



Anti-Racist Community Engagement **Digital Companion**

<https://compact.org/anti-racist-ce>

How To Be an Anti-Racist Researcher: An Example of Institutional Change

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Workshop: How to Be an Anti-Racist Researcher
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I. Deficit perspective in research question/framing

- Situate people as problems, deficit thinking focuses on fixing people rather than fixing oppressive and disabling systems (Patton Davis & Museus, 2019).

II. Racist data collection and/or analysis

- Decentering whiteness in primary & secondary research (Non-western, decolonial lens, interrupting white gaze) (Henrich, Heine, Norenzayan, 2010)
- Bias in algorithms (Hunt, Rigelamn & Myers-Kelly, 2020)
- Historically White Colleges & Universities - History & practices create and maintain whiteness (Bonilla-Silva, 2010)
- Problem-based fields - identify problems to justify research (Patton Davis & Museus, 2019) (i.e., Achievement Gap)
- Example of rethinking/retooling data for justice:
 - Ida B. Wells Just Data Lab (Founder Ruha Benjamin)
 - Beyond the Asterisk (Shotton, Lowe & Waterman, 2012)
 - Thicker than Blood (Zuberi, 2001)
 - In Defense of Quantitative Methods: Using the “Master’s Tools” to Promote Social Justice (Cokley & Awad, 2013)

III. Ethics & Accountability

- Ethics of humility, answerability, accountability, humility, reflexivity, positionality (Freire, 1998; Milner, 2007; Patel, 2014; Pillow, 2003; Henderson & Esposito, 2019)
- Anti-racist research, historically marginalized at the center of analysis, lived experiences & simultaneity of oppression (Brewer, 1993)

- Leads to transformation & focus on power sharing, assumptions underlying anti-racist research (Sefa Dei, 2005)
- Inappropriate use of methods
 - Using instruments incorrectly – Survey/member check to explain justify, rationalize, and articulate. Within-group variations and need for improved sampling (i.e., aggregation without awareness) (Sullivan & Losberg, 2003)
 - Widening methodological imagination (Fine, 2017)
- Best Practices:
 - Anti-colonial research: Working as an ally with Aboriginal Peoples (Max, 2005)
 - Inequality in K-16 schooling context, with emphasis on STEM experiences, racial identity, ascription, and measurement (Irizarry, 2019)
 - Black and belonging at school & structures (Gray, Hope, & Matthews 2018)
 - Decolonizing the narrative (Zuberi, 2020)
 - State authenticity as fit to environment: The implications of social identity for fit, authenticity, and self-segregation (Schmader & Sedikides 2018)
 - Refuting the ‘Culture of Poverty’ discourse in urban schooling (Ladson-Billings, 2017)
 - Insights into achievement literature to potential for person-centered analysis (Wormington & Linnenbrink-Garcia, 2017)
- Resource: *White Logics White Methods: Racism & Methodology* (Zuberi & Bonilla-Silva, 2008):
 - Example of problematic research:
 - The effect of being Black on graduation rates.
 - Portraying effects of poverty as causes of poverty or lack of social capital.

IV. Disseminating knowledges (Racist/colonial dissemination)

- Academic outlets
 - Journal & publications exclusively (membership expectations for publications & open access)
 - Reports inaccessible to community members
 - Academic expectations influence scholarly research
 - Publication process is flawed
 - Dissemination process is extracting research, pursuit of property & ownership (Patel, 2014)
- Crediting Others’ Contribution
 - Acknowledgement & credits to participants
 - Give back to community members
 - Democratizing the right to research (Appadurai, 2006)
- Disseminating Knowledges

- Eurocentric expectations emphasis on process of producing, validating, and producing knowledge (Sefa Dei, Singh Johal, 2005)
- Notion of authority in social science research (ethnographic authority, interpretive, authorial control - build on others masked in validity & reliability) (Wahab, 2005)



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