

Beyond the Community Meeting: An Annotated Bibliography of Resources on Anti-Racism Research Methods



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“Statistical thinking and eugenicist thinking are, in fact, deeply intertwined, and many of the theoretical problems with methods like significance testing—first developed to identify racial differences—are remnants of their original purpose, to support eugenics (Clayton, 2020).”^[i]



Much like other systems and fields, research and evaluation were founded on white supremacy (Doucet, 2019). One early example of scientific racism espoused by Blumenbach and Buffon in the 1700s occurred when Blumenbach studied variations of humankind through comparative anatomy, using strictly anatomical features, like skull shape, to define the races. Like his predecessors, including Buffon, his main goal was to examine the so-called varieties of the human species (Zuberi & Bonilla-Silva, 2008). Later in the mid to late 1800s, Galton, Charles Darwin's cousin, examined the concept of genetic inheritance. The initial focus of his work was on “hereditary genius,” for demonstrating how social achievement ran in families in ways that supported the conclusion that the responsible traits for this pattern were heritable. However, wealth, access to education, proper nutrition, among other things, also run in families, suggesting these patterns could be environmental. Yet, Galton adhered to a racist view that emphasized genetics and supported the eugenics movement. Additionally, one of the best-known statistical tests, the F test, was created by Fischer, the chair of the Cambridge Eugenics department in the early 1900s. He invented statistical methods to demonstrate that rich white men are superior, further entrenching the construct of racism into widely used methodological practices today.

Some of the practices that arose from this early “science” are still in practice and evident today. One example can be seen in racial disparities in pain medications such that Black women are more likely to experience inadequate postpartum pain management.^[ii] Another can be found in the use of race and ethnicity-specific reference equations for the interpretations of pulmonary function tests.^[iii] In order to confront and rectify these practices, we need to develop our understanding of what less oppressive and more anti-racist research and evaluation practices entail and how to begin to implement them. According to Dr. Iheoma Iruka, founding director of the Equity Research Action Coalition at UNC-Chapel Hill, the role of authentic and anti-oppressive research is to help tell us why and how to effectively address racial and ethnic disparities in outcomes. We must interrogate our own biases. We must look at systems and structures. We must use our work to address disparities.

This annotated bibliography is intended to guide and enhance practices around anti-oppressive and anti-racist research methods. There are several key themes emerging from the listed resources, such as the importance of authentically involving those who are the focus of research in all aspects of the research process as much as possible. Another is to consider the impact of research, notably that action-oriented policy recommendations have the potential to flow from research findings. Lastly, themes of being creative and critical arise when we consider various ways to disseminate findings that go beyond traditional formats (e.g., peer-reviewed articles) that may elevate equity and justice for communities.

We have included a variety of resources, including but not limited to research articles, books, webinars, and resource guides. Each resource has annotations that synthesize the main takeaways and utility of the resource. Unless otherwise noted, each resource is written in the US context. Resources are listed alphabetically by author or title. A full reference list is located at the end of the resource. A link is included for any resource that is open access or web-based. Resources that require institutional access or purchase are noted.

This is a living document because this body of work is growing every day. You can submit resources for inclusion [here](#).

Resources

Andrews, K., Parekh, J., & Peckoo, S. (2019, August). How to Embed a Racial and Ethnic Equity Perspective in Research: Practical Guidance for the Research Process.

Access: Web

- This resource gives practical guidance and concrete steps for researchers to incorporate a racial and ethnic equity lens in their processes.
 - Presents findings from 34 interviews with researchers, funders, and policymakers about adopting a racial and ethnic equity lens in their work
 - Five guiding principles for researchers:
 - Examine their own backgrounds and biases;
 - Make a commitment to dig deeper into the data;
 - Recognize that the research process itself has an impact on communities, and researchers have a role in ensuring research benefits communities;

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- Engage communities as partners in research; and
 - Guard against the implied or explicit assumptions that white is the normative, standard, or default position.
 - These guidelines should be incorporated in each phase of the research process, including landscape assessment, design and data collection, data analysis, and dissemination. Each of these “stages” is accompanied by a thorough explanation of best practices, questions for the researcher to ask themselves, and a toolkit to implement the strategy.

Baker, C, (2019). A QuantCrit Approach: Using Critical Race Theory as a Means to Evaluate If Rate My Professor Assessments Are Racially Biased.

Access: Web/Open Access

- This study utilized QuantCrit to analyze racial bias in RateMyProfessors (RMP) evaluations in a Pennsylvania college.
- Details a QuantCrit approach, which involves quantitative analysis in the study of Critical Race Theory and systems of oppression, which, for the past 15 years, has principally relied on qualitative methods.
- Potentially intended for academicians, to give insight into evaluations and how they should take student feedback into account.
- Students could also use this article to apply a critical lens to how their implicit biases impact their professor evaluations.
- RMP demonstrates racial bias, with minoritized teachers receiving lower teaching quality scores and higher difficulty scores across the board.
- There were no statistically significant differences in the qualifications of the white professors and the minoritized professors, suggesting white privilege and systematic racism as explanations.
- Attests to the value of quantitative assessments in the study of racism and oppression.

