Developing racial equity and social justice GIS learning content

with inclusive and culturally sensitive considerations

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Presentation overview

01
WHY DOES TONE & NARRATIVE MATTER FOR LEARNING?

02
DEVELOPING THE REVIEW PROCESS

03
RECOMMENDATIONS

Why?

Important for narratives and tone to describe impacted communities with dignity and empathy
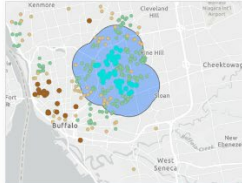
- What is the tone of the narrative?
- Whose perspective is narrative being told from?
- Is this how the communities would describe or understand themselves?

Creates a welcoming space for learning

- Consider thoughtfully developed content as a form of hospitality
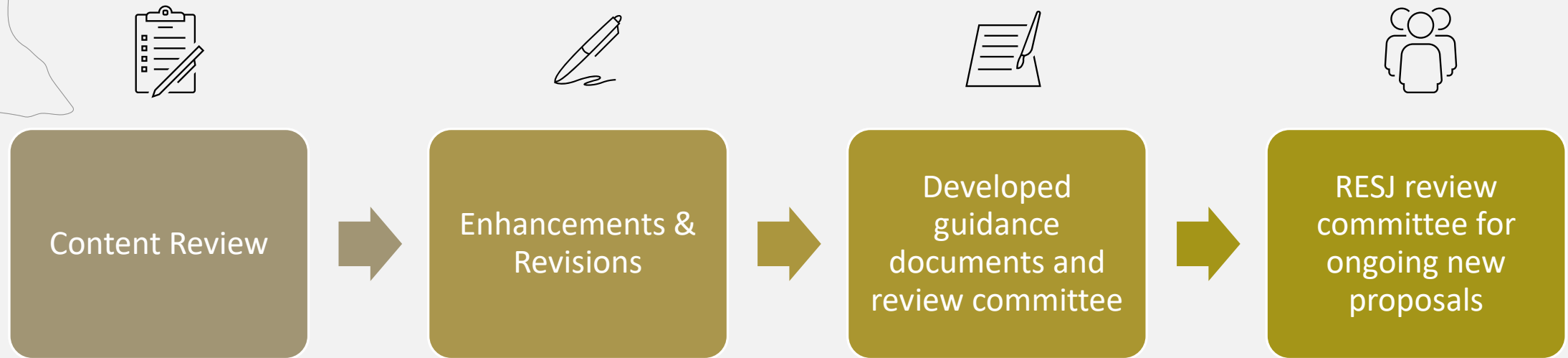- Removes any possible barriers for learning

Learn ArcGIS x RESJ team

◇ **Learn ArcGIS** manages 300+ hands-on scenario-based lessons for ArcGIS products and GIS workflows

◇ Esri's **Racial Equity and Social Justice (RESJ) team** provides guidance, resources, and tools for applying RESJ values and principles to GIS workflows

