

## IN THIS ISSUE

### *Family Focus:* **Dismantling Structural Inequality and Racism**

In this issue of Family Focus, our contributing authors share their professional, empirically informed insight to help deconstruct how structural inequity and racism affects us as scholars and practitioners and affects the families we study and serve.

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## 2021 NCFR Annual Conference

Nov. 2-5, 2021

*The Science of Families:  
Nurturing Hope, Happiness,  
& Health*

**Registration is open!**  
[ncfr.org/ncfr-2021](https://ncfr.org/ncfr-2021)

## The Science of Families: Nurturing Hope, Happiness, & Health—2021 Annual Conference

*Tammy L. Henderson, Ph.D., CFLE, 2021 NCFR Conference Program Chair,*  
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Members of the National Council on Family Relations (NCFR) express their commitment to family values through excellence in evidence-based practices, instruction, basic and translational research, professional service, Family Life Education, and advocacy efforts. Our annual conference provides an opportunity for us to share, network, and deconstruct the innovations in these primary areas seasoned with the voices of persons whose voices have been often or continue to be silenced. Specifically, the 2021 annual conference focuses on how families remain hopeful, happy, and healthy amid major risk factors that undermine healthy development, including COVID-19, economic instability, and racism against members of Black, Asian, LGBTQ+, and other vulnerable yet resilient communities. NCFR contributes to this historical moment of change, challenge, and community to dismantle harmful and oppressive systems and support the resurgence of a global social and economic justice psyche.

Let me share the history of my vision. *The conference theme, The Science of Families: Nurturing Hope, Happiness, & Health*, emerged in 2012 in direct resistance to systems of oppression and other factors that undermine healthy individual, family, and community development. The need to focus on the affirmative challenges scholars to spend additional time on the solutions, adaptive

behaviors, and resilience of study or program participants after clearly naming and defining multidimensional problems. To this end, I identified plenary presenters who can provide a cohesive experience and advance our understanding of hope, happiness, and health among persons from diverse social addresses. Looking across the overall conference program, presenters are providing meaningful work that serves to dismantle adverse conditions that undermine hope, happiness, and health in response to this historical time across the globe.



**Tammy L. Henderson**

### Sessions Organized by the Conference Chair

The three plenary sessions and a special session are linked together to provide a deeper context and foundation to the real-time experiences of contemporary families and vulnerable populations. This year, the conference's featured presenters are Black women scholars from two Historical Black Colleges and Universities, a predominately White university, and a national collaborative community-based research initiative. I suggest

*2021 Conference continued on page 20*

## Mission Statement for NCFR Report

NCFR Report, the quarterly newsletter of the National Council on Family Relations, provides timely, useful information to help members succeed in their roles as researchers, educators, and practitioners. Articles address Family Science issues, programs, and trends, including association news.

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## How to contribute to the Family Focus section:

The Family Focus section of NCFR Report is member-written. Articles accepted for publication will be edited using standard editorial practice, and given priority based on

- 1) relevance to the Family Focus theme,
- 2) brevity due to space limitations, and
- 3) how articles form a complementary collection.

For information and guidelines, contact the editor, Ted G. Futris, Ph.D., CFLE at [reporteditor@ncfr.org](mailto:reporteditor@ncfr.org).

*The contents of articles represent the views of their author(s), which may not represent the position of the entire organization.*

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Deadlines for each of the quarterly issues are:

- Spring issue—Jan. 1
- Summer issue—April 1
- Fall issue—July 1
- Winter issue—Oct. 1

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NCFR Report is published quarterly by the National Council on Family Relations  
661 LaSalle Street, Suite 200  
St. Paul, MN 55114  
Toll free: 888-781-9331 Fax: 763-781-9348  
[www.ncfr.org](http://www.ncfr.org)

Third class postage permit. Reprints of this publication are available by contacting NCFR headquarters at the address above.

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# Nominate Candidates to Be NCFR's Next Leaders

*Ani Yazedjian, Ph.D., and Cassandra Dorius, Ph.D., NCFR Elections Council Co-Chairs*

The future of both NCFR and Family Science are inextricably tied to the quality and dedication of our leaders. Thanks to the strategic vision and perseverance of our leadership, we have made tremendous strides toward our mission of strengthening families. We need your help to keep up this momentum. As we approach the 2021 NCFR Annual Conference in November, there are two ways you can assist the Elections Council. First, think about the leadership opportunities in NCFR that might be a good match for you. Speak with colleagues, mentors, section leaders, or Elections Council members about your desire to serve and your willingness to be nominated for a position. Second, consider nominating colleagues who you think would be a good match for the positions available in the next election cycle:

- Board of Directors President-elect (2023–2025, President 2025–2027), one position
- Board Member-at-Large (2023–2026), three positions
- Affiliate Councils President-elect (2023–2025), one position
- Students and New Professionals Board Representative-elect (2023–2024, Board SNP Representative 2024–2026), one position
- Elections Council members (2023–2026), two positions
- Inclusion and Diversity Committee Member-at-Large (2023–2026), three positions
- Inclusion and Diversity Committee Students and New Professional Representative (2023–2025), one position

- Conference Program chair-elect (2023–2024, program chair for 2025 conference), one board-appointed position

The election cycle begins each year at the annual conference, when we ask members, sections, and focus groups to nominate potential candidates for the organizational-level positions that need to be filled.

In the spring of 2022, the Elections Council will meet to identify and discuss possible candidates for 2023 who have been identified by nomination or who have previously served in leadership positions. We consider the experience of individual candidates and ensure that the overall slate reflects the strength and diversity of the entire NCFR membership and that reflects and promotes the mission and goals of NCFR.

The Elections Council's responsibility is to help NCFR members match their leadership abilities to the opportunities that abound within our organization. We take seriously the NCFR Board of Directors' charge to find the right people who are willing to have their names placed on the ballot each year. We are guided by the operating values outlined in the NCFR bylaws and the Elections Council policies and procedures. We are excited about the possibilities for future leadership and hope you consider being a part of it.

*NCFR Elections Council Co-chairs, Cassandra Dorius and Ani Yazedjian (2021); Jenifer M. McGuire and Lorey Ann Wheeler (2022); Jessica Fish and Kevin Shafer (2023); of the NCFR Elections Council; and Roudi Nazarinia Roy, Board Liaison to the Elections Council ✨*



# Reflections on Two Years Like No Others

Leigh A. Leslie, Ph.D., NCFR President, lleslie@umd.edu

As I sit down to write my final president's column for NCFR Report, I am, of course, drawn to reflect on where we have been the past 2 years and where we are going. Certainly, when I wrote my first column in June 2019, I had no idea what awaited our nation and the world in the months to come. The pandemic and the burgeoning consciousness of systemic racism have altered all of our lives dramatically since the writing of that first column.

When I began my tenure I had goals I wanted to accomplish. While some goals have been derailed, and some slowed by the pandemic, others, ironically, have been facilitated by the changes wrought by both the pandemic and our heightened attention to racial justice.

Additionally, new goals have emerged as we adjust to our new, and still evolving, normal.

In terms of goals derailed along the way, I had stated in my platform that I thought it was time for NCFR to do some strategic planning and revisiting of the Carver model for organizational operation, in order to assess where we were as an organization and who we wanted to be. However, as members, as well as the population at large, faced the effects of COVID-19, economic upheaval, and cries for racial justice, focusing on the operational strategies of the organization paled in comparison. I do still believe the questions of "Who do we want NCFR to be in the world, and what global ends should guide us?" are worth our focused attention, but I will have to leave it to future leaders to address them.

In the category of delayed projects is the effort to consolidate and revise NCFR's three codes of ethics and to develop an actionable, reparative procedure to address violations of the ethics code, which I wrote about in a column last year. A member committee is currently drafting the Ethics Principles and Standards. While the principles section clearly articulates the values that guide our

professional expectations, the standards spell out the resulting behavioral criteria for ethical professional practice. In addition, a subcommittee of the Board of Directors is drafting the procedures for addressing complaints. While we had hoped to have a draft of the code to members for review this fall, it seems it will now be available in the beginning of next year, under the guidance of the next president, Norma Burgess.