Boyd, R. W., Lindo, E. G., Weeks, L. D., & McLemore, M. R. (2020, July 2). On racism: A new standard for publishing on Racial Health Inequities.

Access: Web/Open Access

- Scholars and journals that publish them characteristically fail to interrogate racism as the driver of racial health inequities.
- No uniform practice on how to handle race as a study variable and limited expectation that authors examine racism as a root cause.

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- Describes a COVID-19 and race study that failed, initially, to move beyond individual explanations of racial differences.
 - Several reviews of published articles found few that address both race and racism.
 - Troublingly high number of studies that talk about biological factors, long-refuted and disproven theories of biological race differences “advanced to affirm the violent subjugation and painful experimentation forced upon enslaved Africans and other historically oppressed groups (unnumbered).”Lack of trust among Black patients is also not a root cause.
 - The solution to racial inequities is to address racism and its attendant harms and erect new infrastructures that do not benefit from the persistence of inequitable outcomes.
 - Researchers may document inequities while failing to address them.
 - Recommendations for researchers:
 - Define race early and explain use within a sociopolitical framework
 - Name racism, identify the form (interpersonal, institutional, etc.), the mechanism of operation, and intersecting forms of oppression
 - Never offer genetic interpretations of race because they are not grounded in science.
 - Seek participant input.
 - Cite experts, especially those of color.
 - Recommendations for journal editors:
 - Reject articles on racial inequities that don’t rigorously examine racism.
 - Revisit editorial and publication guidelines.
 - Consider compensating reviewers, particularly those of color
 - Use experienced reviewers who have demonstrated facility with interrogating racism.
 - Recommendations for reviewers:
 - Be critical of studies that reinforce biological race/genetic basis for racial differences in outcomes.
 - Review citations and recommend literature that addresses racism.
 - Consult experts and let editors know if experience is insufficient to advise publication.



The solution to racial inequities is to address racism and its attendant harms and erect new infrastructures that do not benefit from the persistence of inequitable outcomes.



Buchanan, N. T., Perez, M., Prinstein, M., & Thurston, I. (2021). Upending Racism in Psychological Science: Strategies to Change How Our Science is Conducted, Reported, Reviewed, and Disseminated.

Access: Institutional Access Only

- This guide focuses on dismantling racism in how research is conducted, reported, reviewed, and disseminated.
- Four main audiences: authors, educators, researchers, and journals, in the field of psychological science (but their proposed guidelines could apply to other academic disciplines, as well).
- The guide provides 25 guidelines as well as a Diversity Accountability Index for Journals (DAI-J) which converts guidelines to quantifiable progress indicators.
- Psychology has history of promoting social justice initiatives but less progress in promoting just outcomes and dismantling institutional racism
- Identifies systems and constituencies requiring reform to eliminate white supremacy
- Provides action steps and accountability ideas for change
- Psychological research fails to incorporate or demonstrate adequate generality to BIPOC population.
- Relies on theoretical models developed by white scholars for white people
- Points to research suggesting that psychological science reflects a systemic pattern of white supremacy.
- Provides specific recommendations, with summary table, for how science is conducted, reported, reviewed, and disseminated for authors, educators, editors, and reviewers.

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- Conducting research: conduct and publish more on race. Journals can seek publications on BIPOC communities. Create a diversity accountability index. Exemplify values regarding diversity, equity, inclusion. Requiring author positionality statements on social identity. Use methods appropriate to BIPOC communities. Recruit for diversity.
 - When reporting research Use language that is more equitable and inclusive. Require system-centered language. Create more inclusive journal keywords. Define race contextually and conceptually. Report ethnicity across participants. Report heterogeneity within BIPOC populations (See Suyemoto et al., 2016 for a detailed demographic survey).^[iv]
 - When reviewing research: Create systems to examine inequities in reviews. Make changes at the top to address ongoing racism in review process. Implement system for authors to rate reviews and reviewers. Address discriminatory and biased feedback in reviews. Increase BIPOC reviewers and editors. Include BIPOC community experts on editorial advisory boards. Provide DEI training to editorial team. Invite BIPOC scholars to write counter commentaries with compensation.
 - Dissemination: report and reward community dissemination. Work with community partners to share research.
 - Accountability– use a tool to measure anti-racist practices.

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Centers for Disease Control. (2020, August 11). Health Equity Style Guide for the COVID-19 Response: Principles and Preferred Terms for Non-Stigmatizing, Bias-Free Language.

Access: Web

- This Health Equity Style Guide provides principles and preferred terms for non-stigmatizing and bias-free language.
- Anyone communicating to the public about COVID-19 (or any other health consideration) would benefit from this style guide. Not only useful for the medical community, but also media, reporters, social media managers, universities, or government bodies.
- This guide outlines an extensive list of preferred terminology to facilitate non-stigmatizing and bias free language. It also provides several considerations for implementing a health equity lens, including:
 - Not placing blame on the impacted communities
 - Highlighting the structural inequities that lead to disparities in health outcomes
- Utilization of asset-based language.

Chaudhary, B., & Berhe, A. A. (2020). Ten simple rules for building an anti-racist lab.