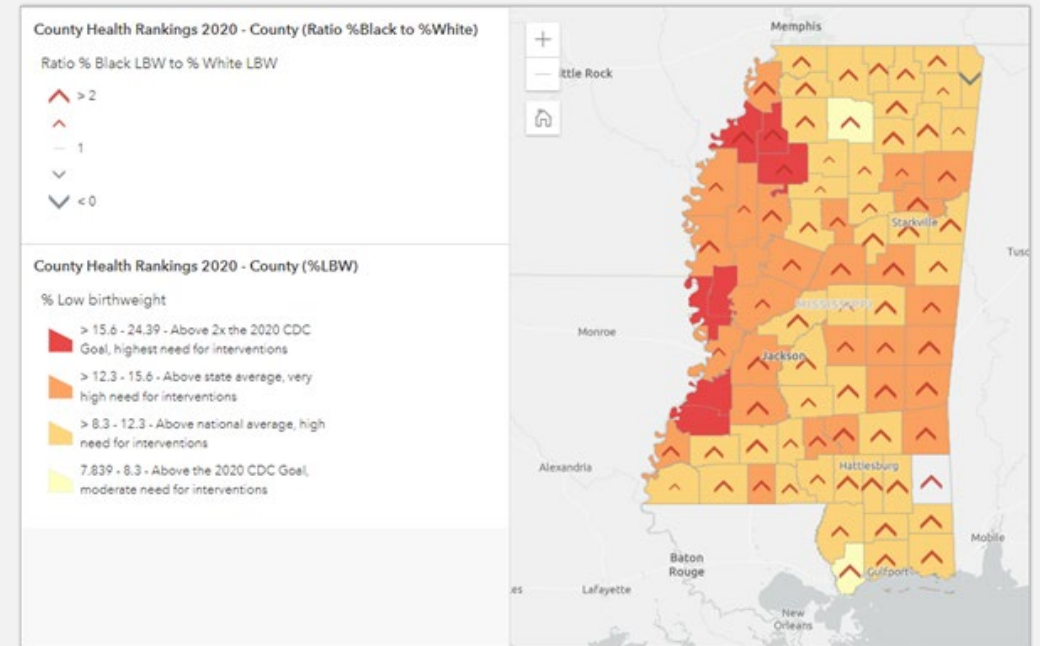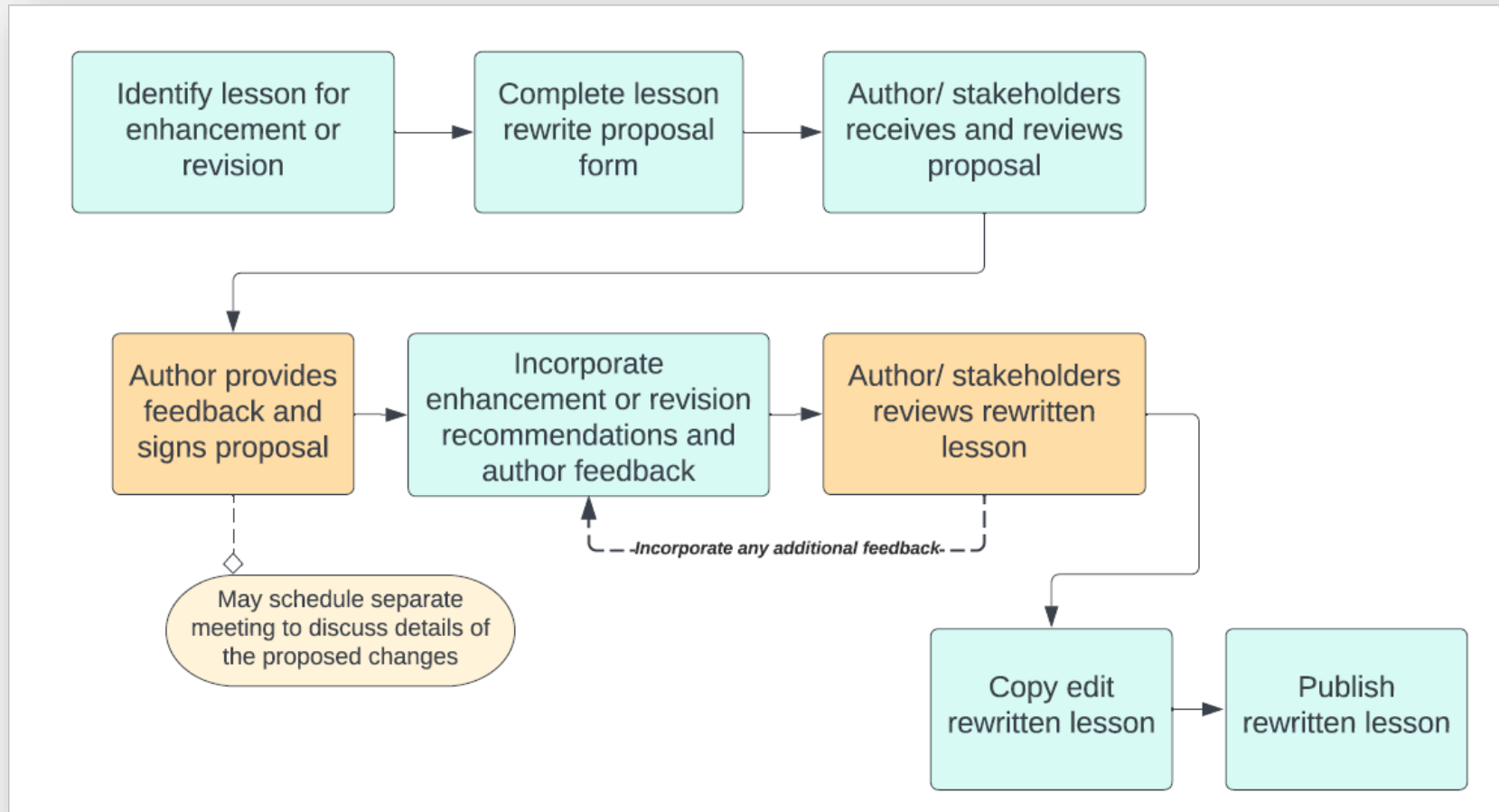# Learn's RESJ Review Process

