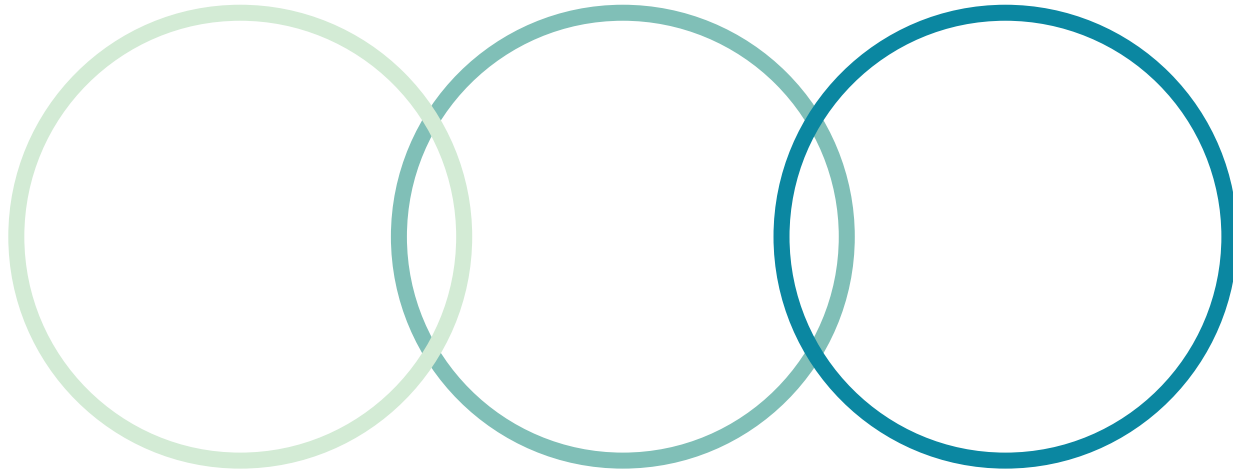


Data

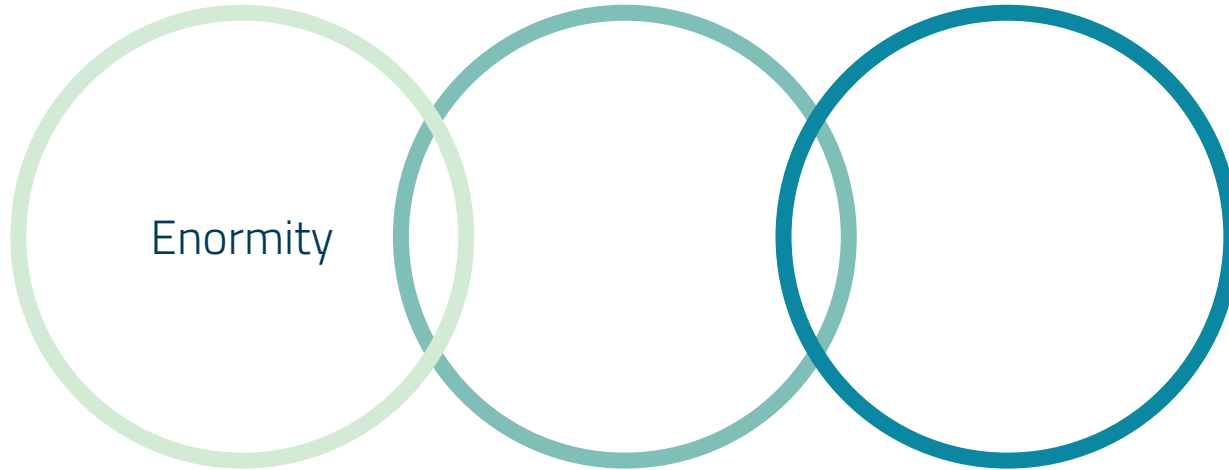
Discovery



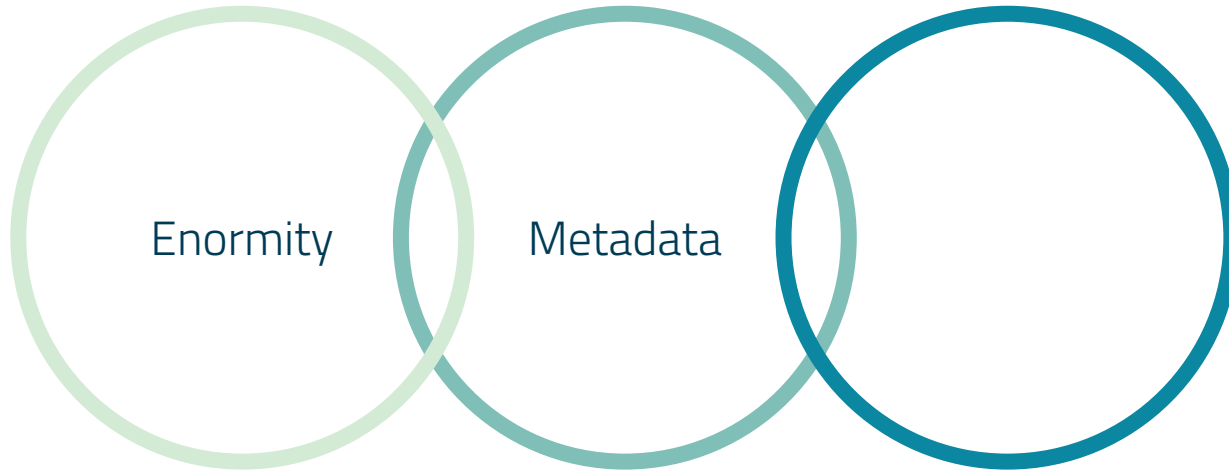
Data Discovery Issues



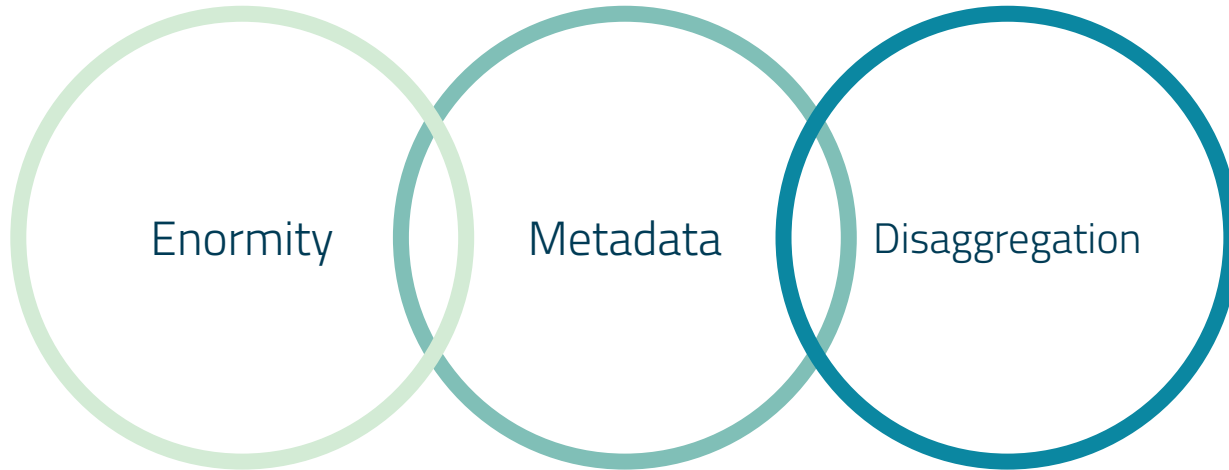
Data Discovery Issues



Data Discovery Issues



Data Discovery Issues



Data
Enormity

Images





International Image
Interoperability Framework

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Gain richer access to the world's image and audio/visual files

IIIF is a set of open standards for delivering high-quality, attributed digital objects online at scale. It's also an international community developing and implementing the IIIF APIs. IIIF is backed by a consortium of leading cultural institutions.

[Get started](#)

Break down silos with open APIs









Small text and a logo, likely a museum or gallery label, located in the bottom right corner of the image.

Metadata

Linked Data



Know Systemic Racism (KSR)