**I believe we have made progress toward being a research-based voice on policies and social issues that have an impact on families.**

The two areas in which I believe we have made solid progress over the past 2 years are in the area of member engagement in the organization and increasing our presence nationally as a research-informed source of information on promoting the needs of families, particularly vulnerable families. Ironically, the virtual medium of communication necessitated by the pandemic has both opened doors to participation for members who were less active previously and increased opportunities for member interaction. In last year's virtual conference we had more international attendees than ever before, and registration for this year's conference is again showing high international participation. And there were more attendees at last year's virtual business meeting than in recent memory. Additionally, activities by sections and focus groups such as book discussions, writing support groups, and social hours are on the rise. Finally, the Board of Directors' two virtual listening sessions and virtual town hall were very well attended. While I know we all long for the time when we can meet together in person, I think the past 2 years have taught us that in-person meetings can be supplemented beautifully by virtual

technology that allows for more consistent interaction by a broader array of members.

I also believe we have made progress toward being a research-based voice on policies and social issues that have an impact on families. NCFR's policy briefs, the NCFR Report, the Board of Directors' statements—in all these in the past 2 years have seen NCFR marshal our professional expertise to address issues such as child welfare, inequities in COVID legislation, immigration policies, and legislation restricting parenting options for parents of transgender children. However, no issue has activated NCFR more in the past year than that of racial justice. In the Board of Directors' Racial Justice Initiative, sections and focus groups on self-reflection and strategies for promoting racial justice in their work, and a host of webinars to help members become more anti-racist in their research and practice, NCFR has begun to grapple with the racism in our field and in our organization. This work must continue in the years ahead! I am particularly looking forward to reading this issue of the NCFR Report on dismantling racism and the collaboration of our three journals to promote anti-racist scholarship through the special issues "Transforming Family Scholarship: Theory, Practice, and Research at the Intersection of Families, Race, and Social Justice."

So, as I reflect on the two years of my presidency, I can certainly say that in many ways it was not what I expected. And yet I do think as we faced difficult times on many fronts, we have come together, and we have worked for the betterment of families and of Family Science. I am confident that this work will continue as we move forward as an organization. To make sure this happens, I strongly encourage you all to let your voices be heard and communicate with the Board of Directors and the leadership of the organization at all levels. Thank you for your support, your involvement, and your energy in the past 2 years. ✨



# Advancing Family Science to NCFR Members and Beyond

*Diane Cushman, NCFR Executive Director, dianecushman@ncfr.org*

June 2021 marked the 1-year anniversary of NCFR's Advancing Family Science Initiative, a sustained effort to strengthen the identity, visibility, and perceived value of the discipline of Family Science. This initiative has its roots in the work of NCFR's Future of Family Science Task Force, created in 2014, that ultimately was sidelined by the important policy work that followed. Work resumed in June 2020, led by NCFR staff member Allison Wickler. Over the past year, she has reached out to many members of the original task force and scores of other NCFR members for their contributions to establish a clear identity for Family Science and to increase the understanding, visibility, and credibility of the discipline. If you have feedback or ideas for this initiative, please send them to us at [ncfr.org/family-science-feedback](mailto:ncfr.org/family-science-feedback).

The Advancing Family Science Initiative is crucial to the continued success of the Family Science discipline. Family Science has not kept pace with its sister disciplines, such as sociology, psychology, and gerontology, which have done an excellent job of identifying,

clarifying, and marketing their work.

With help from the original task force members, we identified six key audiences and embarked on a layered and iterative process to develop resources addressing each one:

1. NCFR members and Certified Family Life Educators (CFLEs)
2. Additional Family Science faculty, academic programs, and students
3. University administrators and other disciplines and departments
4. Prospective students, parents and/or caregivers, counselors
5. Employers (nonacademic)
6. Funders, policymakers, media, the public

We will continue to reach out to NCFR members and those most familiar to NCFR and branch out to new horizons still in 2021. Parents of prospective undergraduate Family Science majors and employers of Family Science graduates represent two important groups for expanding NCFR's footprint and bring more awareness to the discipline.

Two interactive events were held with NCFR members during and shortly following

the 2020 NCFR Annual Conference. These sessions yielded helpful advice on how to move forward with these external audiences. We recently briefed the members involved in these sessions on accomplishments from their input and asked for further input: on creating a series of "elevator pitches" to succinctly and effectively describe Family Science and its professions; on developing some examples of how Family Science research has directly affected families; and on sharing examples of how Family Science programs have collaborated with other academic disciplines to apply the Family Science lens to those disciplines.

## The Advancing Family Science Initiative is crucial to the continued success of the Family Science discipline.

One of the main goals of the Advancing Family Science Initiative is to develop and share valuable resources with members. For example, we worked with a number of members whose academic institutions have successfully integrated "Family Science" into their degree and/or department names, and we developed a "name change" resource collection to help others in this effort to create a more cohesive disciplinary identity (access resources at [ncfr.org/fs-name-change-form](http://ncfr.org/fs-name-change-form)). We've updated the NCFR Degree Programs Guide ([ncfr.org/degree-programs](http://ncfr.org/degree-programs)) to include an interactive map of schools offering degrees in Family Science (<https://bit.ly/FS-Degree-Map>) and a second map of schools of NCFR's CFLE-approved programs ([bit.ly/CFLE-Degree-Map](https://bit.ly/CFLE-Degree-Map)). Resources are now in place that lay out definitions of key terms of Family Science identity ([ncfr.org/key-terms-family-science](http://ncfr.org/key-terms-family-science)),

*Executive Review continued on page 7*

## Thanks and Gratitude to President Leigh Leslie

Every 2 years NCFR welcomes a new president who moves from the 2-year term of president-elect to the top voluntary leadership position in the organization. As such, this person has an opportunity to share their vision of NCFR and the work needed to fulfill its mission, to remain relevant, and to meet the needs of members. All presidents have an idea of what they would like to accomplish during their term. The saying "Life is what happens when you're busy making plans" comes to mind. In recent years, incoming presidents have been met with major global events that have shaped their presidency.

Dr. Leigh Leslie's term was a case in point (read her column on page 3). She was the epitome of flexibility as she embraced current issues and navigated the board to support the changing needs of the membership. We thank Dr. Leslie for serving as our president, and we welcome our next president, Dr. Norma Bond Burgess, and wish them both the best.

We also thank Dr. Joanne Roberts, as she moves from the NCFR Board of Directors to the role of NCFR Affiliate Councils President. You can keep in touch with all your board members at [ncfr.org/board](http://ncfr.org/board). They are eager to hear from you.



# First Virtual Family Life Education Summit a Success!

*Dawn Cassidy, M.Ed., CFLE, Director of Family Life Education, dawncassidy@ncfr.org*

On June 25, 2021, the National Council on Family Relations (NCFR) held the first Virtual Family Life Education (FLE) Summit. While NCFR offers many services and resources for practitioners, the summit marked the first full-day event focused specifically on those who work directly in the field, with and for families.

Practitioners are always welcome to attend NCFR's Annual Conference, but the reality is that most sessions at the conference are focused on research and designed for an academic audience. Additionally, while financial constraints can make travel to an on-site conference difficult for the academic audience, it is often not even an option for practitioners.

NCFR got a crash course in putting on a virtual conference during the COVID-19 pandemic. It was an intense learning experience, but we all came through with a new set of skills. Before the pandemic I had talked about putting on a virtual conference for practitioners. Having a virtual conference at the scale of the NCFR conference under our belt made the reality of a virtual FLE conference much more attainable.

And so we set to work! The CFLE Advisory Board played a significant role in the planning and implementation of the Virtual FLE Summit, including conducting a needs assessment, creating a call for proposals (special shout-out to Jennifer Crosswhite and Cindy Winter for sharing their vast knowledge and expertise about the process), creating a rubric for evaluating proposals, evaluating the proposals, and selecting the presenters. In addition, several board members assisted in the facilitation of some of the sessions on the day of the summit. I would be remiss in not also acknowledging the NCFR staff, especially Emily Vang, NCFR education and certification coordinator. The summit was an education department project, but it required a coordinated team effort on the

part of the full staff. Being able to work with such competent (and fun) coworkers is one of the reasons I have worked at NCFR as long as I have. It was a pleasure to be part of such a well-oiled machine.

We purposely kept the summit schedule small to keep this first event as manageable as possible, limiting the number of sessions to 13 plus the plenary. We received 33 submissions. The selection process was very difficult because there were so many excellent submissions. The blind-review selections were based on the interests identified in the needs assessment survey and the quality of the submission in meeting the rubric criteria, which included clarity of proposal content, theoretical base, application to the practice of FLE, audience engagement, contribution and innovation, implementation history, and presenter qualifications.