Access: Web/Open Access

- This article outlines 10 steps that can be taken to create a more anti-racist research lab and a healthy environment for BIPOC lab members.
- Particularly relevant for principal investigators
- The article also has two printable resources: a list of the 10 steps and a glossary of anti-racist terminology
 - Lead informed discussion about anti-racism in your lab regularly and acknowledge that silence is implicit acceptance of racism
 - Establish safety guidelines for your lab and in the field: ask BIPOC members for their input and how they would like to be supported
 - Collaborate with BIPOC folks and ask them for intellectual, not simply manual, contributions. Grants and published articles are the path to success in academia
 - Consider using a multi-mentor model to meet BIPOC members' needs, help them build a network of mentors through culturally relevant professional societies
 - Amplify BIPOC scholars in your field (talk about their research, not just about DEI)
 - Support the development of BIPOC spaces for folks to organize & share experiences

Lead informed discussion about anti-racism in your lab regularly and acknowledge that silence is implicit acceptance of racism.

- Examine hiring processes for racial and ethnic biases and actively recruit BIPOC members (after you have taken the above steps to ensure that they are not entering a toxic environment)
- Adopt a dynamic research agenda and don't be afraid to hire BIPOC folks whose research interests do not align exactly with the research of the lab
- Advocate for racially diverse leadership in science (nominate BIPOC folks for awards and promotions, empower early-career members)
- Accountability: hold yourself and white folks accountable for doing this work

Daftary, A. M. H. (2018). Critical race theory: An effective framework for social work research.

Access: Institutional Access Only

- Critical race theory (CRT) is a relevant theoretical framework for Social Work, especially when investigating historically disenfranchised populations.
- Details the basic tenets of CRT
- Presents information about the historical roots of CRT
- Describes how CRT aspires to:
 - Empower marginalized voices and perspectives
 - Encourage social problems to be placed in social, political, and historical context while considering issues of power, privilege, racism, and other forms of oppression.
- Details how CRT tenets can be used as a guiding framework for social work research and scholarship across the research process.



Encourage social problems to be placed in social, political, and historical context while considering issues of power, privilege, racism, and other forms of oppression.

Dei, G. J. S., & Johal, G. S. (2011). Critical issues in anti-racist research methodologies.

Access: Book

- This text addresses how anti-racist research methodology differs from other methods of research investigation by presenting principles of anti-racism research. Many of the contributors are affiliated with or were trained at the University of Toronto.
- It is an edited volume that brings together work examining the challenges and opportunities for anti-racist research with a focus on the notion of 'difference' and a consideration of the race, gender, class, and sexuality intersections/implications of educational research.
- Chapters address:
 - Authority and the politics of representation in social science research
 - Research with African Canadian women addressing indigenous knowledges and the politics of representation.
 - Working as an ally with Aboriginal peoples.
 - Insights for comparative education researchers from anti-racist education discourse on epistemology, ontology, and axiology
 - Ethical and political aspects for research with faith-based organizations and applying the soul to the practice of research
 - Re-thinking anti-bias approaches in early childhood education with a shift to anti-racism education
 - Language, race, and feminist methodologies in research with minoritized immigrant women
 - Race, social difference, and violence against women
 - Making the case for interventive in-depth interviewing and critical ethnography

Doing Evaluation in Service of Racial Equity Practice Guide Series, (2021) Every Child Thrives, W.K Kellogg Foundation

Access: Web

- This series focuses on whether evaluation tools are not only working but also working to promote social change and equity.
- The three guides are collectively called Doing Evaluation in Service of Racial Equity
- The guides are geared towards evaluators who are already in practice.
- These guides can be read in any order and used individually, although they are the most useful if read all together.

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- These guides were created to be easy to use and relevant to a wide-range of evaluators (i.e. in settings of nonprofits, funding institutions, academia, etc.).
 - Guide 1: Debunk Myths: This guide focuses on unpacking common misconceptions around evaluation. The five myths that they unpack are:
 - Myth 1: Rigorous science is objective and value-free. Evaluators who are committed to racial equity are no longer objective and value-free
 - Myth 2: Some methods are better than others for evaluating racial equity strategies because they promote authenticity or are more scientifically rigorous
 - Myth 3: Asking community members their opinions on the evaluation is enough to equalize the power between them and evaluators and gives them power
 - Myth 4: We should hire evaluators of the same race as the people of color most affected by the intervention. If this is not possible, it is better to hire any evaluator of color than a white evaluator because they understand what it's like to be excluded and oppressed. Also, evaluators of color are naturally anti-racist because of their lived experiences.
 - Myth 5: Evaluation and data are neutral.
 - Guide 2: Diagnose Biases in Systems: This guide has four sections:
 - Section 1: Sample scenarios – What do racial prejudice and racial inequity in evaluation look like?
 - Section 2: Implicit biases specific to evaluators
 - Section 3: Facilitating evaluations in service of equity requires a systems lens
 - Section 4: Choice points and decisions we will likely encounter
 - Guide 3: Deepen Community Engagement: This guide has four sections:
 - Section 1: Meaning of community engagement
 - Section 2: Definition of community and ways to learn more about community
 - Section 3: Operationalization of engagement in service of racial equity
 - Section 4: Decisions and choice points you will likely encounter

Doucet, F. (2021). Identifying and testing strategies to improve the use of antiracist research evidence through critical race lenses. William T. Grant Foundation.