Felicia Smith

Librarian 3
Social Sciences Resource Group
University - Academic staff

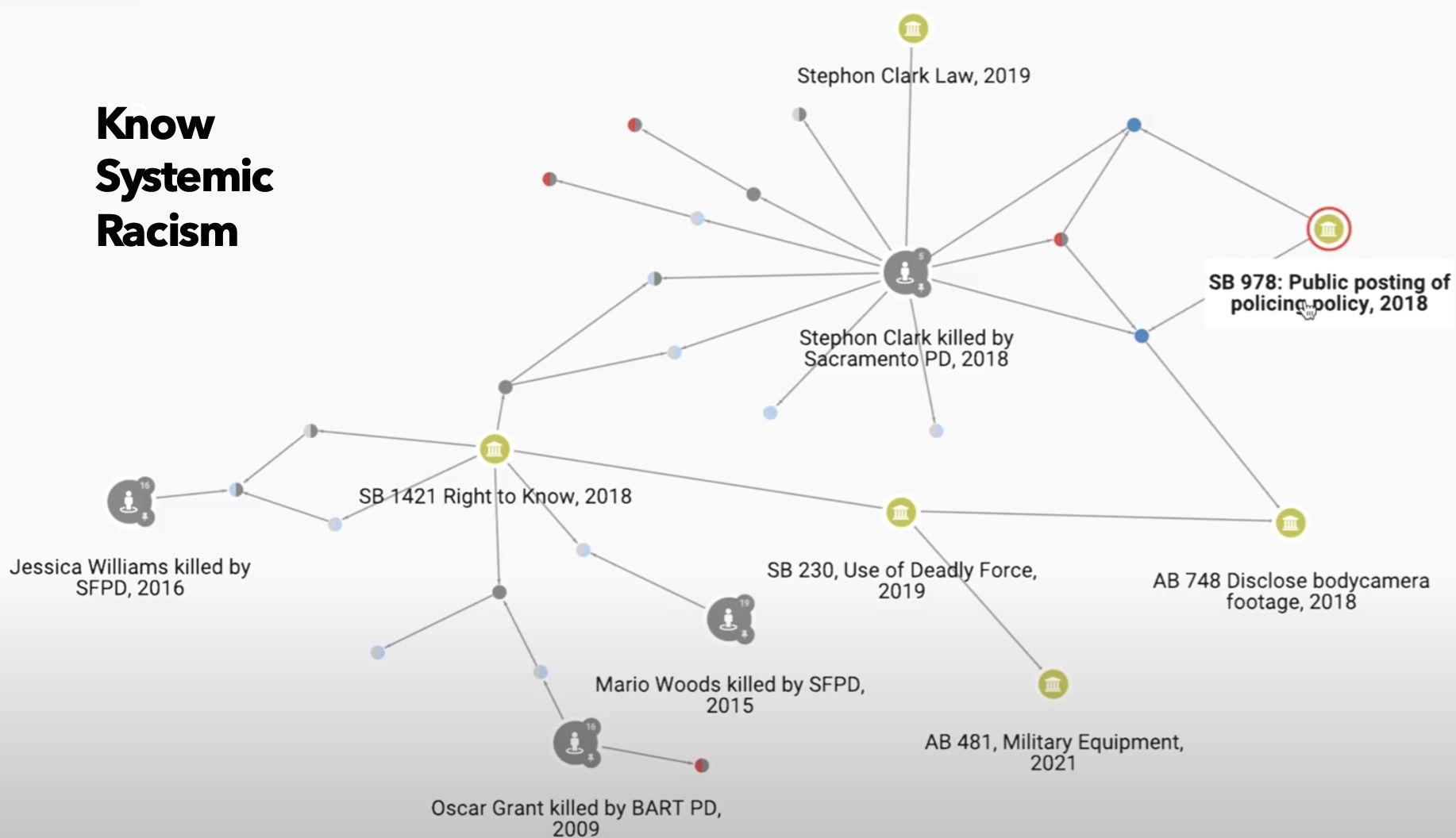


Catherine Nicole Coleman

Digital Research Architect
Research Data Services Admin
University - Staff