## The focus of most sessions was on the application of the presenter's work and experiences from the day-to-day practice of Family Life Education.

In the end we selected the 13 presentations that covered such topics as coping with grief, adverse childhood experiences and corporal punishment, trauma-informed FLE, decentering Whiteness, starting and growing an FLE business, using social media, helping parents find trustworthy information, and a number of sessions focused on developing and implementing FLE programming, moving FLE programs online, and outreach and community engagement. The CFLE Advisory Board chair, Dorothy Berglund, Ph.D., CFLE, provided opening remarks and board member Cynthia B. Wilson, Ph.D., CFLE, provided the

perfect plenary presentation, "Collaboration as the Key to Unlocking Family Well-Being."

In total, 168 people registered for the FLE Summit. All sessions were recorded and are available to those registered for the summit. Those who did not register for the live summit can purchase access to all recorded sessions. Of course, I plan to view all the recorded sessions!

The live sessions I attended were exactly what I had envisioned for this event. The information shared was solidly based in research and references and resources were provided. However, the focus of most sessions was on the application of the presenter's work and experiences from the day-to-day practice of Family Life Education. Most of those submitting proposals for the summit worked in Extension or identified as practitioners, and about one-third were university or college professors (many of whom also worked in Extension).

The Virtual FLE Summit provided an excellent opportunity for NCFR to ensure that it is meeting its mission to "provide an educational forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establish professional standards, and work to promote family well-being." The summit also fulfills the goals of NCFR's Global Ends Policies (see [ncfr.org/global-ends](http://ncfr.org/global-ends)).

There is a clear need for, and interest in, continued online professional development opportunities for Family Life Education practitioners. NCFR plans to host a second Virtual FLE Summit in the spring of 2022. Hopefully the FLE Summit will come to represent the focused effort of NCFR to meet the needs of Family Life Educator practitioners. I welcome any ideas you have for how we can continue to serve the practitioner audience. ✨



# Highlights of the Upcoming 2021 NCFR Annual Conference

Jennifer Crosswhite, Ph.D., CFLE, Director of Research and Policy Education, [jennifercrosswhite@ncfr.org](mailto:jennifercrosswhite@ncfr.org)

It's that time of the year again: The second NCFR virtual conference is just around the corner. The Conference Program Planning Chair, Tammy Henderson, Ph.D., and the NCFR Conference Program Planning Committee have pulled together another amazing conference with many excellent, high-quality sessions, including plenaries, special sessions, invited presenter symposia and workshops, and more.

The theme for this year's conference is *The Science of Families: Nurturing Hope, Happiness, and Health*. As Dr. Henderson points out in her article beginning on page 1, this year's annual conference provides us with an opportunity to "dismantle adverse conditions that undermine hope, happiness, and health." You will find many sessions throughout the conference related to COVID-19 and dismantling racism.

## Sessions on Dismantling Racism

In harmony with the Family Focus articles published in this *Report* issue on dismantling racism as well as the articles on critical race theory published in the news section of *Report*, I want to call your attention to some of the many sessions related to dismantling racism that will occur during this year's conference.

Please check the conference schedule for session times: [ncfr.org/ncfr-2021/schedule](http://ncfr.org/ncfr-2021/schedule).

**Tuesday, Nov. 2** (Live interactive poster and Theory Construction and Research Methodology, TCRM, sessions are being presented beginning Tuesday, including sessions related to dismantling racism)

- **Antiracism and Families**, a TCRM paper session
- **Using Family Theories to Navigate Conversations on Race and Power in Academic Settings**, a TCRM dialogue session

## Wednesday, Nov. 3

- **Black Women and Reproductive (In) justice**, a special session organized by the Feminism and Family Studies, Racial and Ethnic Diversity in Families, Families and Health, Family Policy, and Education and Enrichment Sections
- **The Shadow of Suns: Paradigmatic Rifts and the Theoretical Legacies of the Black Struggle in Family Science**, the opening plenary by Andrea Hunter, Ph.D.
- **Integration of Diversity Into Family Theory and Research**, the TCRM special session
- **Culturally Competent Practices in Working With Indigenous, Black, and Native Hawaiian/Pacific Islander Families**, an Education and Enrichment Section invited presenter symposium
- **When Research Harms: An Open Dialogue and Reflection on the Past, Present, and Future of Family Scholarship**, an invited presenter symposium organized by the Family Policy; Religion, Spirituality, and Family; and Research and Theory Sections

## Thursday, Nov. 4

- **Putting Anti-Racism Into Action: Developing and Using an Anti-Racism Equity Self-Audit For University Courses**, an invited presenter workshop organized by the Advancing Family Science, Racial and Ethnic Diversity in Families, Education and Enrichment, and Feminism and Family Studies Sections
- **Formative Assessment of Student and New Professional Needs to Promote Racial Justice in the Family Science Discipline**, a Students and New Professionals invited presenter symposium
- **Emerging Shapes of Families: The Challenge Toward Family and Social Equity**, the Wednesday plenary presented by Patricia Matthews-Juarez, Ph.D.

- **Antiracist Child Welfare Practice, Research, and Policymaking**, a Family Policy Section invited presenter symposium
- **Racial, Ethnic, and Violence Cultural Influences on Black Mental Health During COVID-19**, a special session with Suzanne Randolph Cunningham, Ph.D., and the three plenary presenters: Andrea Hunter, Ph.D., Patricia Matthews-Juarez, Ph.D., and Camara Jones, Ph.D.

## Friday, Nov. 5

- **Asian American Experiences of the Pandemic: Challenges and Ways to Nurture Hope and Cultivate Family Resiliency Amidst COVID-19**, an International Section special session
- **Racism as a Public Health Issue and the COVID-19 Effect: A Call for Advocacy**, the closing plenary presented by Camara Jones, Ph.D.
- **Anti-Racism in Family Science: Introspection, Application, and Integration**, an invited presenter symposium organized by Advancing Family Science Section and the Students and New Professionals

Check out the conference program ([ncfr.org/ncfr-2021/schedule](http://ncfr.org/ncfr-2021/schedule)) for a full list of all posters and sessions not listed here that are related to dismantling racism, race and race relations, and how culture has an impact on family dynamics—and for all the other excellent conference sessions. Sessions are being recorded and will be available on demand if you aren't able to participate live in a session in which you are interested.

## Policy-Related Sessions During the 2021 Annual Conference

Many of the sessions listed above will provide great information that could potentially have an impact on policy or provide policy implications. In addition to those sessions,

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## Family Science Report continued from page 6

I would like to share other policy-related sessions being presented during the conference. These sessions highlight the excellent policy work being presented at the NCFR Annual Conference. The conference program ([ncfr.org/ncfr-2021/schedule](http://ncfr.org/ncfr-2021/schedule)) provides a full list of policy and policy-related posters and sessions not listed here:

### Thursday, Nov. 4

- **Family as a Source of Hope and Healing For Those in Foster Care and Adoption: Future Research Directions and Intersections With Practice and Policy**, a Family Policy Section symposium
- **Family Resilience in Managing Economic Stress**, a Family Policy paper session
- **Family Policy Section Member Meeting**

### Friday, Nov. 5

- **Becoming a Scholar-Advocate or Activist in the Academy: Challenges and Opportunities Along the Scholar-Action Continuum**, a Feminism and Family Studies Section interactive workshop
- **Family Privilege 2.0: A Critical Feminist Workshop for Systems Change**, a Feminism and Family Studies interactive workshop

- **Meaningfully and Ethically Engaging “Live Expertise” in Research: Considerations and Resources From Child Welfare System Stakeholders**, a Family Policy Section interactive workshop
- **COVID-19 and Family Life Around the Globe: Relationships Quality, Child Well-Being, Family Resilience, and Family Policy**, an International Section symposium

### 2021 Poster Sessions and More

Don't forget about the many excellent posters being presented during the conference! Poster sessions begin on **Tuesday, Nov. 2**, and are scheduled throughout the entire conference.

Important note about the 2021 poster sessions: Poster sessions are organized around topic rather than by section. Most poster sessions integrate posters from multiple sections and provide research as well as therapeutic, practice, or policy implications all in the same session. Be sure to check out the poster sessions!