Access: Web

- This resource gives concrete steps for identifying, building, and testing strategies to improve the use of anti-racist research evidence by decision-makers and intermediaries.
- This may be especially relevant for researchers investigating through critical race lenses and researchers who investigate how policymakers use research evidence.
- Anti-racist research is defined as race- and racism-conscious, strengths-based, humanizing, co-constructed, and community-centered.

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- Critical race theories illuminate research endeavors and point to the places where fundamental assumptions about research as objective, colorblind, neutral, and/or dispassionate serve to hide potential to harm and to dehumanize people who are Black, Indigenous, and People of Color (BIPOC), whether they are called “subjects” or “participants.” Reject deficit frames and analyze why you are naming the problems that you name.
 - An imagining of anti-racist research methods using CRT would include conducting research through race- and racism-conscious ways, interrogating all stages of the process through CRT lenses. Topics of study should be identified in collaborating with BIPOC Communities in strengths-based framings. Research should aim to humanize research participants and their experiences. Research should be co-constructed to tell a “story with, not story about.” Finally, marginalized communities should be the beneficiaries of research.
 - To facilitate the use of anti-racist research evidence for policymakers, research should take the perspectives and needs of the impacted community into account, promote systems thinking, and do the work of contextualization. Democratizing evidence generates useful research, and a key vehicle are research practice partnerships (RPP).

Anti-racist research is defined as race- and racism-conscious, strengths-based, humanizing, co-constructed, and community-centered.

Equitable Evaluation Framework™ Framing Paper. (2017). Equitable Evaluation Initiative, Center for Evaluation Innovation.

Access: Web

- This resource discusses the importance of evaluation practices as well as the gaps that exist around social justice and inclusion efforts.
- They argue that there are certain standard practices in the field that threaten equity advancements, such as:
 - Foundations defining success for their grantees
 - Evaluators being treated as experts in each phase of the evaluation process
- The paper proposes adoption of three equitable evaluation principles:
 - Evaluation and evaluative work should be in service of equity
 - Evaluative work should be designed and implemented commensurate with the values underlying equity work, and
 - Evaluative work can and should answer critical questions about history, differential impacts, drivers, and culture.

Flicker, S., & Nixon, S. A. (2016). Writing peer-reviewed articles with diverse teams: Considerations for novice scholars conducting community-engaged research.

Access: Institutional Access Only

- There has been little research about writing peer-reviewed publications in collaborative teams
- The study suggests considerations for researchers around writing in diverse teams and describes 6 considerations:
 - 1) Justifying the value of peer-reviewed publications with non-academic partners
 - 2) Establishing co-author roles that respect expertise and interest
 - 3) Clarifying the message and audience
 - 4) Using the article outline as a form of engagement
 - 5) Knowledge translation within and beyond the academy
 - 6) Multiple strategies for generating and reviewing drafts
- Under each of the 6 considerations is a description, tool(s)/activity(s) to consider, and an example or two
- Encourages open dialogues about purpose, value, and place of peer-reviewed publications - how are they viewed by non-academic partners (e.g., inaccessible, serve dominant and colonial interests, painful previous experiences in using their own voice), pathways to addressing challenges with the publication process (i.e., accessibility) and underlying reasons to publish
- Considerations around balancing authorship based on writing and depth/quality of ideas contributed

Ford, C. L., & Airhihenbuwa, C. O. (2010). The public health critical race methodology: praxis for antiracism research.

Access: Institutional Access Only

- There is a growing body of research being done to address racial health inequities and the methods by which to measure them have also grown.
- However, while actual documentation of these disparities grows there are still minimal frameworks that center *eliminating* them
- Critical Race Theory (CRT) has remained the dominant framework for research and racial scholarship and its origins were not necessarily applied to public health research, the focus of this paper, and more specifically, Public Health Critical Race praxis (PHCR).
- PHCR enhances current scholarship by offering tools and approaches to address racial health inequities.

Galán, C. A., Bekele, B., Boness, C., Bowdring, M., Call, C., Hails, K., ... & Yilmaz, B. (2021). A call to action for an antiracist clinical science.

Access: Institutional Access Only

- Section 4 (~ 4 pages) addresses research training and methods.
- Three calls to action:
 - Increase education and training in racially and socially just research practices – in coursework and faculty training
 - Incentivize and require that faculty and students demonstrate cultural humility in research – through evaluation of research that requires discussion of how racial/social justice concerns were considered at each step; include in yearly faculty evaluations and tenure reviews; departments develop protocol to address racist work that is presented or published
 - Incentivize and promote research addressing racial and social justice topics – increase training and commitment to qualitative research methods, ethnographic methods, and community-based participatory research.
- Extensive table provides a series of recommendations for the application of a racial justice lens to each step of the research process including involving community members, understanding context, creating socially just research questions, and ideas for design, recruitment, analysis, interpretation, and dissemination.