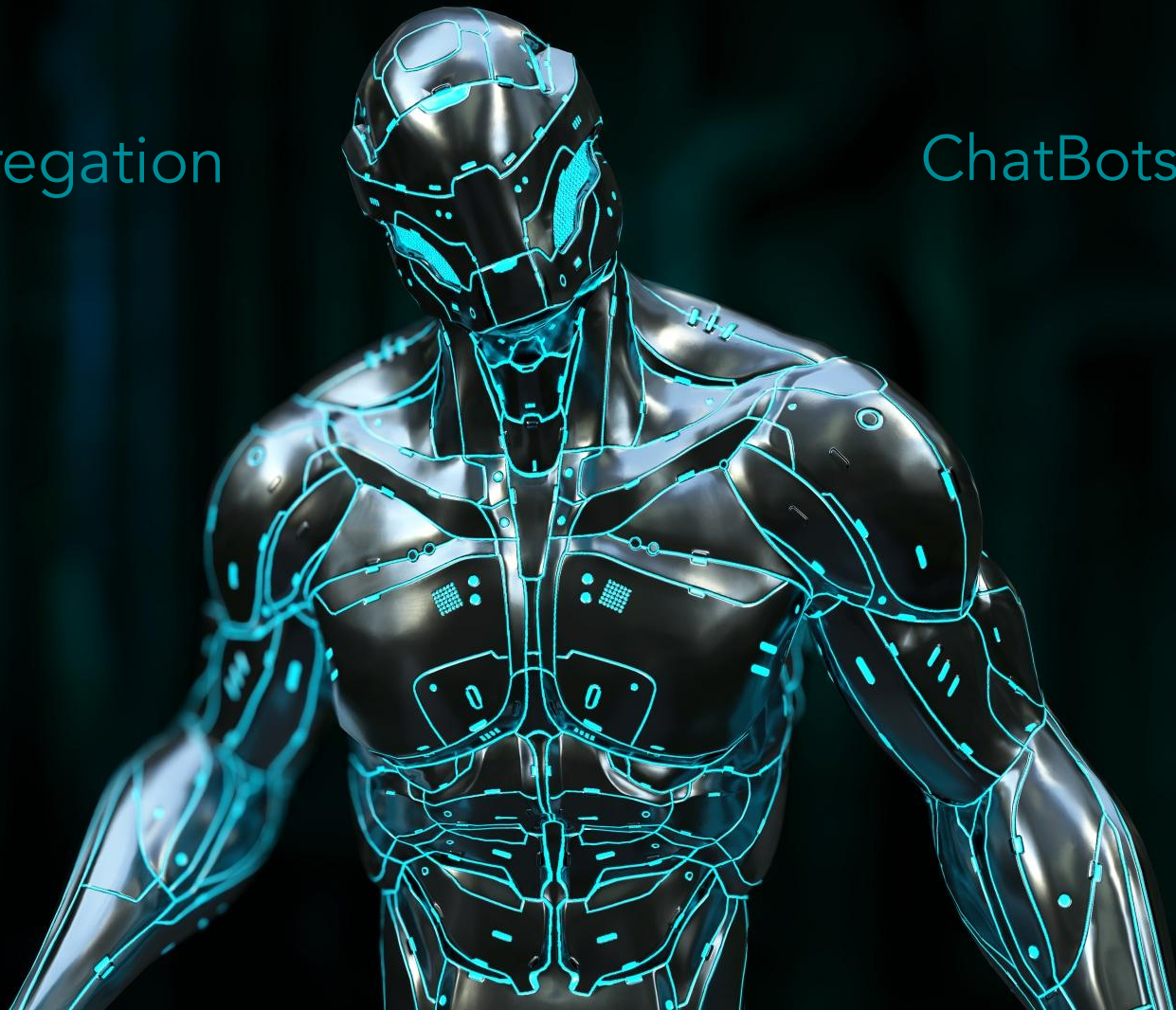


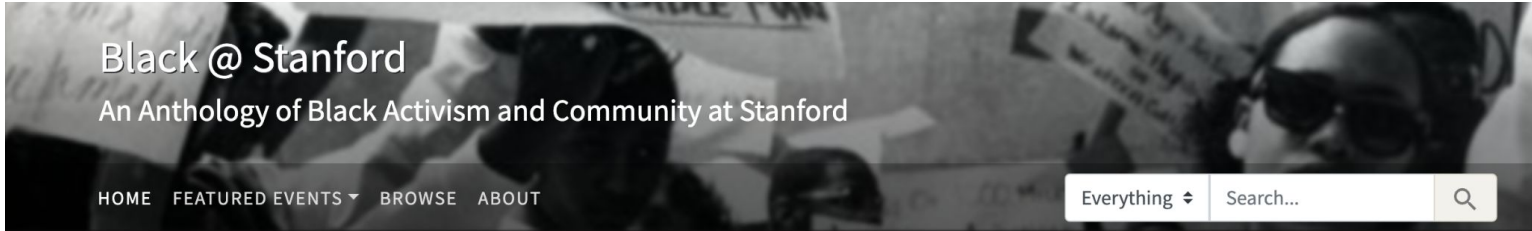
Know Systemic Racism



Disaggregation

ChatBots



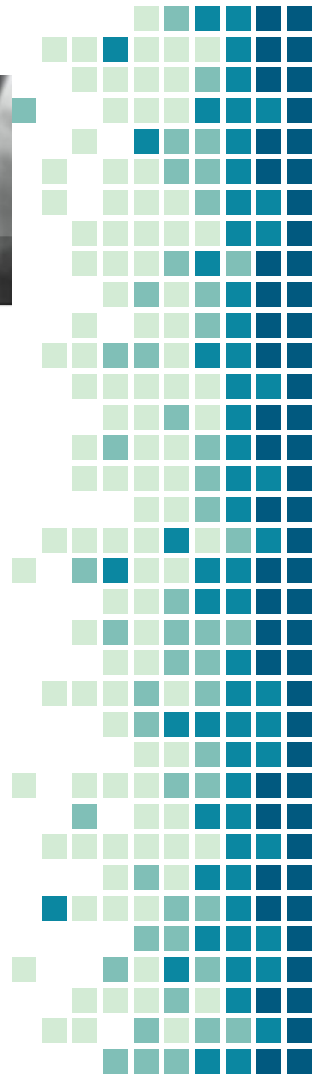
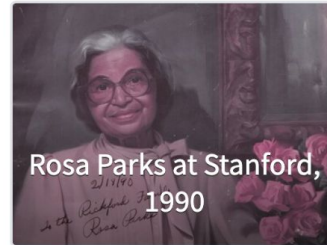


