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Purpose

Explore the Geisel MPH/MS Collaborative Resource Guide: A curated and collaborative resource guide for faculty, staff and students to foster diversity, equity, inclusion, belonging, and justice (DEIBJ) within Geisel's MPH/MS curriculum, programs, and the Dartmouth community. It centralizes resources available through Dartmouth and external organizations that can be used for training and enhancing course content.

While we strive to maintain accuracy and relevance, please note that the websites listed below are not owned or operated by us. However, we review this document every 10 weeks to ensure it's up-to-date.

Please join us in building an ever-more-valuable resource for our program and students. If you find something that you believe should be included in this guide, please reach out to us at sofia.m.patria@dartmouth.edu and emma.b.hilty@dartmouth.edu.

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Dartmouth Resource Databases

[Dartmouth Resource Guides - Anti-Racism](#)

A compilation of resources provided by Dartmouth Library to educate yourself including books, research papers, videos and podcasts. The website includes tabs for:

- Anti-Racism - Resources for Education, Allyship and Medicine
- Race and Racism in Medical Education
 - Race in Clinical Care
 - Race in the Clinical Workplace

[Dartmouth Resource Guides - Cultural Competence in Healthcare](#)

A compilation of resources provided by Dartmouth Library to educate yourself including article search strategies, online resources and books. The website includes tabs for:

- Introduction to Cultural Humility in Healthcare
- LGBTQ+ Health
- American Indian Health
- Rural Health
- Urban Health
- Global Health

[Big Think +](#)

“Explore professional development through a DEI lens! Discover the power of Big Think +, Dartmouth's dynamic professional development platform from the Division of Institutional Diversity and Equity. Aligned with our steadfast commitment to shared learning and advancing diversity, equity, and inclusion (DEI), Big Think + brings you inspiring speakers, interactive discussions, and micro-learning opportunities.

- Ready to Dive In? Watch a quick [tutorial](#) to make the most of Big Think +.”
- For recommended videos, **please see Appendix A.**

[TDI Social Justice & Health Equity Resource Guide](#)

The Social Justice and Health Equity resource guide is curated to provide an overview of the current issues in equity in public health and healthcare in the U.S. It is designed to highlight critical dialogue regarding our history of racism, bias, and injustices and their enduring impact on health.

- While not meant to be comprehensive, it provides a springboard for faculty, students, and researchers to engage with the work of prominent scholars in health equity. It can be useful for curriculum development, independent research, or journal club.
- There are several ways to search for entries: browse by category, click on a tag, or simply search for a keyword in the search bar.

[Dartmouth's Institutional Diversity and Equity \(IDE\) Resource Page](#)

This is only one tab of Dartmouth's IDE website. We highly encourage you to explore more of what their site has to offer, but we believe this is a good starting point. This tab includes:

- Campus Resources
- External Resources (including links to online trainings and workshops)
- Resources for Support during the Middle East Conflict

[“We All Count” Data Equity Series](#)

We All Count is a project aimed at increasing equity within data science. The Dartmouth Institute invited the founder, Heather Krause, to hold five live, interactive training sessions for the TDI community in 2022. These sessions are recorded and available in the We All Count complete summaries document linked in Appendix B.

- For each session's essential points, **please see Appendix B.**
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Dartmouth Reference Guides

[Geisel Diversity Council Reference Guide](#)

Lists programs, organizations and resources that may be helpful to students, faculty and staff including:

1. Dartmouth College/Geisel
2. Dartmouth Hitchcock
3. Veteran Affairs Medical Center (White River Junction)
4. Community
 - a. Regional
 - b. National
 - c. Veterans Affairs (national organizations)
 - d. National Programs for Professional Development for Women and Minorities

[Title IX Office Quick Reference Guide](#)

This tab includes links to many useful information sheets and guidelines. Also note there is a “Training” on the top right slide of the page. This is only one tab of Dartmouth's Title IX website. We highly encourage you to explore more of what their site has to offer, but we believe this is a good starting point.

Active Dartmouth DEIBJ Initiatives and Opportunities

[Dartmouth IDE DEI Skill Development Course](#)

This link will take you to a Canvas course with self-directed learning modules. Here you will have access to two training modules that will help to build your foundational knowledge of topics related to diversity, equity, and inclusion (DEI). Each interactive module takes about 30 - 45 minutes to complete. The topics include “Diversity and Inclusion Foundations” and “Building Inclusive Culture.”