Incentivize and promote research addressing racial and social justice topics – increase training and commitment to qualitative research methods, ethnographic methods, and community-based participatory research.

Garcia, N. M., López, N., & Vélez, V. N. (2017). Quantcrit: Rectifying quantitative methods through critical race theory.

Access: Institutional Access Only

- Critical Race Theory (CRT) has historically been applied and integrated into qualitative research methodologies, with little to no attention on potential opportunities in quantitative methods (referred to as ‘QuantCrit’).
- Although the foundation for QuantCrit is based on the work of researchers as early as 1899, gaps remain in our application and extension of this research in the current education literature

Racial justice is not centered in quantitative research by adopting one or more CRT-informed approaches. It is through continuous self-reflection and engagement with power and position across “historical, social, political, and economic structures.”

- Guided by CRT principles, the authors explore the history of QuantCrit across disciplines and how this research can translate into CRT-informed approaches to quantitative methods.
- Importantly, racial justice is not centered in quantitative research by adopting one or more CRT-informed approaches. It is through continuous self-reflection and engagement with power and position across “historical, social, political, and economic structures.”

Gillborn, D., Warmington, P., & Demack, S. (2017). QuantCrit: Education, policy, ‘big data’ and principles for a critical race theory of statistics.

Access: Institutional Access Only

- This article details the ways in which quantitative objectivity is a myth and then uses the tenants of Critical Race Theory (CRT) to guide how quantitative data can be used in research, an approach called QuantCrit.
- Examples are geared toward education researchers and policymakers, but the principles outlined apply to all researchers/statisticians.
- The five principles of QuantCrit are:
 - The centrality of racism: in the absence of race-conscious perspectives, quantitative data will continue to legitimate race inequities
 - Numbers are not neutral: quantitative data is often gathered and analyzed in ways that benefit White elites
 - Categories are neither natural nor given, for ‘race’ read ‘racism’: question the nature and consequences of the categories that are used in quantitative data
 - Voice and insight: data cannot ‘speak for itself’: quantitative data is open to many interpretations, so the lived experiences of BIPOC people and other marginalized groups should be placed at the forefront.
- Using numbers for social justice: scholars should adopt a “principled ambivalence” for numeric data

Goings, T.C., Belgrave, F.Z., Mosavel, M., & Evans, C. (2023, Spring). An antiracist research framework: Principles, challenges, and recommendations for dismantling racism using research.

Access: Web

- This article defines anti-racism, as well as anti-racist research, and outlines the importance and need for the implementation of anti-racist research in institutions, namely academia.
- Authors also discuss and name the goal of anti-racist research, which is to dismantle racism.
- The article includes 10 foundational principles that can guide the practice and understanding of anti-racist research
 1. Racism is embedded in structures, policies, and procedures that maintain the status quo.
 2. Antiracist research seeks to dismantle racism.
 3. Antiracist research centers BIPOC experiences.
 4. A marginalized racial identity often intersects with other marginalized identities.
 5. Antiracist research foregrounds the importance of self-knowledge.
 6. Antiracist researchers practice what they preach.
 7. Antiracist research involves scientific empowerment, not scientific colonization.
 8. Antiracist researchers prioritize community engagement of the target population.
 9. Antiracist research uses team science to benefit from diverse perspectives.
 10. Antiracist research is concerned with sharing findings with those who support and oppose liberation, social justice, and reduced inequity.

Antiracist research involves scientific empowerment, not scientific colonization.

- Real-world examples are used to show how racism embedded in research practice causes harm.
- Authors also discuss potential challenges that anti-racist researchers may face, and they provide recommendations for a variety of contexts to support the implementation of anti-racist research.

Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation: Theory, Practice, and Future Implications.

Access: Web

- Discusses the theory and practice of Culturally Responsive Evaluation (CRE).
- Historic and modern research and evaluation theories are filled with oppressive ideologies that have been normalized in training, practice, and policies.
- To address and mitigate this harm, the CRE approach attempts to bring program evaluation into alignment with the lived experiences of communities of color.
- The stages of the Culturally Responsive Evaluation Framework include
 - a. Prepare for the evaluation;
 - b. Engage community;
 - c. Identify purpose of the evaluation;
 - d. Frame the “right” questions;
 - e. Design the evaluation;
 - f. Select and adapt instrumentation;
 - g. Collect the data,
 - h. Analyze the data;
 - i. Disseminate and use the results.
- While CRE is influenced by scholarship reaching back to 1935, it is still evolving as practice and culture continues to inform research and evaluation (and vice versa).



Hunt, S., Riegelman, A., & Myers-Kelley, S. (2021). Research guides: Conducting research through an anti-racism lens.

Access: Web

- This guide gives steps to conduct research through an anti-racism lens, including decentering whiteness and acknowledging that many of our research systems and infrastructures are racist.
- It outlines 6 principles for using an anti-racism lens and links to many resources, examples, and other guides concerning anti-racism.
- This guide is useful for anyone conducting primary or secondary research.
- Decenter whiteness in primary research (decenter the status quo described by WWEIRD)
- Decenter whiteness in secondary research (confront citation bias)

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- Acknowledge that data is not objective (racist history of statistics, see the human not just the numbers)
 - Acknowledge that scholarly publishing is racist (look for gray literature, seek out BIPOC scholars)
 - Acknowledge that search algorithms are racist (use inclusive search terminology on topics of race and racism)
 - Acknowledge that library cataloging systems are racist (understand its history and “literary warrant”)

Ibis Reproductive Health (2021). A Practical Guide for Implementing a Human Rights and Reproductive Justice approach to Research and Partnerships.