Content review

Identified **15** lessons for enhancement or revision

- **Enhancement** – opportunity to add a RESJ workflow component

- **Revision** – contained narratives or terminology that could be received as insensitive and tone-deaf to impacted communities

# Rewriting enhancements and revisions

Guidance document and review committee

Guidance document

- Require authors with new proposals for RESJ related workflows to review document
- Includes considerations for narrative, tone, and voice

Review committee

- Authors are notified that proposed lessons with RESJ component will undergo a review process
- Committee made up of Learn and RESJ members
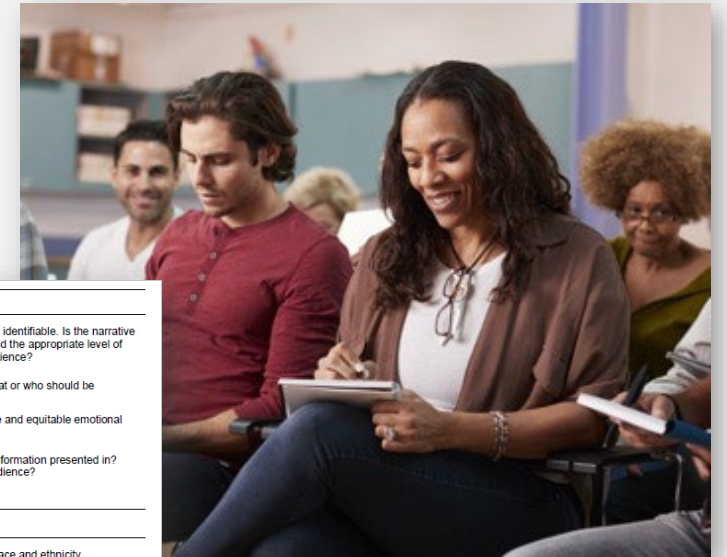
Narrative element	Description
Target Audience	The audience is specific and identifiable. Is the narrative relevant, understandable, and the appropriate level of complexity for the target audience?
Subject	Is it prosperity oriented? What or who should be included or excluded?
Tone	What is the most appropriate and equitable emotional undertone?
Perspective	Whose point of view is the information presented in? Does it consider a global audience?

Inclusivity element	Description
Race, Ethnicity, and Culture terminology	Uses appropriate terms for race and ethnicity categories, relevant to specific region.
Language	What types of words are best understood? Represent best/emerging practices? Is unbiased language used to describe identities and vulnerable communities?
Cultural Translation	Use of appropriate terminology, structure, stories and symbols for the audience.
Historical Context	Does the language use appropriately acknowledge any relevant historical context with credible sources, without minimizing potential impacts of those historical events/policies?
Limitations	Include acknowledgement of analysis limitations and offer additional workflows or questions to continue exploring equity dynamics in outcome.

