

Best Practices for Antiracist White Academic Collegueship

(*This is not meant to represent an exhaustive list, but a start.)

I. Consider nonwhite voices and perspectives.

- Incorporate a diversity of voices by being deliberate, transparent, and consistent in your practice of academic inclusion when organizing panels and conferences, planning lecture series and other events, and forming committees and task forces. Make it clear that including various types of diversity is a necessary a part of the planning process. Be open about the fact that you are doing this and why.
- Do not tokenize colleagues of color. Do not only ask colleagues of color for their input or participation when race is the topic at hand. Make racial inclusion a matter of course in your collaborative practices.
- Do not prioritize white perspectives and voices in conversations about race.

II. Presume the competence, rather than the incompetence of colleagues of color.

- When people of color tell you about their experiences of racism, believe them.
- Be aware of racial biases in assessments of colleagues of color from other sources (e.g., in student evaluations, letters of recommendation, reviewers reports for work on race and racism, etc.) and be prepared to counter these in your own assessments (e.g., by acknowledging how racism in student evaluations affects faculty of color's teaching scores when framing tenure or promotion case, etc.)
- Ask colleagues of color for input when their academic expertise is appropriate.
- Do not confuse experiential expertise and academic expertise, but acknowledge both.
- Know that recognizing expertise on race and racism may require you to recognize and validate unfamiliar methodologies for knowledge production and to learn more about fields outside your immediate areas of expertise.
- Do not punish or threaten colleagues of color who speak out against racial injustice.
- Support colleagues of color by amplifying their voices, rather than appropriating them.

III. Respect the additional emotional burdens of nonwhite people's antiracist labor.

- Recognize that people of color's labor on topics of race and racism in the academy has both intellectual and emotional components and that the effects of these are different than the effects of white people's antiracist work.
- Do not ask (or expect, or demand) that people of color do more work to eradicate racism in the academy than their white colleagues are doing. (This will be difficult to achieve.)
- When asking people of color to do antiracist work, make sure this work is legible and acknowledged (i.e., this work should be named in such a way that it can be listed somewhere on one's CV. Make sure to send an email acknowledging this labor and thanking your colleague for their work) and, where appropriate, compensated (even if direct compensation is not allowable, is it possible to compensate this extra labor in some other way (e.g., by making research or conference travel funds available, etc.)?)

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IV. Extend antiracist practices into your own fields and research.

- Do antiracist work yourself, by working to eradicate white supremacy in your field(s) of study. Cite people of color in your research and teach them on your syllabi. Work to break down potentially racist methodological practices in your field.
- Make antiracism part of your pedagogical practice. Be transparent about your methods for antiracist inclusion in your courses. Teach your graduate students to examine their own patterns of citation, to craft inclusive syllabi, and to utilize and develop antiracist methodological practices.
- If your field is predominantly white, do not use this as an excuse. Look to people of color and/or white antiracist colleagues for examples. If you find none, look to Ethnic Studies fields and think about how you might incorporate antiracist methodologies into your work even if these may seem unfamiliar.
- Search out promising junior academics of color in your department and your larger field of study and help to mentor them and make them feel welcome. Chat with them at conferences; learn about their work; invite them to participate in panels; invite them to give talks at your institution; offer to read and comment on their work; invite them to publish in special journal issues or essay collections you are editing; cite them in your own scholarship; teach their work in your classes.
- Support colleagues of color who are being bullied for doing antiracist scholarship and activism. Support these colleagues publicly, in your departments, colleges and universities, academic organizations, and on social media. Refuse to support colleagues who bully people of color.

V. De-prioritize racist perspectives among white colleagues.

- Shut down racism when you hear it (in your classroom or lab, when supervising graduate students, in departmental meetings, in hiring discussions, etc.) Make sure to do this publicly. Do this even if you fear reprisal for doing so.
- Do not entertain racist positions as legitimate “sides” to any debate. Regard racism as you would another archaic, disproven theory, faulty logic, or otherwise flawed scholarship.
- Name racism, specifically, when you discuss it. Do not use euphemisms, such as “racial” or “racially charged” when “racist” and “white supremacist” are more accurate.
- Do not wait for people of color to do this work. Make this your responsibility.
- Hold your white colleagues to antiracist standards. Work to antiracism part of the general mission of your departments, institutions, and field organizations.
- Do not mistake antiracist language (e.g., “diversity statements” and the like, which often prioritize white people’s feelings over people of color’s experiences) for actual practices and policies that will have material consequences.
- Do not settle for racial inclusion or diversity in racial representation, but strive toward racial equality and racial justice.