Don't miss a single session in which you are interested. All sessions will be available on demand this year! We look forward to interacting. \*

## Executive Review continued from page 4

the history of and justification for the term Family Science ([ncfr.org/family-science-history](http://ncfr.org/family-science-history)), and exploration of careers in Family Science ([ncfr.org/family-science-careers](http://ncfr.org/family-science-careers)).

As of June 2021, more than two dozen universities had accessed the name-change resources with the intent to make a name change; the two degree program maps had been viewed nearly 14,000 times in just two months; and there were over 8,000 unique views of the Family Science web pages, with a whopping average time of 3 minutes and 45 seconds spent on each page. Over 115 NCFR members have provided ideas and feedback, helped with content review, or reported using our Advancing Family Science resources.

Over the next year the focus of this work will be on:

- quantifying the scope of Family Science in academia and practice employment;
- determining and reporting job outlook and salary data;
- developing and sharing models for collaborating with other academic units and showing the value of Family Science programs;
- developing materials for recruiting undecided and high school students;
- developing materials targeted to employers;
- collecting and sharing more stories about Family Science careers; and
- sharing examples of translational research to demonstrate the value of Family Science in real life.

While the Advancing Family Science Initiative is significant, it is important to note that NCFR remains a multidisciplinary society of practitioners, academics, and researchers from many disciplines. There is no intention of changing the “big tent” that has characterized NCFR from its beginning. No matter your educational background, your vocation, or how you define yourself and your work, if your interest is understanding and working with families and the distinct dynamics within them, you will find a professional home in NCFR. \*

## Thank You, NCFR Donors

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# Supporting Domestic Violence Clients to Prevent a Return to Homelessness

Family Science Impact highlights how NCFR members are making a difference through their Family Science work and showcases their career journeys. See more about the many careers and professions of Family Science at [nconf.org/family-science-careers](https://nconf.org/family-science-careers)

**Name:**

Kimberly Leach, B.S., CFLE-P

**Current Job Title:**

Housing Case Manager, YCC Family Crisis Center (Ogden, Utah)

**Tell us a bit about your current work and why it's important.**

I am a housing case manager at a domestic violence shelter. I facilitate a rapid rehousing (RRH) program for families in the Ogden area. When a family enters our shelter, there can be many outcomes. Some return to their home and their abuser, some are able to get their abuser removed and return home, some move in with family or friends, and some choose to participate in our RRH program. We provide rental assistance and intensive case management for 1 year for those clients in our RRH program. Some of the things we work on with clients are self-sufficiency, healthy relationships and communication styles, financial stability, credit repair, and budgeting.

My primary goal is to match a client with resources and support to prevent a return to homelessness when the client's time with our program ends. Generational dysfunction and generational poverty can be broken, and I am so encouraged to see clients make the most of our time together to finish or enhance their education, work toward better employment, and pursue stability in their lives and the lives of their children.

**What was your professional path to your current role? What shaped or influenced that path?**

This is a second career for me. I spent 25 years in early childhood education and

special education. It took me a while to figure out what I wanted to be when I grew up. I was a single mother, with no degree, making minimum wage and raising a child on my own after leaving a domestic violence situation myself over 20 years ago. It is serendipitous that I now find myself working with women whose stories are sometimes very similar to mine and encouraging them by sharing my story. As humans, we want, more than anything, to be understood. It is powerful to look into another person's eyes and say, "I understand." No two stories are the same, but fleeing domestic violence, raising a child or children alone, and learning how to rebuild our lives are shared experiences that are unique to those journeying that path.

**I was a single mother, with no degree, making minimum wage and raising a child on my own after leaving a domestic violence situation myself over 20 years ago.**

I am a recent college graduate, class of 2020, go Wildcats! I graduated from Weber State University with a bachelor's degree in family studies and am currently pursuing my full Certified Family Life Educator (CFLE) credential.

**How do you use Family Science or Family Life Education knowledge or skills in your current work?**

I have many opportunities to use my Family Life Education knowledge as I go about my day. We talk about resource management, interpersonal and communication skills, positive parenting strategies, sexual health, and ethics. Some clients are looking for support and friendship, and as a case

manager I have to be very clear about protecting my privacy and theirs, maintaining a professional relationship, and setting firm boundaries.



Kimberly Leach

**What is most rewarding or makes you proudest about the impact of your work?**

There are a few of my clients who are really using their time with me to finish their education, set long-term goals, and rebuild their lives. That is amazing to watch and be a small part of their journeys.

**What do you wish you would have known along your education or career path?**

There is so much stigma around domestic violence, and many times people blame the victim for not leaving sooner. We look from the outside and make a judgment about how someone is living their life, what kind of parent they are, or their complicity in an unhealthy and dangerous situation, but we have no idea how it feels to be in those situations.

I think about the story of the elephant and the chain. When training a small elephant to stay put, circus trainers would put an enormous chain around the elephant's lower leg to prevent it from moving. As the elephant grew, the chain stayed the same size. But as a grown and very strong elephant, it never tries to break the chain because it learned from an early age that it cannot. Learned helplessness, emotional battery, and the chipping away of someone's self-confidence can make it nearly impossible to make a change. Can I? How will I? What could happen to me or my children?

Just before I left my violent situation, I could not even decide what to cook for dinner. The self-doubt, lack of confidence, and constant berating from my partner had left me incapable of making even small decisions. I felt stupid and incapable of much of anything. Now, how was I going to leave my husband; raise a child; and provide housing, food, and medical care to that child if I couldn't even figure out what to make for dinner? I did not have access to the resources the YCC Family Crisis Center provides, but there is so much family education available to clients here. We have parenting classes, healthy

relationship classes, junior high and high school preventative education classes, and case management that allows us to tailor curriculum to individual client needs.

### What do you want the world to know about your work or about Family Science or Family Life Education?

Preventive education early on can be a great way to avoid domestic violence situations, family dysfunction, and deadly outcomes. Teaching healthy communication, how to spot unhealthy patterns in ourselves and others, and how to access resources to turn those situations around before they become deadly are large components of what Family

Life Education is all about. Learning to manage stress in a healthy way and make different decisions that can lower our stress can also make a difference in how a family functions. Learning to budget our time and money, plan leisure time as a family, and manage credit and debt well can make a huge difference in quality of life for families. Family Life Education encompasses this as well.

There is so much Family Life Educators can do to strengthen families and communities with strategies, tools, and preventive education. There are no limits to the benefits of Family Life Education to improve our world one person at a time. ✨

## Welcome to the Newest Members of NCFR

Please join us in welcoming these members who joined between April 1 and June 30, 2021.

Samantha Addante	Samanda Bryant Hagan	Desiree De Avila	Laurie J. Giddins	Niambi Ivery
Melissa Alcaraz	Elia H. Bueno	Alexa DeCarlo	Inés Gil-Torras	Melia Jannotta
Fahad Alnaser	Felisha Bureson	Michaela June DiPillo	Amanda Goslin	Amanda January
Hitiura Torri Anihia	Lisa Lewis Burns	Armin Dorri	Katherine Lynne Graham	Savanna Elizabeth Jean Westrom Jellison
Emily Nicole Armant	Meagan Call-Cummings	Angela Sharnice Dulaney	Sarah Griffes	Andrea J. Jensen
Caitlin Artiaga	Lindsey Cardone	Julie Cox Dunn	Noelle N. Guay	Ben Jessell
Fatin Asnan	Daniela Carrillo	Jami Sue Dykstra	Rachel R. Hardeman	Chengfei Jiao
Israa Assaf	Kayla Carter	Cézanne Elias	Bethany Ann Hargis	Michele Jimenez
Jamie G. Averett	Gianna Casaburo	Grecekia Elliot-Delgado	Shanice Harris	Nicosha Johnson
Megan Baumgardner	Hye Won Chai	Agnes Engler	Abigail Helm	Camara Phyllis Jones
Julia J. Beier	Carys Chainey	Gina Erato	Cathy Henderson	Lauren Keeley
Yael Ben-Chaim	Bethany Lora Chase	Sandra Espinoza	Justin Hendricks	Dejah Nache Kelly
Rhonda M Benitez	Charissa Cheah	Philip Estep	Emily Joy Hendriksen	Cara L. Kelly
Ashley Marie Berghoff	Yiyu Chen	Lu Fan	Sophia Hess	Chong Khang
J. Maria Bermudez	Yi Chen	Tatjana M. Farley	Kimberly Hile	Alexia Marie Kingzette
Canaan Bethea	Adam Ka-Lok Cheung	Qinglan Feng	Corey Hinson	Matthew Komelski
Jamie Rennee Blalock	Denias Chihwai	McKenna Fey	Emily Hittner	Audrey Ellen Kteily
Madison Blankenship	Jieun Choi	Eleanor Fisk	Ariel Hooker Jones	Melissa Rae Kuszmaul
McCall Amberly Booth	Samantha Ciaravino	Aubrey Michelle Foddrill	Makala Hooten	Cameron Langner
Mandeep Singh Brar	Kayla Alexis Clark	Courtney Anne Furlong	Joycelyn Rena Hutton, Jr.	Maryrejahllil Lanier
Lula Bridges	Micol Collins	Ioanna Galani	Chelsea L. Hyman	Cheryl L. Lantron
Brent Broaddus	Victoria Cooper	Yency E. Garcia	Emily Impett	Emily Paige Lapidus
Nikkia Tarail Brown	Martha Elizabeth Correa	Iola C. Gardner	Daisuke Ito	<i>New Members continued on page 23</i>
Madeline Bryant	Sarah Coyne	Sumi Garg	Maya S. Iturra	