Limit your search

- Resource type >
- Date Range >
- Topic >
- Organization (as author) >
- Genre >
- Collection >

The **Black @ Stanford Anthology**, a collaboration of Stanford's Black Community Services Center and the Stanford Archives, has the goal of gathering archival documentation and information to showcase the history of Black activism and community at Stanford, from Ernest Houston Johnson -- the first Black student to graduate Stanford in 1895 -- to present day. **Browse** photographs, posters, publications, performance recordings, syllabi, and oral histories, or learn how you can help **Build** this collaborative archive by sharing content and information.

Below you can view a brief selection of the content in this exhibit. **Browse** the exhibit to view additional content.

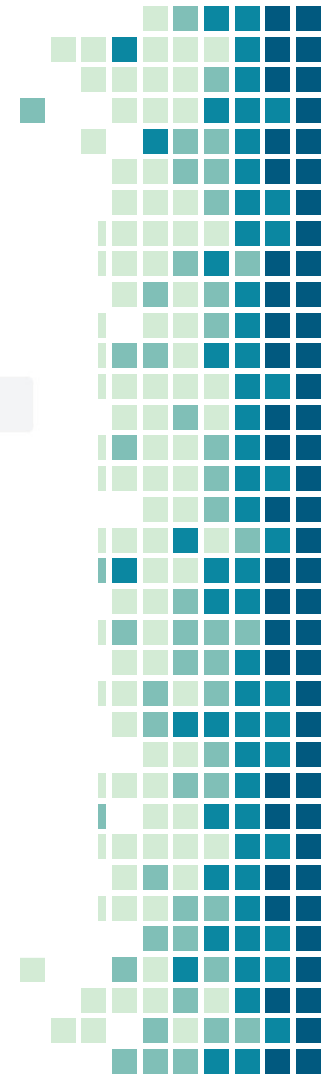


You can ask questions of interviews with Black Stanford students and faculty from the University Archives

This is a web application that allows you to interact with the Stanford Archives. Enter a **Question** in the **text box** and **press enter** to receive a **response** from our ChatBot.

Ask the Black@Stanford Exhibit

Enter your question here



Ask the Black@Stanford Exhibit

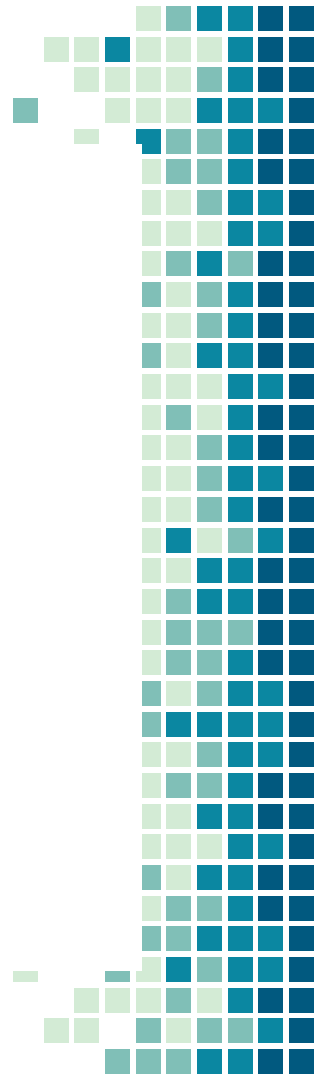
Enter your question here

What was it like in 1968 at Stanford?

In 1971, Charles James Ogletree Jr. arrived at Stanford as a freshman and interacted primarily with other African American students in Roble Hall. The civil rights movement and the need to implement the rights granted in the Civil Rights Act of '64 and the Voting Rights Act of '65 influenced the university and students, who were absorbed with the need to push forward and solidify what had come through that legislation. The notion of diversity was also in the air, and the idea of affirmative action was very strong in the climate of that particular time.

Sources:

https://stacks.stanford.edu/file/druid:ty043xh1985/ty043xh1985_script.pdf, https://stacks.stanford.edu/file/druid:qm458gt7082/qm458gt7082_script.pdf



Thank You!

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Slide Deck: <https://tinyurl.com/schreurpun2023>