Dartmouth Inclusion Champions Program

Led by the [Division of Institutional Diversity and Equity](#), Dartmouth’s Inclusion Champions is a cohort-based training and development program that consists of faculty and staff from all over the Dartmouth campus, embodying a diverse representation of job roles, life experiences, and identities. These cohorts are focused on boldly practicing inclusion in the workplace, actively modeling the inclusive behaviors that create belonging to colleagues, and broadly supporting DEI initiatives on-campus and in their respective divisions. The overarching goal of Inclusion Champions is to serve as peer-to-peer resources in their departments and divisions – answering questions, sharing resources, and highlighting IDE programs and other DEI initiatives/events on campus.

- Currently, the in-person cohort runs September-February, and the virtual cohort runs March-August.
- Coming in Fall 2024 will be the Inclusion Champions Alumni Network—connecting Inclusion Champions cohorts in a community of shared learning, practice, and mentorship.

[IDE’s Diversity Reading Group](#)

The Diversity Reading Group is designed to bring together people from all areas of the College, expand participants' awareness and appreciation of diversity issues, promote open and extended discussion of these issues, and enhance the feeling of community at Dartmouth. In practice, IDE selects works of fiction and nonfiction that explore topics such as diversity, equity, inclusion, and belonging. These works are then made available to on-campus and remote employees at no cost and in all forms (physical, digital, and audio). Each quarter throughout the year, IDE hosts a community event for readers and listeners. The event uses small and large group discussions to reach the goal of listening, sharing, and growing together as a community.

[Dartmouth Dialogues](#) and [Dialogue Project](#)

The Dialogue Project provides intentional training in the development of essential collaborative dialogue skills—fostering a community that cultivates the respectful and open exchange of ideas. Programming for students, faculty, and staff builds skills in such

topics as empathetic listening, managing emotions, navigating conversations, and finding points of connection.

- "The Dialogue Project is based on the idea that engaging in constructive dialogue takes practice, intention, and modeling from experts. And, that brave spaces thrive when members of our community hold their own opinions, do their homework on an issue, and actively and responsibly engage in dialogue with others."

[Geisel Center for Health Equity](#)

Dartmouth's Center for Health Equity brings together Geisel's educational, clinical, research and outreach initiatives in order to focus on improving health equity for underserved populations.

- Provides many opportunities for students.

[IDE's Employee Resource Networks \(ERNs\)](#)

Dartmouth College seeks to create communities of diverse talent and backgrounds, and foster collaboration between senior leaders and employees via the Employee Resource Networks (ERNs). ERNs support the College's efforts in retaining, recruiting, and advancing the under-represented members within the Dartmouth community. ERNs elevate voices and provide resources, mentorship, social networking, and career development for all members. The website includes information and sign-ups for:

- Asian and Pacific Islander Caucus (APIC)
- Black Caucus (BC)
- Empowering Women of Color (EWOC)
- Latinx Hispanic Caribbean Network (LHC)
- LGBTQIA Employee Network (LGBTQIA+)
- Dartmouth Veterans Network (VERN)
- Young Professionals Network (YPN)
- Disability Employee Resource Network (DERN) – In Development
- International Employee Resource Network (IntERN) – In Development

For ERN events, please visit [this website](#) for more information.

External Resources

[CDC'S Foundations of Health Equity Training Plan](#)

The Centers for Disease Control and Prevention's Office of Health Equity (OHE) developed the Foundations of Health Equity training plan to facilitate foundational knowledge and skill development on health equity, health disparities, and structural and social determinants of health (SSDOH). This training plan contains thirteen trainings that

cover six health equity-related domains, including organization policy, infrastructure, communication, community engagement, SDOH, and anti-racism. The trainings were curated to help build competencies in these domain areas. To learn more about the domains and competencies aligned to the training plan, download the PDF, [Foundations of Health Equity Competencies](#)

The Foundations of Health Equity training plan can benefit individuals who are new to health equity or may want to learn about new concepts and approaches. Please see their website for more information.