## Exploring Critical Race Theory in Family Science: Introduction & Overview

Critical race theory (CRT) made headlines earlier this year amidst ongoing racism and violence toward People of Color. Most notably, the idea of K-12 public schools adopting CRT teachings within their curricula created a lot of confusion and division within U.S. communities—so much so that some U.S. states introduced legislation to regulate the use of CRT in their curricula.

Since many family scholars utilize CRT in their research, it seemed a perfect opportunity to invite NCFR members to share their CRT knowledge and expertise with each other and the general public.

Kristal S. Johnson opens this series of articles with an overview and analysis of CRT – what it is and how to apply it to family research. Mellissa S. Gordon expands further on this opening by providing key tenets and expansions of the theory. In the next article, Mellissa S. Gordon and Paula Salvador provide practical examples of applying CRT in Family Science, such as redefining what could be considered positive parenting. Michael G. Curtis and Joshua L. Boe explain how CRT integrates with quantitative research methods in Family Science. Finally, Joslyn Armstrong and Jasmine Armstrong conclude this section by examining the process of journal manuscript acceptance pertaining to racial and ethnic minority participants.

The purpose of these articles, combined with this issue's *Family Focus* on Dismantling Racism, is to help you in your work to recognize and understand where matters of race and racism have played a role in systems of oppression. ✨

## Critical Race Theory Is Critical

*Kristal S. Johnson, M.A., doctoral student, Department of Sociology, University of Central Florida, kristal@knights.ucf.edu*

### In Brief

- **Critical race theory (CRT) is a theoretical framework wherein one critically examines social constructs in a post-emancipation society.**
- **CRT argues against a color-blind philosophy, which perpetuates racial inequality.**
- **CRT can be applied to one's research, to critique the perpetuation of inequalities in the structure of society.**

Critical race theory (CRT) is a paradigm for examining racial inequalities in society. According to critical race theorists, race—and racism for that matter—is a social construct instituted to secure a position of domination (Delgado & Stefancic, 1995, 2001). Critical race theorists posit that race is something society invented to manipulate and re-create power (Brown, 2008). CRT seeks to understand as well as challenge the implications that arise from these social constructs. CRT also appeals to social justice to undo oppression and restructure society (Alexander, 2020). According to CRT, racism is in the structure of society—systems of oppression are reified through everyday practices (Burton et al., 2010), and society accepts the everyday practices, even inadvertently (Bonilla-Silva, 2015; Combs, 2018). Be that as it may, the usage of power is accepted, thereby rationalizing the use of domination or even the abuse of power by any means employed. This usage of power perpetuates both privilege and affliction (Taylor et al., 2019). CRT can be applied to any area of study. The next section provides an example of theoretical application to research.

### Critical Race Theory Application

Let's consider the application of CRT to impacts of COVID-19 on students and their families. Researchers could narrow the scope to technological impacts or health

and nutrition, but for example's sake, we will keep it general. Research can inform policy, so it is important to consider all factors and how they can be applied to the study.

The research being conducted can lead to social movements which can spur policy changes. Implications can arise from the study. For example, by engaging with CRT, researchers will add to prior limitations and enhance the canon. In addition, justification as to the importance of the study will become clear. There may be implications for those in leadership positions who are able to make decisions and change the trajectory.

In our example, note the actors in the study—researchers can consider the social groups involved in the research on COVID-19 impacts on students and their families to decipher the extent and nature of the pandemic on students, siblings, parents, guardians, and so on. CRT enables researchers to critically examine the systems of oppression that are in place and to actively contend with questions that afflict social groups. Consider, for example, the systems of oppression that are operating in the research study and how the systems affect particular social groups. For some social groups, shifting school to an online environment was not a strain. However, some social groups experienced challenges when students were home, such as difficulties in acquiring school-provided meals, which made it difficult for some families to eat at all (Bauer et al., 2021). At the same time, students' return to bricks-and-mortar presented its own set of challenges, such as hesitancy about receiving COVID-19 vaccines and lack of vaccine access in historically marginalized communities (Momplaisir et al., 2021; Savitt, 1982; Webb Hooper et al., 2021).



**Kristal S. Johnson**

*CRT Is Critical* continued on page 12

## Demystifying Critical Race Theory: What It Is, and What It Isn't

Melissa S. Gordon, Ph.D., Associate Professor, Department of Human Development & Family Sciences, University of Delaware, [msgordon@udel.edu](mailto:msgordon@udel.edu)

### In Brief

- **Critical race theory (CRT) calls attention to the ways laws are constructed to maintain a racial hierarchy, in which Black families and their communities are systematically and disproportionately disenfranchised.**
- **CRT posits that the embeddedness of racism is so pervasive that it appears “normal” to people within the culture.**
- **According to CRT, racism has always had—and continues to have—an influence on all aspects of American life, including in the academy, in society, and in politics.**

I begin by identifying myself as a Black female scholar who emigrated to the United States from Jamaica at the age of 9. By no means do I proclaim to provide a comprehensive, all-inclusive explanation of a topic as complex as CRT, but I seek to provide the fundamentals of the intentions behind it as a collective movement. Additionally, I outline the basic tenets of CRT for social science research, which have coalesced from the works of people who have contributed at its inception as well as from the works of those who have used CRT to inform their own research, myself included. It is my hope that this piece empowers each of us to advocate for, support, and amplify the voices and experiences of those who are affected by racial inequality.

As interest in CRT has burgeoned recently, misconceptions regarding its intended purpose has also followed suit. Despite the negative proclamations surrounding it, at its core, CRT is a tool that researchers can use when framing work that involves race generally and to provide context to research that highlights racial disparities between

the majority and minority populations, more specifically. CRT is not, however, a testament to the superiority of Black individuals relative to their White counterparts. Neither is it a political ideology devoid of facts that is meant to spew hate between races and across the nation. In fact, CRT is intended to accomplish the very opposite (Crenshaw et al., 1995).

Proponents of CRT do not subscribe to an agreed-upon script as to what exactly constitutes critical race scholarship in terms of object of study, argument, accent, or emphasis (Crenshaw et al., 1995). What is agreed on, however, and what has served as the underlying premise of CRT, is the convergence of two shared interests: “to understand how . . . white supremacy and its subordination of people of color have been created and maintained in America . . . and . . . a desire not merely to understand the vexed bond between law and racial power but to change it” (Crenshaw et al., 1995, p. xiii). Whether CRT is considered a movement, a framework, or a scholarship depends on the space in which it is being utilized. More importantly, it encapsulates a formal analysis of how race is conceptualized in direct and subtle ways for the sole purpose of systematically disempowering people of color, exclusively and unjustifiably, on the benign phenotypic expression of the color of one’s skin while elevating White constituents (DiAngelo, 2016; Mayr, 2002).