Access: Web

- This guide provides a framework for conducting rigorous research that centers Human Rights and Reproductive Justice.
- Particularly relevant for researchers, specifically those doing community-based research or research that heavily relies on partnerships.
- When centering human rights and reproductive justice in research, it is crucial to question assumptions, respect partnerships, and listen to and value your constituents.
- Guiding principles: respect, mutual accountability, shared power, and making an impact.
- The guide includes the six key decision points in every research process and outlines how to implement the guiding principles in each step through asking questions about the design of the research.

Kaplowitz, R. & Laroche, J. (n.d.). More Than Numbers: A Guide toward Diversity, Equity, and Inclusion (DEI) in Demographic Data Collection

Access: Web

- This guide is about creating more equitable practices around data collection
- It provides recommendations of best practices for using DEI as a central value in data collection, and it thoroughly covers topics from survey building, demographic questions, and privacy and confidentiality.
- There are plenty of useful sample guiding questions that help one practically plan data collection methods such as “Does the program or strategy want to reach a specific population?” or “What demographic data do we need to evaluate whether we are making progress?”

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- This guide is primarily directed at organizations in the philanthropic and nonprofit sectors. The authors state that they wrote the guide from the perspective of being in a philanthropic or nonprofit organization.
 - Since the guide is dedicated to audiences in these sectors, it may have less utility in settings that require formal demography or academic research.
 - The end of the guide includes a number of additional resources related to working with different community partners, accessibility, and more.

King, C., Gross, E., Wahi, B., Hogenson, S., & Verbrugge, J. (2021, February). Using and Communicating Data to Advance Racial Equity in Early Childhood Policy.

Access: Web

- Use data to understand and combat racial inequities and communicating equitably about data to inform policy decisions
- Particularly relevant for those who are early childhood advocates who collect, use, or communicate data in their work (while the examples center early childhood, anyone involved in research and data could benefit from this discussion).
- Break data apart by race and ethnicity to see the full picture of what's happening
- Identify the underlying causes: what systems and institutions are producing these disparities?
- Propose informed solutions: engage communities at every stage, communicate limitations or bias, identify how to document and track causes of inequity
- Communicating about data:
 - Say what you mean using person-centered (not just person-first) language: don't say "children of color" if you really mean Black and Hispanic children; use labels that align with how those groups refer to themselves
 - Do not center one type of person as the norm (ex: "children vs children of color" is like saying "humans vs women")
- Put data into context

Propose informed solutions: engage communities at every stage, communicate limitations or bias, identify how to document and track causes of inequity

Kirkland, D.E. (2019). No small matters: Reimagining the use of research evidence from a racial justice perspective.

Access: Web

- “The use of research evidence is not only embedded in systems of power, it is a system of power. (p. 3)”
- Two assumptions that are largely fictions:
 - Data determinism – or that data is neutral and unbiased and, of itself, can improve our world
 - Objective fallacy – that objectivity is real, fair, even-handed, neutral, and attainable.
- All knowledge is, in fact, mediated through lived experience.
- “Research evidence has been used to enforce master narratives of White supremacy and anti-Black racism while also conditioning us to believe that this social order is, in fact, legitimate. (p. 5)”
- Example of low literacy rates and high incarceration rates – poses question of, rather than locating the problem in the individual, we were to use the data differently and conclude that the same structural issue causes both (institutional bias, trauma)?
- Data both constructs and is constructed by race. Must address our own racialized positionalities.
- Coming from a grant-maker perspective, asserts that grants must be made to incentivize researchers to include diverse and critical perspectives in conception and design. Must promote more participatory approaches to use of research evidence.
- We need studies that include both methodological rigor and racial consciousness.

Data both constructs and is constructed by race.

Krause, H. (2021, February). How Not to Use Data Like a Racist: A Seven-Step Framework for Ethics and Equity in Data.

Access: Web

- Especially useful for data analysts, those who hire data analysts for their research projects, or those involved in research who have control over how the project data is collected.
- Data is not objective and there are many choices that are made about the data we collect and present. Data scientists are making prejudiced choices, but they don’t realize it.

Every choice that you make reflects a worldview (and it's up to you to determine whose lived experience you are going to center)

- “There is no ‘right’ choice. Equity is a process, not a binary state.”
- Every choice that you make reflects a worldview (and it's up to you to determine whose lived experience you are going to center)
- To equalize power, inform people that you are making data choices and why
- There is no mathematical rule for leaving out “statistically insignificant” groups. If you have a small sample size, explain that there is a high level of uncertainty about that group and explain why you were not able to get a bigger sample (puts the onus on the data scientist instead of dismissing a group of people).
- Data Equity Framework:
 - Recognize that we are making subjective, human choices in our data work
 - Identify as many of the choice points in the data process as possible
 - Try to make choices around data that reflect the equity we want to see
 - Expand the group of people who get to make meaningful decisions about data
 - Talk about our data choices and stand by them
 - Be ready to try and make even better choices next time.