[CDC'S Health Equity Training Plan](#)

This Health Equity Training Plan, curated by the [Public Health Foundation](#) (PHF), can benefit individuals who would like to build on their foundational knowledge of health equity or those who are familiar with the [Foundations of Health Equity Training Plan](#) and want to explore more advanced content within each of the Centers for Disease Control and Prevention (CDC) Office of Health Equity's six [Health Equity Domains and Competencies](#): policy and organization policy, infrastructure, communication, community engagement, structural and social determinants of health, and anti-racism. Please see their website for more information.

[UCSF Unconscious Bias Training](#)

This training provides information on what unconscious bias is, strategies to address it and resources for where to learn more.

[USCF Anti-Racist Resources](#)

The UCSF Office of Diversity and Outreach has curated a list of resources on anti-racism and racial healing for your self-guided learning. The page includes webinar series, videos and links to additional resource pages.

[Harvard's Implicit Association Test \(IAT\)](#)

The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key.

[UPenn's Center for Health Equity Advancement-Cultural Humility](#)

This page has good information and resources on cultural humility and cultural competence that could work as a springboard for faculty and staff. This is only one part of UPenn's CHEA website. We highly encourage you to explore more of what their broader site has to offer, but we believe this is a relevant section worth noting.

[Racial Equity Tools' COVID-19 Health Equity Resources](#)

This page includes resources on inequities worsened by COVID-19 and returning to the classroom, and could serve as a good starting place for possible in-class activities or assignments. This is only one part of Racial Equity Tools website. We highly encourage you to explore more of what their broader site has to offer, but we believe this is a good starting point.

[APHA Racial Equity Resource Page](#)

This page has good information and resources on racial equity in a public health context. We want to point you to two useful resources included on the page: the [Advancing Racial Equity webinar series](#) and the [Racial Equity Fact sheet](#). We highly encourage you to explore the entire webpage, but believe this is a good starting point.

[AAMC Anti-Racism Resources](#)

This page includes helpful definitions, publications, readings lists, videos, and examples of anti-racism in practice within the United States' medical schools and teaching hospitals. This is only one section of the AAMC's Equity, Diversity and Inclusion webpage. We encourage you to explore more of what their broader site has to offer, but we believe this is a good starting point.

Glossary

[Racial Equity Tools Glossary](#)

The Racial Equity Tools Glossary provides an extensive list of terms related to racial equity and social justice. As stated on their website, "It is essential to achieve some degree of shared understanding, particularly when using the most common terms. In this way, the quality of dialogue and discourse on race can be enhanced."

Dartmouth's IDE Glossary of Identity Terms

Age: Years since birth or current life stage. Age-related identities are often defined by groups within decades or by age categories - children, adolescents, young adults, adults, older adults, elder adults.

Citizenship: The position or status of being a citizen of a particular country, place, or space. This identity category can sometimes include one's immigration status. In the context of the United States, examples of identities can include undocumented individuals, international students and employees, U.S. citizens, dual citizens, non-U.S. citizens, etc.

Color: This identity category refers specifically to the color of one's skin although can be closely related to one's racial identity. Discrimination based on skin color is known as colorism and is often defined by bias against darker skin tones and in favor of lighter skin tones.

Disability: A physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions. Disability in a socio-cultural context can be defined as a barrier to participation of people with impairments or chronic illnesses arising from an interaction of the impairment or illness with discriminatory attitudes, cultures, policies or institutional practices.

Education: Refers to the educational attainment or level of education for an individual. Identities related to education can include college-educated, high school graduate, first-generation college student, etc.

Ethnicity: The social group a person belongs to as a result of cultural and traditional factors including language, history, food, religion, and ancestry whether or not they reside in their countries of origin. Some examples of ethnicity could be Italian, Cape Verdean, Japanese, Swedish, Iranian, Portuguese, Nigerian, Taiwanese, Chilean, etc.

First language: A person's native language. Common identities in the United States include native English speaker, native Spanish speaker, English language learner (ELL), etc.

Gender expression: External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender identity: One's innermost concept of self as male, female, a blend of both or neither— how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth. Some examples of gender identities can include transgender, woman, non-binary, genderqueer, man, etc.

Marital status: The state of being married or not married — used on official forms to ask if a person is married, single, divorced, or widowed.

National origin: The state, country, or nation in which a person or their ancestors were born.

