

How to be an anti-racist researcher

Presented by:
CEHD's Division of Educational Psychology and
Research Methods

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Agenda

Who is in the room?

Group Agreements

Our Journeys

Framing, Goals

What do we mean by “Anti-Racist Research”?

Introduction and Description of Breakout Rooms

Breakout Rooms

Reflecting and Moving Forward

Who is in the room?

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Agreements for this space

Confidentiality (this is *not* a “safe” space...yet)

Recognize we all come with different experiences, identities, socialization, perspectives

Recognize opportunities to step up *and* step back

Actively listen in humility and respect before responding

Give grace to each other acknowledging that we will make mistakes.

Allow others to be comfortable with silence.

Keeping in mind the impact versus intent.

Expect and accept non-closure

assume good intentions but name implications

Our Stories

- Meagan
- Sharrell
- Marvin
- Giovanni
- Supriya

Framing, Goals

We acknowledge our roles as researchers in higher education are historically problematic.

We acknowledge that researchers, research, and methods all exist within a historical context of racism, subjugation, and control.

We have a moral obligation to interrogate our research goals, methods, and dissemination strategies and to resist, disrupt, and dismantle white supremacy in the context of academia and research.

What is Anti-Racist Research?

Anti-racism is an active and conscious effort to work against multidimensional aspects of racism.
- Robert J. Patterson,
Georgetown University

De-centers whiteness as the primary or majority view

Reframes research questions: from “what is wrong with people?” to “what is wrong with structures and systems?”

Acknowledges harms perpetuated through research and dismantles how they occur across methods, dissemination/publication, etc.

Racism can be perpetuated in research:

- Institutionally or (inter)personally
- By commission or omission
- In any phase or aspect of the research

Consciously considers how to build trust between researchers and communities of color

Sources: [Boston University Center for Antiracist Research](#); [University of Minnesota. Conducting research through an antiracist lens](#)

Examples and Food for Thought

Example 1: Deficit perspective in research question/framing

Example 2: Racist data collection and/or analysis

Example 3: Ethics and Accountability

Example 4: Disseminating knowledges

Breakout Rooms

1. How do I convince my committee? How do I navigate the faculty? How do I claim power? (**Students only**, facilitated by Sharrell)
2. How do I establish a research agenda using an anti-racist or decolonial lens ? (all invited, facilitated by Giovanni)
3. How do I pivot my research to be explicitly anti-racist? How do I start? (**Faculty only**, facilitated by Meagan)
4. Workshopping Projects 1 (limited to 3 separate projects or 10 participants, facilitated by Supriya)
5. Workshopping Projects 2 (limited to 3 separate projects or 10 participants, facilitated by Marvin)

Debrief and Ways Forward

1. What is your next step going to be?
2. What are your fears, concerns, or needs?
3. What questions remain for you?

Next Steps

1. Please fill out our survey:
<https://forms.gle/9ee1pGD32FutGG2T9>
2. Next workshop: How do I teach and mentor for anti-racist research?

Wednesday, September 29, 1-3pm