Public Policy Associates, Incorporated. (2017). Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.

Access: Web

- This guide provides evaluators with critical knowledge and tools to create more culturally responsive evaluations and center equity in their work.
- Traditional approaches to evaluation often do not assess equity, leading to challenges in identifying and subsequently addressing inequities.
- Recommendations are organized in three phases:
 - (1) individuals, (2) positions and processes, and (3) role and responsibility perceptions, as well as power to influence.
- The tools provided include guideline summaries and a self-assessment, and collectively these instruments can be used to support culturally responsive and equitable evaluation efforts.

Santana, C., Risam, R., Garcia-Guevara, A., Krupczynski, J., Lynch, C., Reiff, J., Vincent, C., & Ward, E. (2023). Anti-racist community engagement: Principles and practices.

Access: Book

- This edited volume lays out four principles for anti-racist community engagements for students, community members, staff, and faculty.
- Principle 1: Counteracting the persistence and impact of racism on our campuses and in our community engagement: Reframing our institutional and pedagogical practices
- Principle 2: Critical reflection on individual and systemic/structural racism: Understanding positionality, bias, and historic roots of systemic racism
- Principle 3: Intentional learning/course design: Developing anti-racist learning goals, course content, policies, and assessment
- Principle 4: Compassionate/reflective classroom: Create a sense of belonging in the classroom by acknowledging student contributions and meeting students where they are
- Principle 1 includes a chapter on how to be an anti-racist researcher using an example of institutional change.
 - White faculty and institutions must commit time and focus on developing anti-racist practices and structures
 - Collaboration with communities must be driven by and responsive to the needs of identified by community partners
 - Rejects working “on” to instead working “with” a community positioning community partners as equal in the intellectual project
 - Rejects ideologies of “white saviorism” or “charity” that positions minoritized communities as in need of “saving” by researchers and students.
 - Decenters whiteness by challenging its construction and by highlighting community knowledge.



White faculty and institutions must commit time and focus on developing anti-racist practices and structures

Schwabish, J., & Feng, A. (2021). Applying Equity Awareness in Data Visualization.

Access: Web

- This report is about applying equity to data visualization practices
- Some of their overarching suggestions include:
 - Use people-first language (i.e., regarding data visualization methods)
 - Consider who is missing from the data (and “avoid othering the other”)
 - Keep racial equity in mind with the use of language, colors, and icons
 - Building diverse and inclusive data communication teams and organizations is critical to applying a racial equity lens in data visualization

Smith, L. T. (2021). Decolonizing methodologies: Research and indigenous peoples. Bloomsbury Publishing.

Access: Book

- This book is intended to “develop indigenous peoples as researchers” and comes from a Maori perspective and scholar.
- “To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory.”
- This volume, originally published in 1999 and now in its third edition, investigates the intersections of imperialism and research - specifically, how imperialism is implicated in knowledge and tradition as 'regimes of truth.'
- Concepts such as 'discovery' and 'claiming' are discussed and an argument made that the decolonization of research methods will serve to reclaim control over indigenous ways of knowing and being.
- It also features a chapter with 25 indigenous projects and a poetry collection.
- Chapters address:
 - The history of imperialism, writing and theory
 - Research from the Imperial perspective
 - The colonization of knowledges
 - Examples of research in Indigenous lands including the Indigenous Peoples' Project and 25 others.
 - Articulating an Indigenous research agenda and indigenous methodologies with a case study of Maori and Kaupapa Maori research
 - The role of research in Indigenous struggles for social justice
 - Getting the story right and telling it well – Indigenous activism and research

Smith, N., Martinez, R. A., Andrabi, N., Goodwin, A., Wilbur, R., & Zivich, P. (2021, January 6). Beyond the Boxes, Part 6: Final thoughts and gratitude to our communities.

Access: Web

- This blogpost discusses race and ethnicity in population health research. The previous posts detail defining, measuring, coding, and analyzing data about race and ethnicity.
- This blog is geared toward population health researchers (or those using population health research to gain insights in their work).
- Specific suggestions given:
 - Explicitly name any assumptions made in research
 - Careful peer review process
 - Shift curricula away from essentialist teachings.
 - Race and ethnicity are not solely proxies for oppression, but also spaces for love and belonging.

Thurston, H., Boyd, R., Wolf, J. P., & Freisthler, B. (2023). Is My Work Racist? Critical Thinking and Critical Discourse in Social Work Research.

Access: Institutional Access Only

- Based in the NASW Code of Ethics, social work academics have an ethical obligation to examine past, current, and future work through a racial equity lens and to hold oneself and one's colleagues accountable to the joint mission of social justice and eradicating structural racism.
- The article examines the Social Work research enterprise, with a particular focus on the child welfare system.
- The authors are interested in how candid critique of one's work can lead to paradigm shifts that lead to true system improvement.
- Models a reflexivity process in social welfare research
- Review each article section and the decision points made at each step, including issue framing, choosing methods, and interpreting the findings
- Concludes with suggestions for how researchers can ground work in a social justice paradigm which unmask assumptions of constructs of power and proactively reimagines the world with anti-racist counterfactuals.
- Describes a variety of biases that can be at play: confirmation, anchoring/adjustment, first impressions, retrievability, halo effect, appeal to irrelevant messenger, false dichotomy, and missing data.