Parental status: Parental status is whether or not a person has a child or children. This often includes being a biological parent, step-parent, adoptive parent, guardian, foster parent or custodian of a minor

Religion or spiritual affiliation: Self-identified association with a religion or spirituality. Religion/Spirituality identity often refers to an institutionalized or personal system of beliefs and practices relating to the divine. Some examples of religious or spiritual identities can include agnostic, Christian, Jewish, Muslim, Sikh, atheist, Catholic, etc.

Race: Race is socially constructed but often refers to groups defined on the basis of physical criteria including skin color, hair texture, eye shape, and facial features. Examples of racial identities can include Black, indigenous, Latina/o/e/x, Asian, multiracial, white, etc.

Sex: Sometimes referred to as sex assigned at birth or natal sex. Physical and biological traits typically categorized as male, female, or intersex.

Sexual orientation: An inherent or immutable enduring emotional, romantic or sexual attraction to other people. Self-labels might include gay, lesbian, heterosexual, bisexual, pansexual, queer, straight, etc. **Note:** an individual's sexual orientation is independent of their gender identity.

Size: Physical characteristics, size, and stature that can be perceived as either fitting society's image of attractive or unattractive, e.g. too large, athletic, beautiful.

Socioeconomic status: Socioeconomic status refers to an individual's social standing based on a mixture of factors such as income, education, occupation, and/or one's position in society. Some identity examples include working poor, working class, middle class and upper class.

Veteran status: Used to describe whether or not an individual is a former member of the U.S. armed forces.

IDE Glossary References:

https://lo.library.wisc.edu/DEI_foundations/lesson_1.html

<https://cbcs.osu.edu/posts/documents/identity-terms-and-definitions.pdf>

<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

<https://www.aauw.org/resources/member/governance-tools/dei-toolkit/dimensions-of-diversity/parental-status/>

<https://dsq-sds.org/article/view/979/1173>

<https://www.merriam-webster.com/dictionary/disability>

<https://forumea.org/wp-content/uploads/2019/04/What-are-Social-Identities.pdf> (Broken Link)

Appendix A: Big Think + Recommended Content

For the full, organized inventory, please refer to [this document](#).

“Explore professional development through a DEI lens! Discover the power of Big Think +, Dartmouth's dynamic professional development platform from the Division of Institutional Diversity and Equity. Aligned with our steadfast commitment to shared learning and advancing diversity, equity, and inclusion (DEI), Big Think + brings you inspiring speakers, interactive discussions, and micro-learning opportunities.

- Ready to Dive In? Watch a quick [tutorial](#) to make the most of Big Think +.”

Access the site through Dartmouth [here](#). Scroll to “Access Big Think +”. Click the link and login with your Net ID.

- Each video includes a **Learner Guide** with discussion questions that could be used in courses.
- Each Lesson (video) in the **Expert Classes** and **Learning Paths** can stand on its own.
- You can save **Lessons** you're interested in by adding them to your **Curation**.

Capabilities & Sub-Capabilities

You can efficiently search for Lessons on specific topics by selecting Capabilities and Sub-Capabilities. Below are some examples of relevant Capabilities and Sub-Capabilities. You can find a complete list [here](#).

Capabilities

- DEIB (Diversity, Equity, Inclusion, Belonging)

Sub-Capabilities¹

Perspectives & Experiences:

- DEIB (Diversity, Equity, Inclusion, Belonging)
- Diversity
- Equity
- Inclusion
- Belonging
- Women
- Underrepresented Minorities
- People with Disabilities
- LGBTQ+
- Intellectual Diversity
- Millennials
- Neurodiversity

- Intergenerational Management
- Multiculturalism
- Intersectionality
- Covering
- Anti-Racism
- Unconscious Bias

Skills & Values:

- Communication
- Listening
- Difficult Conversations
- Body Language
- Word Use and Language
- Attunement
- Allyship

- Vulnerability
- Giving Feedback
- Seeking Feedback
- Receiving Feedback
- Objectivity
- Emotional Intelligence
- Cultural Intelligence
- Intellectual Humility
- Growth Mindset
- Open Mindedness
- Curiosity
- Alignment
- Empathy
- Values
- Perspective Taking
- Self-Awareness
- Self Management
- Global Perspective

- Social Awareness
- Resolving Conflict
- Fear
- Compassion
- Behaviors & Habits
- VUCA (volatility, uncertainty,
- complexity & ambiguity)
- Email

¹Sub-Capabilities can be organized into Lessons focusing primarily on (1) the experiences of different groups, (2) skills and values. While the Sub-Capabilities are ordered to reflect this, note that there is overlap between the two.