Despite its seemingly exponential growth in popularity, CRT (or some version of it) has been at the forefront of scholarly inquiry for quite some time (Bell, 1980a, 1980b; Crenshaw, 2002; Delgado, 1995). Its “likeness” can be juxtaposed to Bell’s (1980a) theory of the interest of convergence, which suggests that “the interest of blacks in achieving racial equality will be accommodated only when it converges with the interests of whites” (p. 523). To this effect, until White Americans find value in abandoning racism, anti-Black

practices by the majority (and anyone for that matter) will be permitted, legitimized, and uncontested.

In recognition of such tendencies, CRT places race at the center of scholarly inquiry.

It boldly insists on critical discourse that supersedes a vested interest in maintaining the status quo. To intentionally choose to remain racially unaware, or even worse, being knowledgeable of racial injustices but choosing to remain silent is a detriment to academia generally, and social science scholarship more specifically, as this is likely to remake and replicate existing racial inequities.

Given that CRT is ever evolving and malleable, the following key tenets surmised from the literature are provided as a fundamental base that espouses the need to apply CRT understandings and insights whenever social science research is conducted and/or encountered in policy and practice. The following list is by no means intended to be comprehensive or mutually exclusive:

- Race is socially constructed and complex (Crenshaw et al., 1995).
- Race and racism are institutionalized within systems that seek to maintain racial inequality (Crenshaw et al., 1995; Ladson-Billings & Tate, 1995).
- Anti-racism is not performative. CRT questions claims of neutrality, meritocracy, “color-blindness,” and deficit-based research that further denigrates the lived experiences of people of color (Crenshaw, 2002).
- In an effort to counter the permanence of racism, public policy initiatives at the highest levels must be enacted (Crenshaw, 2002).



Melissa S. Gordon

*Demystifying CRT continued on page 12*

## *CRT Is Critical* continued from page 10

COVID-19 sharpened society's focus on myriad social problems that already existed (Bhala et al., 2020).

CRT reasons that the social system was arranged in such a way so that the dominant can dominate. The social system is the overarching body of the social structure, or the structure. Consider our example and the specific actors in a place or position of domination. Key actors may be the school board, the state governor, and others in positions of power. This particular social structure is positioned to make decisions for the good of the order but sometimes those decisions can perpetuate inequalities. The narrative patterns a Western, patriarchal ideology that dominates the social groups involved. Reflect on the situation as social groups are pushed to interact with the dominant structure (i.e., basically no other choice exists), and how this can affect the social groups involved.

Beyond our example, when power is used in, what is seen as, a calculated way by the dominant group, then that power is generally considered a legitimate authority. Society is generally reliant on the social system, its rules, laws, and enforcement thereof. Those in power typically do not ask those they have authority over for permission or for feedback, and seem not to consider their needs—on the contrary, they simply make decisions.

When conducting research, scientists can identify social groups at the periphery or margin and consider social groups that are forgotten, ignored, or forsaken (e.g., people without housing, Brown or Black individuals). Scientists can consider how social groups are affected by the situation and then identify which inequalities are based on hierarchical reinforcement. Marginalization is structural damage—it is not an individual or set entity; it is entrenched in the social system, the overarching parent structure. Racial stratification is often associated with, and derivative of, marginalization. It is often perceived as normal and ordinary and is reproduced in rote tasks. Conducting research with a CRT lens will reveal how racial stratification serves those in positions

of power, reproduces racism among social institutions, and is rationalized, legitimated, and perpetuated afflicting social groups. A CRT lens can also help researchers recognize the nondominant social group and how the dominant social group benefits from the nondominant group's inequities. Researchers can also take note as to whether there are other axes—or additional places of convergence (e.g., age, gender).

Researchers should not shy away from challenging systems of oppression. It is also important for researchers to not separate themselves from the research. Researchers are admonished to stray from an us/them approach. The work of CRT calls for advocacy. Researchers are encouraged to stay connected to their research, be cognizant, and to not unconsciously distance themselves from the basis of their work and the social groups that will benefit from it. After all, the rationale for the work that one does is in the research. ✨

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- CRT is “a product of any scholar [regardless of race] engaged in a critical reflection of race” (Crenshaw, 2002, p. 1363).
- The principles of CRT intersect with the experiences of one or more minoritized group (Annamma et al., 2013; Solórzano & Delgado Bernal, 2001).

## *Demystifying CRT* continued from page 11

CRT provides researchers with a lens in which to frame their work, in a way that acknowledges the role that race plays in shaping their particular findings. Specific to social science research, it has been used to examine how social, political, and economic factors have worked to undermine the normative involvement of Black fathers and family formation patterns over time (Lemmons & Johnson, 2019). Additionally, DePouw (2018) employed CRT to gain a better understanding of the role that Whiteness and racial power play in intimate relationships in the family, particularly between White parents and family members of color. Notably, an application of CRT to research does not require the abandonment of neutrality or objectivity (Carbado & Roithmayr, 2014), as some would suggest; nor does it necessitate a plan of action to change the structural dimensions of racism that have, for decades, afflicted American society.

## Expansions of Critical Race Theory

While CRT was first conceptualized as an academic framework for examining and understanding how race is constructed and maintained to systematically disenfranchise Black people and elevate the majority group (Crenshaw et al., 1995), its underlying principles have been applied to a number of offshoot movements comprising primarily members of other marginalized populations. For example, Latino CRT (LatCrit) addresses issues concerning the Latino/Latina population in America, such as language, immigration, and acculturation (Solórzano & Delgado Bernal, 2001). Similarly, disability CRT (DisCrit) provides a theoretical framework for exploring the intersectionality of racism and disability. Researchers adapting this perspective are primarily concerned with highlighting the lived experiences of disabled people of color (Annamma et al., 2013). Additionally, quantitative CRT, also referred to

# How Might CRT Guide Social Science Research? Practical Examples From the Field

Melissa S. Gordon, Ph.D., Associate Professor, [mvgordon@udel.edu](mailto:mvgordon@udel.edu); and Paula Salvador, M.S., Department of Human Development & Family Sciences, University of Delaware

Research at the intersection of critical race theory (CRT) and social sciences has been met with what some have referred to as an “unacknowledged schism” between the two fields (Obasogie, 2013), based on the argument that the core critical commitments that characterize CRT are somehow potentially antithetical to social sciences (Brown, 2004). However, the primary goal of CRT, as is the case with any theory, is to explain a phenomenon. CRT accomplishes this by providing social science research a lens for examining, understanding, articulating, and appropriately contextualizing research that includes race. Its underlying principles have been successfully applied in social science research to test hypotheses, as a means of supporting or challenging research findings, or providing alternative explanations, often to long-standing empirical findings (Carbado & Roithmayr, 2014).

Using CRT, the following examples contextualize some of the most steadfast findings in the social science literature

relative to positive parenting (Pastorelli et al., 2016), the “achievement gap” (Howard, 2019), and the role of secondary school systems as a microcosm of society that potentially set the stage for the “school-to-prison-pipeline,” by way of disciplinary actions that disproportionately target Black students (Cuellar & Markowitz, 2015).

### Positive Parenting

CRT encourages a reinterpretation, or perhaps even more so, a more appropriate definition of what is considered positive parenting and to whom. While there is unwavering support for the direct association between positive parenting and favorable child outcomes (Pastorelli et al., 2016), CRT recognizes that race influences parenting behaviors; as such, what constitutes positive parenting should be considered from the perspective of Black families. For example, despite experiencing characteristically negative parenting such as high parental control and low warmth, a number of studies suggests that, unlike their White counterparts, outcomes for Black children are oftentimes



Melissa S. Gordon



Paula Salvador

positive rather than negative (Mason et al., 2004). Findings provided by Mason et al. (1996) suggest that moderate levels of parental coerciveness or psychological control may lead to reduced behavioral problems among Black youth who associate with more problematic peers. Also, Valentino et al. (2012) reported that authoritarian parenting, characterized by demandingness and compliance with parental authority, conferred protection from the intergenerational continuity of child abuse in Black families, but not for White families. In line with CRT and according to Mason et al. (2004), Black children experiencing high levels of parental control are more likely than their White

### Demystifying CRT continued from page 12

as QuantCrit, draws on the tenants of CRT as a means of highlighting the complexities associated with quantifying race in quantitative research. It cautions that numbers are not neutral and are often interpreted in a way that serves the interests of White individuals while promoting the deficits of Black people (Gillborn et al., 2018). Similar to CRT, the aforementioned offshoot movements seek to broaden our understanding of the complexities of race in influencing every aspect of life in American society, especially among marginalized,

underrepresented groups. These expansions propagate the sentiments of the American philosopher and political activist Cornel West, who stated, “Critical Race Theory is a gasp of emancipatory hope that law can serve liberation rather than domination” (Crenshaw et al., 1995, p. xii). CRT recognizes that racial problems do not simply go away when left unaddressed; even more so, it encourages an acknowledgment of race in shaping U.S. history, the good and the bad, not in an effort to stifle our progress toward racial equality but as a means of learning from it, so that the negative aspects of it may not be repeated. ✨

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counterparts to interpret such behaviors as positive and view these actions as their parents' efforts at protecting or preparing them for experiences with discrimination or high-risk environments.