Review committee process
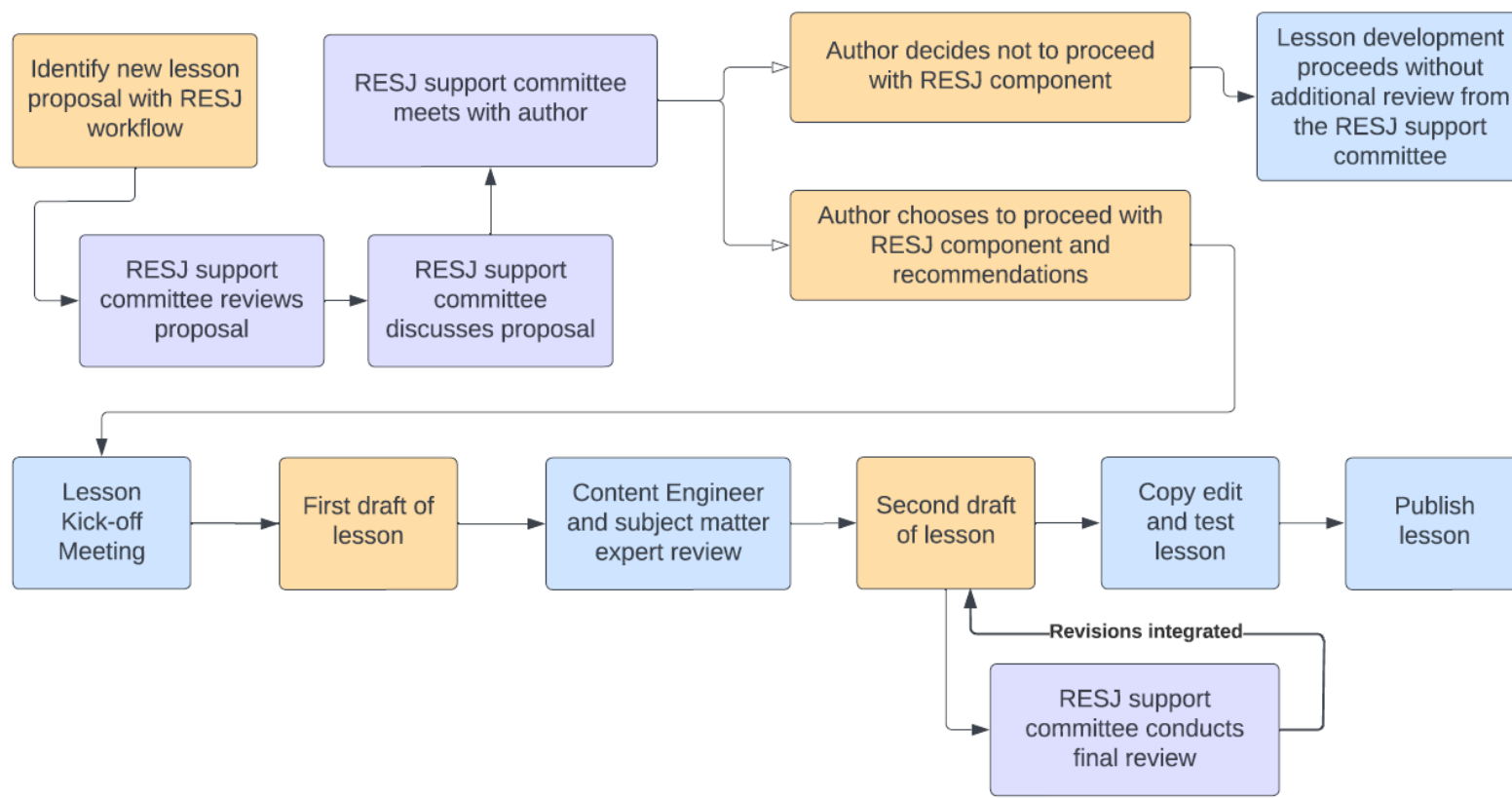
Responses

Hesitant resistance	Strong resistance	Enthusiastic gratitude
• Individual follow-up conversations sufficient • Lay out what is at stake if content is not revised • Providing draft of revised text can be helpful	• Discussion alongside a committee to provide diversity of perspectives • Be ready to table continued development	• Eager to include RESJ considerations with no reservations • Express gratefulness for RESJ subject matter expert's feedback • Recognizes the value for such considerations

Results

RESJ lessons for training, conferences, curriculum packages

Supported 6 new lesson proposals this year

Vetted proposals not in line with standards

Recommendations

Cross-cultural awareness and communication training
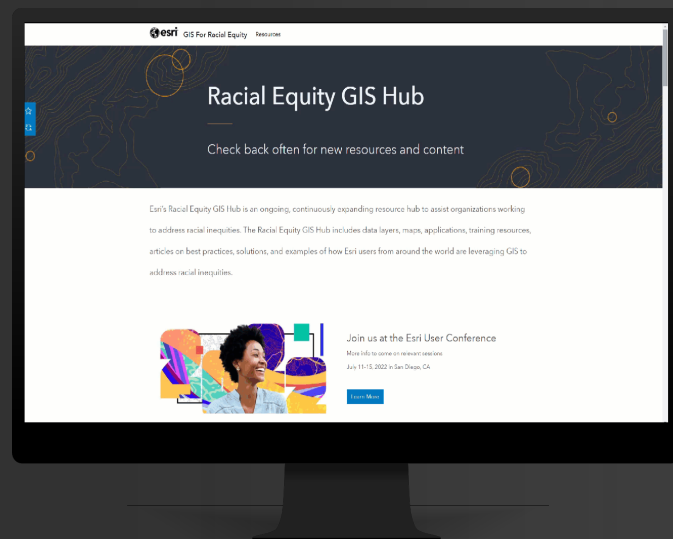
Develop team specifically for RESJ

Model posture of learning

Establishing process upfront

Thank you!

◈ Check out more learning resources on the Racial Equity and Social Justice hub

https://gis-for-racialequity.hub.arcgis.com/

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