(Incomplete) Reading List for Antiracist White Colleagues

Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Duke UP, 2012)

Jan Arminio, Vasti Torres, and Raechele L. Pope, *Why Aren't We There Yet?: Taking Personal Responsibility for Creating an Inclusive Campus* (Stylus Publishing, 2012)

Eduardo Bonilla-Silva, *Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in America* (Rowman & Littlefield, 2003)

Piya Chatterjee and Sunaina Maira, eds. *The Imperial University: Academic Repression and Scholarly Dissent* (U of Minnesota Press, 2014)

Roderick Ferguson, *The Reorder of Things: The University and Its Pedagogies of Minority Difference* (U of Minnesota Press, 2012)

Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González, and Angela P. Harris eds. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (U of Colorado Press, 2012)

“Accomplices Not Allies: Abolishing the Ally Industrial Complex,” Indigenous Action Media
<http://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/>

Marissa López, “On Mentoring First Generation and Graduate Students of Color,” Race and Ethnicity: the site of the Committee on the Literatures of People of Color in the United States and Canada
<https://clpc.mla.hcommons.org/on-mentoring-first-generation-and-graduate-students-of-color/>

Cheryl E. Matias, *Feeling White: Whiteness, Emotionality, and Education* Sense Publishers, 2016)

Phil Nel, “Resolutions for a New Academic Year.” Chronicle of Higher Education, 2017
<http://www.chronicle.com/article/Resolutions-for-a-New-Academic/241061?cid=wsinglestory>

Stacey Patton, “Dear White Academics,” ChronicleVitae
<https://chroniclevitae.com/news/775-dear-white-academics>

Liz Wayne and Xine Yao, PhDivas Podcast
A podcast about academia, culture, and social justice across the STEM/Humanities divide
<https://phdivaspodcast.wordpress.com/>

Craig Steven Wilder, *Ebony & Ivory: Race, Slavery, and the Troubled History of American Universities* (Bloomsbury Press, 2013)

Aida Harvey Wingfield, The Plight of the Black Academic, *The Atlantic*, 2015
<https://www.theatlantic.com/business/archive/2015/12/the-plight-of-the-black-academic/420237/>

Brigitte Fielder, University of Wisconsin-Madison
“Antiracist White Colleagueship,” Decolonizing Academic Spaces Panel, Women of Color Speaking on Student Success, Allyship, and Motherhood, September 2017

Further Resources for Academics of Color

Robin M. Boylorn, "How to Not Die: Some Survival Tips for Black Women Who Are Asked to Do Too Much," Crunk Feminist Collective, 2013
<http://www.crunkfeministcollective.com/2013/06/07/how-to-not-die-some-survival-tips-for-black-women-who-are-asked-to-do-too-much/>

Brittney C. Cooper, "Back-To-School Beatitudes: 10 Academic Survival Tips," Crunk Feminist Collective, 2011
<http://www.crunkfeministcollective.com/2011/08/25/back-to-school-beatitudes-10-academic-survival-tips/>

Conditionally Accepted: A Space for Scholars on the Margins of Academia
<https://conditionallyaccepted.com/>

Daniel Heath Justice and Marissa López, "Welcome to Wonderland: Advice for Beginning Graduate Students of Color," Race and Ethnicity: the site of the Committee on the Literatures of People of Color in the United States and Canada
<https://clpc.mla.hcommons.org/welcome-to-wonderland/>

Latinas Completing Doctoral Degrees
<http://doctoralatina.blogspot.com/>

Dwayne A. Mack, "Sick and Tired of Being Sick and Tired," (strategies for faculty of color to achieve a better work-life balance and to avoid burnout,) Inside Higher Ed., 2016
<https://www.insidehighered.com/advice/2016/03/25/how-faculty-color-can-achieve-good-work-life-balance-academe-essay>

Patricia A. Matthew, ed. *Written/Unwritten: Diversity and the Hidden Truths of Tenure* (U of North Carolina Press, 2016)

Kerry Ann Rockquemore and Tracey Laszloffy, *The Black Academic's Guide to Winning Tenure—Without Losing Your Soul* (Lynne Rienner Publishers, 2008)

Robyn Magalit Rodriguez, "Resources for Women of Color Faculty"
<http://us5.campaign-archive2.com/?u=38b49cd9ee1efc1e751e745e9&id=01a3938912&e=e21287a40a>

KC Williams and Shannon Gibney, "Surviving Blackademia," Inside Higher Ed, 2014
<https://www.insidehighered.com/advice/2014/10/31/tips-surviving-and-thriving-black-female-professor-essay>

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 "Antiracist White Collegueship," Decolonizing Academic Spaces Panel, Women of Color Speaking on Student Success, Allyship, and Motherhood, September 2017