-
- Selected an article arising from a dissertation to review with critical discourse analysis (CDA) tools and describes process of self-reflection and critique.
 - Issue framing critique – doesn't investigate neighborhood factors like red-lining or blockbusting that reflect institutional racism
 - Choosing methods – subject to confirmation bias (only looking at data readily available)
 - Interpretation of findings – Missing Data fallacy: “the absence of definitive evidence proving that systematic sexism exists is seen as proof that it does not exist, without acknowledgment of the difficulties of measuring such a phenomenon” (p. 5; no evidence of this in the reference article, however, does omit discussion of race because no race effects were found (another example). More nuanced discussions are warranted.

University of Pennsylvania. (2020, May 27). Centering Racial Equity Throughout Data Integration.

Access: Web

- The focus of this toolkit is to provide a step-by-step framework for incorporating racially equitable practices in each stage of data integration.
- People involved in data integration projects, as well as those who work with the products of data integration can benefit from the suggestions and considerations in this toolkit.
- Normalize (use a racial equity framework; communicate and act with urgency), organize (build organizational capacity and partner with other institutions/communities), and operationalize (use racial equity tools and be data-driven) racial equity throughout data integration
- Assess benefits, limitations, and risks for a data project to determine if you should proceed
- Center racial equity throughout the data life cycle. For each stage of the life cycle, this toolkit provides a brief overview of the stage, a comparison of positive practices versus problematic practices, and a Work in Action section that discusses real-life examples of projects that incorporated racial equity in that stage.
- Calls us to envision data integration as a means to confront racism, expose injustice, act on shared values, and elevate lived experience to co-create and implement innovative equity structures and narrative.

Calls us to envision data integration as a means to confront racism, expose injustice, act on shared values, and elevate lived experience to co-create and implement innovative equity structures and narrative.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of Community Cultural Wealth.

Access: Institutional Access Only

- This article discusses “community cultural wealth” as a way to challenge traditional perspectives about cultural capital.
- Bourdieu’s theoretical insight about how a hierarchical society reproduces itself used to explain why the academic and social outcomes of People of Color are significantly worse than for white folks
- The assumption follows that People of Color ‘lack’ the social and cultural capital required for social mobility
- A CRT lens can ‘see’ that Communities of Color nurture cultural wealth through at least 6 forms of capital.
 - Aspirational capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.
 - Linguistic capital includes the intellectual and social skills attained through communication experiences in more than one language and/or style
 - Familial capital refers to those cultural knowledge nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition
 - Social capital can be understood as networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society’s institutions
 - Navigational capital refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with Communities of Color in mind.
 - Resistant capital refers those knowledges and skills fostered through oppositional behavior that challenges inequality. This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color.

Zuberi, T., & Bonilla-Silva, E. (Eds.). (2008). White logic, white methods: Racism and methodology.

Access: Book

- Geared towards sociologists, this edited volume begins by 1) providing vignettes from the authors' experiences in their respective sociological domains that demonstrate how white logic and white methods have affected them; 2) conceptualizing white logic in white methods and explains the problems they pose to sociology and its practitioners and; 3) describing each chapters and their contribution.
- It is a collaborative effort to attack white supremacy in current research on race as well as in the methods most sociologists employ to examine the so-called race effect.
- Successive sections address race as a “variable,” logic of the method, interpreting the problem, dimensions of segregation and inequality typically left out, and the practice of racial research.
- Chapters address:
 - Critiques race as a variable and how researchers often treat race as fixed, ignoring racial stratification.
 - How social scientists have neglected the study of race and worked to eliminate racism as a research-worthy topic (looking from 1993 to ~2008).
 - A look at data collection and racial classification in South Africa, examining both apartheid and post-apartheid.
 - Describes the extreme caution needed when using race in a statistical model as an independent, causal, variable.
 - One contributor offers a new way of modeling structured interactions within social institutions and the covariation of racially structured interactions across institutions.
 - Another examines experimental social psychology research and the ideology of colorblind racism and how researchers inadequately consider or fail to examine race in their work.
 - How, in research addressing white racial attitudes, researchers can do a better methodological job.
 - The 5th part addresses dimensions of segregation and inequality including challenges with traditional methodology for research on residential segregation, more rigorous educational research particularly related to scholastic achievement, and critically assessing traditional methods to measure racial discrimination.

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About the Jordan Institute

The Jordan Institute for Families' vision is to ensure that all families have the support they need to thrive. We focus on strengthening families, communities and the workforce who serves them. In alignment with the UNC School of Social Work – our home base – JIF is committed to advancing equity, transforming systems and improving the lives of families in and beyond North Carolina.

Web: <https://jordaninstituteforfamilies.org/>

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