## **Achievement Gap**

Another important finding worth being reexamined through the CRT lens is that of the commonly reported achievement gap among White and Black students that purports that White students report higher academic achievement than their Black peers (Bohrnstedt et al. 2015; Gordon & Cui, 2018). While this finding is persistent, CRT points to exacerbating circumstances that Black students face that White students often do not (Carter, 2008). For example, Carter suggests that academic performance among Black students may be hindered as a result of Black students having to constantly maintain a conscious awareness of their race and potential racial discrimination directed toward them. It is important to note here that while CRT provides a theoretical lens that incorporates race, it also recognizes the complexities of race, along with its intersection with many other factors, including historical and socioeconomic contexts, in shaping the experiences of Black people (Carbado & Roithmayr, 2014). Regarding academic achievement, for example, Black children attending majority Black schools do not necessarily perform better academically, despite not having to maintain a conscious awareness of race (Aud et al., 2010). Interestingly, achievement among both Black and White students is typically lower in majority Black schools than in majority White schools, and oftentimes does not differ significantly (Bohrnstedt et al., 2015). According to Aud et al. (2010), this finding is likely because schools with a majority Black population are typically limited in resources, and as such, have a difficult time successfully meeting the academic needs of students. Nonetheless, parents of high-achieving

Black students attending well-resourced, majority Black schools attest to the added benefit of their children experiencing less race-based discrimination while also having the opportunity to succeed academically among students who share a similar racial background (Rowley & McNeill, 2021).

Given its origins in uncovering the role of the legal system in perpetuating racial inequities, CRT also sheds light on structural inequalities, which are more likely to impede Black students' academic success. One such structural inequality, according to Ondrich et al. (2003), is the practice of redlining. A common legal tactic in the 1960s, redlining was used by mortgage lenders to deny Black families' homes in quality neighborhoods that they designated for White families only. With limited options, Black families were more likely to reside in low-income and oftentimes dangerous neighborhoods, and their children subsequently attended impoverished, poorly resourced schools. Although redlining is no longer practiced, its ramifications persist (Ondrich et al., 2003). Black students are still more likely to live in and attend schools in urban communities, many of which are high in poverty, poorly maintained, and provide inadequate or limited access to resources (e.g., bus transportation, sufficient street lights, police protection) (e.g., Hopson & Lee, 2011). According to Ainsworth (2002), children raised in such communities are more likely to experience academic challenges such as increased high school dropout rates and lower scores on achievement tests. Some previous studies suggest that, when resources improve, the achievement gap diminishes significantly or disappears altogether (Bohrnstedt et al., 2015; Mandara et al., 2009). Based on CRT, at minimum, an acknowledgment of the systems that construct and inform education is warranted, along with an examination of how disparities in resources contribute to the achievement gap.

## **School-to-Prison Pipeline**

CRT directs attention to biases within the school system that further perpetuate Black students' involvement in the criminal justice system. CRT challenges the legitimacy of research findings related to school disciplinary actions, as disciplinary actions disproportionately target Black students. Carmichael et al. (2005) reported that the single greatest predictor of future involvement in the juvenile system is a history of disciplinary referrals at school. Compared to their White peers, Black students, Black males in particular, are overrepresented in the use of exclusionary discipline, out-of-school suspension, and expulsions (Skiba et al., 2012), despite there being few racial differences in offenses between Black and White students (Wallace et al., 2008). In fact, in their analysis of middle school disciplinary referrals, Wallace et al. (2008) found that White students were referred to the office significantly more frequently for more observable, objective offenses (e.g., smoking, vandalism), while referral of Black students was more likely for behaviors requiring subjective judgment (e.g., disrespect, excessive noise). School disciplinary actions are directly linked to increased criminal offending and increased likelihood of arrests, as it provides a greater opportunity for youth to commit crimes outside of school (Cuellar & Markowitz, 2015).

## **Summary**

CRT goes beyond simply recognizing the embeddedness of race and pervasiveness of racism within American society. It also provides a theoretical framework in which the impact of race is appropriately acknowledged and contextualized to reflect the lived experiences of Black families. As such, an intersection of CRT and social sciences is not only possible but also may be necessary. By no means is CRT meant to cast doubt on empirical findings or provide a justification for findings in one way or another. In contrast, CRT supports, challenges, and/or furnishes alternative explanations to research involving race. Regardless of which of the former is accomplished, most would agree that such

# #QuantCrit: Integrating CRT With Quantitative Methods in Family Science

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## In Brief

- **Traditional quantitative methodologies are rooted in studying and norming the experiences of W.E.I.R.D.**
- **Quantitative Criticalism is a transdisciplinary approach to resist traditional quantitative methodologies.**
- **Quantitative Criticalists aim to produce socially just research informed by various critical theories (e.g., CRT, feminist, queer).**

Race is frequently operationalized as an individual fixed trait that is used to explain individual differences in various outcomes (Zuberi, 2000). Family Scientists may use race to explain direct causal relationships (e.g., parenting styles) or as a control variable to account for the variation explained by race

on a given outcome (e.g., communication styles; Zuberi & Bonilla-Silva, 2008). When using race as a variable, Family Scientists often unlink it from its sociocultural context. In effect, race is reduced to a phenotypic or genotypic marker for explaining research phenomena (Bonilla-Silva, 2009). This process is particularly pervasive in quantitative methods, which are frequently perceived as more empirically valuable than qualitative methods (Onwuegbuzie & Leech, 2005). Quantitative methods position the external world as independent of human perception and are subject to immutable scientific laws. Quantitative researchers utilize randomization, control, and manipulation to ensure that outside factors do not bias research findings. This emphasis on isolationism centers knowledge as objective. However, critical researchers argue that quantitative inquiry is no less socially constructed than any other form of



Michael G. Curtis



Joshua L. Boe

research (Stage, 2007). For instance, sampling bias can greatly influence research findings and interpretations by privileging the lived experiences of certain groups of people (e.g., high number of studies conducted on individuals from Western, educated, industrial, rich, and democratic backgrounds; Nielsen et al., 2017) or presenting results that are nonrepresentative of the internal diversity that exists within marginalized groups (e.g., the plethora of comparison studies that consolidate members of the African American diaspora to a single racial category; Jackson & Cothran, 2003).

To challenge the assumptions that shape quantitative inquiry's emphasis on neutrality and objectivity, critical-race-conscious scholars have embraced critical race theory (CRT) as a mechanism for addressing the replication of racial stereotypes and White supremacy in empirical research. By failing to account for how racism and White supremacy shape family scholarship, Family Scientists are inadvertently perpetuating the position that change and betterment are the sole responsibility of the individual rather than challenging the systemic "creators" of inequality (Walsdorf et al., 2020). While conceptualizations of CRT tenets are evolving, a common thread among the elements is a commitment to identify, deconstruct, and remedy the oppressive

## Practical Examples *continued from page 14*

intersectionality is likely to further the field of social sciences for the better. ✨

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realities of People of Color, their families, and their communities (Bridges, 2019). This commitment has recently been extended to the critical evaluation of quantitative research via the development of “Quantitative Criticalism” (QuantCrit), which provides a framework for applying the principles and insights of CRT to quantitative data whenever it is used in research or encountered in policy and practice (Gillborn et al., 2018). In this article, we briefly summarize the tenets of QuantCrit and its connections to the principles of CRT and provide a brief case example of how Family Scientists can use QuantCrit.