Expert Classes

Each Expert Class is composed of a series of videos focused on a particular topic.

Expert Class	Recommended Lessons
Becoming Conscious of Unconscious Bias	<ol style="list-style-type: none"> 1. How Discrimination Happens 2. How Bias Compounds 3. Reduce Subtle Biases Against At-Risk Groups 4. Recognize and Address Bias Triggers
Men and the Gender Equality Advantage	<ol style="list-style-type: none"> 1. Rethinking Gender, Power and Privilege 2. Reexamining Gendered Behaviors 3. A Guide for HR Professionals 4. A 21st Century Framework for Preventing Sexual Harassment 5. Working Together as Allies

Learning Paths

Each Learning Path is composed of a compilation of 5 videos pertaining to a topic.

Learning Path	Recommended Lessons
Uncover Authenticity	<ol style="list-style-type: none"> 1. Understand the Concept of Covering 2. Explore Covering In-Depth 3. Transform Diversity & Inclusion Initiatives 4. Get Out of Your Comfort Zone to Find a New One
Engage in Difficult Conversations	<ol style="list-style-type: none"> 1. A 2-Step Approach for Helping Your Colleagues Overcome Subtle Prejudice 2. Design Discussion Programs to Address Unconscious Bias 3. The Art of Working With, Not Against, Our Natural Tribal Tendencies 4. The Future of Tolerance 5. How to Let Go of Identity Politics and Embrace Universal Morality
Study Identity and Belonging Issues	<ol style="list-style-type: none"> 1. Understand the Needs of the Transgender Community 2. Acknowledge the Confidence Gap 3. African American Women and the C-Suite 4. Get to Know Workplace Challenges Faced by Employees

Learning Path	Recommended Lessons
	Living with Chronic Conditions 5. Understand the Four Trends that Shaped a Generation
Lead for DE&I	1. Accept the Symbolic Role of Leadership 2. The Art of Flexing in Theory 3. The Art of Flexing in Practice 4. Deciding to Lead in a Different Way 5. Don't Let Your Organization Work Against Diversity

Appendix B: We All Count Essential Points

We All Count is a project aimed at increasing equity within data science. The Dartmouth Institute invited the founder, Heather Krause, to hold five live, interactive training sessions for the TDI community in 2022. These sessions are recorded and available in the We All Count complete summaries document linked above.

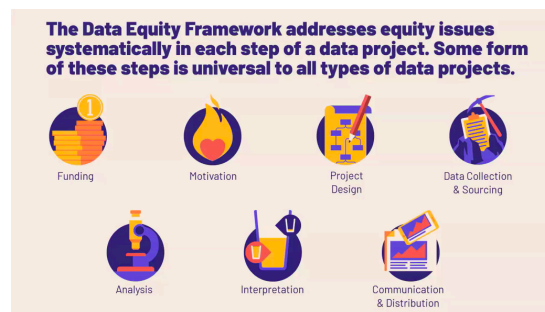
Topic 1: Data Equity

Definition: **Data Equity** is a set of principles and practices to guide anyone who works with data (especially data related to people) through every step of a data project through a lens of justice, equity, and inclusivity. (Defined by Data.org)

Overarching Theme: Be aware of what/whose worldview is being centered when you're collecting and telling your data story.

Key Points

1. Data is not objective because data collection reflects the world views and lived experiences of the collector, not always the lived experiences of the people the data is being collected from.
2. Collecting rigorous AND equitable data are not mutually exclusive.
3. You need to pay attention to how the data you use was collected.

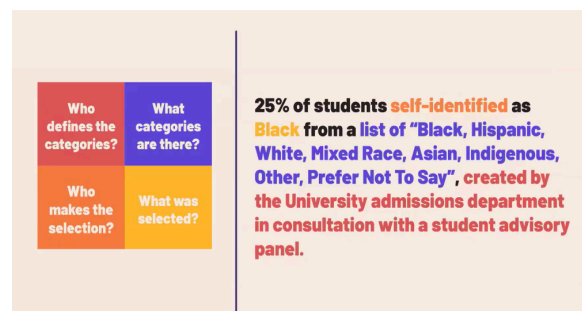


Topic 2: Social Identity Data

Overarching Theme: Evaluate the choices involved in, and the limitations of, collecting social identity data.

Key Points

1. There's no one best way or practice to ensure you're collecting equitable data. The way you collect data is going to privilege different people, so you just have to remember to ask "Who is being prioritized?"
2. It's okay to work with the data you have the most access to, but you must acknowledge the limitations of it.



Topic 3: Small Sample Sizes

Overarching Theme: Explore different mathematical options and their equity implications for obtaining meaning from a small population/small sample size.

Key Points

1. Sometimes we're taught that we have to suppress the data from small samples, which can be appropriate in certain cases. However, if it's for statistical reasons, consider:
 - a. **What are we trying to do?**
 - b. **What is the issue with the smallness?**
2. Options to manage small sample sizes include: **(1)** Stick to a pre-established rule about a static sample size, **(2)** Increase the sample size using additional resources or combining methods, **(3)** Make adjustments to Frequentist parametric methods, **(4)** Use Bayesian parametric methods that incorporate prior knowledge, **(5)** Consider using nonparametric methods

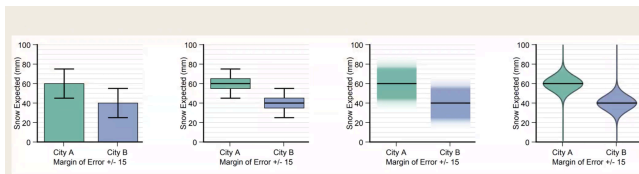
Topic 4: Narrative and Communication

Overarching Theme: Recognize the importance of the choices you make when displaying and communicating the narrative for your findings of social identity/disparity data.

Key Points:

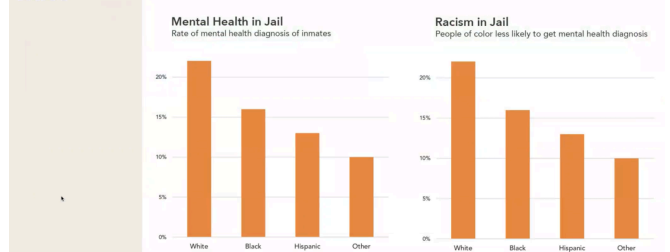
1. Visualization choices include:
 - a. Selecting information to include
 - b. Communicating uncertainty
 - c. Geographic/color mapping
 - d. Using accurate categories/descriptions

b.) Communicating uncertainty



d.) Using accurate categories/descriptions

Labels and names Titles



Topic 5: Should I Adjust for Race?

NOTE: "Race" is socially constructed and "racial groups" reflect a racialized social hierarchy.

Overarching Theme: When to include race in a model - **IT DEPENDS:**

- Exposure to racism has economic and biological consequences, so many predictive health models include race. However, it's necessary to ensure that inclusion of race in predictive models doesn't cause disparity.
- Keep in mind that all mathematical models are sociological and political statements.

Key Points

1. Questions to start with:
 - a. What worldview are you trying to center?

- b. What specific question do you want to answer?
 - c. **How will the answer be used?**
2. When you're including variables related to disparity in causal models consider: (1) does the variable reinforce inequities (2) does it measure what you actually want it to measure.
 3. **Allowable covariates** are considered to be justifiable to cause difference and hence should be adjusted before measuring disparity (EX. Clinical needs & Preferences). **Non-allowable covariates** are sources of difference that are unjust and thus contribute to disparity (EX. Gender, Race, Education level, etc.).
 4. Operationalization of race:

Operationalization of race	"Immutable characteristics"	"Bundle of sticks"
Underlying theory	Essentialist	Constructivist
Race manipulable?	No, race is an immutable characteristic	Yes, race contains mutable and manipulable elements
Always post-treatment bias?	Yes, race is assigned at conception	No, some constitutive elements of race are assigned after conception
Race unstable?	No, race is homogenous and measurable	Yes, race demands disaggregation
Measurement?	Race is typically coded as a binary or categorical variable	Race is a composite variable in which an element of race is the key variable and determines coding