## **Quantitative Criticalism**

QuantCrit is an analytic framework that utilizes the tenets of CRT to challenge normative assumptions embedded in quantitative methodology (Covarrubias & Vélez, 2013; Gillborn et al., 2018; Sullivan et al., 2010). Despite its origin, QuantCrit has been used to critique traditional approaches to investigating various racial disparities, including breast cancer and genomic uncertainty (Gerido, 2020), teaching evaluations (Campbell, 2020), Asian American experiences in higher education (Teranishi, 2007), teacher prioritization of student achievement (Quinn et al., 2019), and student learning outcomes (Young & Cunningham, 2021). While heavily utilized by education scholars, QuantCrit is a transdisciplinary framework that applies the principles of socially constructed inequality and inherent inequality found within CRT to quantitative inquiry (insofar as socially constructed and inherent inequalities function to create and maintain social, economic, and political inequalities between dominant and marginalized groups). According to Gillborn et al. (2018), QuantCrit is not “an off-shoot movement of CRT” but “a kind of toolkit that embodies the need to apply CRT understandings and insights whenever quantitative data is used in research and/or encountered in policy and practice” (p. 169). Several central tenets guide this framework.

## **Acategorical Intersectionality**

Identity is a complex, multidimensional aspect of individuals’ lived experience. Intersectionality describes how systems of

identity, discrimination, and disadvantage co-influence individuals, families, and communities (Collins, 2019). Intersectionality challenges the idea of a single social category as the primary dimension of inequity and asserts that complex social inequalities are firmly entrenched in all aspects of people’s lived experiences. The gendered, racialized, and economic factors that shape an individual’s lived experiences cannot be understood independently, as they are intertwined. For example, Suzuki et al. (2021) discuss this complexity by explaining how not including race in research may suggest that it is unimportant but addressing race only via the inclusion of racial categories without explicitly elaborating on how racism influenced the outcome may indicate that racial inequities are natural. As such, QuantCrit researchers refute the idea of categorization as natural or inherent, critically evaluating the categories they construct for analysis and provide a rationale regarding their use of categories.

## **Centrality of Counternarratives**

QuantCrit places emphasis on reliably researching and centering individuals’ lived experience using counternarratives. Counternarratives represent the perspectives of minoritized groups that often contradict a culture’s dominant narrative. By centralizing minoritized voices and contextualizing privilege and power, QuantCrit researchers diversify research narratives. In doing so, QuantCrit researchers highlight the multidirectional effects of power, privilege, and oppression by disrupting narratives that frame minoritized group members as deficient. This disruption also includes critically evaluating and intervening in the oppressive systems that uphold the power and privilege of dominant groups.

## **Nonneutrality of Data**

QuantCrit researchers heavily scrutinize the notion of objectivity and reject the idea that numbers “speak for themselves.” QuantCrit researchers acknowledge that all data and analytic methods have biases and strive to minimize and explicitly discuss these biases.

## **Bias in the Interpretation and Presentation of Research**

Even when numbers are not explicitly used to advance oppressive notions, research findings are interpreted and presented through the cultural norms, values, and practices of the researcher (Gillborn et al., 2018). In presenting research results, QuantCrit researchers overtly discuss their positionality and how their lived experiences may have influenced their interpretation and presentation of their findings.

## **Social Justice Oriented**

QuantCrit research is rooted in the goals of social justice; it rejects the notion that quantitative research is bias-free, identifying and acknowledging how prior and contemporary research is used as a tool of oppression, and disrupting systems of oppression by critically evaluating and changing oppressive aspects of the quantitative research process. In doing so, QuantCrit researchers commit themselves to capturing the nuances and depth of the lived experiences of marginalized groups while simultaneously challenging prevailing oppressive systems.

## **QuantCrit: A Brief Example**

QuantCrit has far-reaching research implications for Family Science. Consider how Family Scientists construct variables to reflect aspects of social marginalization (e.g., neighborhood disadvantage). Neighborhood disadvantage refers to the “lack of economic and social resources that predisposes people to physical and social disorder” (Ross & Mirowsky, 2001, p. 258). These effects are often of interest to Family Scientists for their developmental and intergenerational consequences (e.g., social organization theory; Mancini & Bowen, 2013). However, this construct has issues regarding its operationalization and measurement. Prior studies have operationalized neighborhood disadvantage as an index of contextual elements of a participant’s environment, including, but not limited to, a) the proportion of households with children with single-parent mothers; b) the proportion of households living under poverty rate;

*#QuantCrit continued on page 18*

## A Critical Race Approach to Academic Journal Editor and Reviewer Bias in Manuscript Acceptance

Joslyn Armstrong, Ph.D., Assistant Professor, Department of Counseling, Therapy, & School Psychology, Lewis & Clark College, [jarmstrong@lclark.edu](mailto:jarmstrong@lclark.edu); and Jasmine Armstrong, Ph.D., Project Coordinator, Community Coalition Against Human Trafficking nonprofit organization.

### In Brief

- **Apply critical race theory to reviewers' assessment of "rigor" on manuscripts pertaining to racial and ethnic minority participants.**
- **Editors and reviewers may provide an inequitable evaluation on research of racial and ethnic minorities.**
- **Reviewers may perpetuate White supremacy and racism in their feedback within the manuscript review process.**

We are sociology and marriage and family scholars who have completed research studies for empirical, peer-reviewed journals and collected diverse samples of Black populations. Our research examines the authentic narratives of the Black lived experience. The first author examines Black father identity, father-child relationship quality, and mental health outcomes for Black men. The second author examines assimilation of Black college students in predominantly White institutions, which reflects her research interests in race and gender studies, intersectionality, and higher education. Both researchers have completed quantitative and qualitative research using predominantly Black samples. In this paper, we apply critical race theory (CRT) to reviewers' assessment of the merits and "rigor" of research focusing on racial and ethnic minority participants, and ask that reviewers be aware of their implicit bias and subjectivity in evaluating manuscripts.

### Critical Race Theory

CRT emerged from the examination of the legal system during the post-civil rights era in the 1970s (Bonilla-Silva, 2003; Chaney

& Robertson, 2014; Crenshaw et al., 1995). The components of CRT are (a) recognition of the role of race and racism and the importance of race as an aspect of an intersectionality perspective; (b) questioning of the concepts of colorblindness, race neutrality, and meritocracy; (c) support for integrating experiential knowledge from racial and ethnic minority groups into research; (d) seeking to eliminate racism for racial and ethnic minority groups; and (e) integration of historical and contemporary analysis of racism into scholarship (Crenshaw et al., 1995; Delgado & Stefancic, 2001). CRT proposes that racism is deeply ingrained in prominent institutional systems, including criminal justice, health care, and education (Hadden et al., 2016). From a CRT lens, given the invisibility of race and racism in our society, those who embody Whiteness are often unaware of the pervasiveness of race and racism. That is, because race is normalized in society, it is difficult for White people to acknowledge that racism is embedded within institutions and policy (Bonilla-Silva, 2003; Crenshaw et al., 1995). CRT explores how the construction of race factors into the creation of standards and policies that benefit the dominant group, White people (Delgado & Stefancic, 2001; Harris, 1993).

### An Inequitable Manuscript Evaluation

To be published in an academic journal, a manuscript must be accepted by the editor(s) after having received reviewer feedback. This process may present judgments and bias in the inclusion and exclusion criteria by reviewers and editor(s). For scholars who study racial and ethnic groups, some inquire whether reviewers are evaluating their manuscripts for suitability and skillfulness or critiquing their work on the basis of study samples that comprise racial and ethnic minorities. What is a



Joslyn Armstrong



Jasmine Armstrong

culturally relevant and equitable way to evaluate "fit" for a journal in the manuscript review process?

In our experience, when we have submitted manuscripts that focus on sociocultural issues in the Black community, there is a reviewer who questions the "fit" and "rigor" of the manuscript. We have seen reviewers provide this kind of feedback: (a) include White people in our sample, (b) provide reasoning about how the results from our Black sample size will be representative of the larger population (i.e., White people and other non-Black people), and (c) questioning the relevance of our research that focuses on Black people.

Generally, we have had conversations around questions like, What is rigor? Who determines whether a study has enough rigor? Why do questions or concerns about "fit" seem to be involved for studies that focus primarily on racial and ethnic communities? If we use CRT to examine these comments from a race-centered lens, then it is clear that certain manuscript evaluation standards are created to benefit the interests of the dominant group and further oppress marginalized groups. We propose that these "standards" are subjective and can minimize the significance of research on racial and ethnic communities, which leads to the exclusion of this research from journals. CRT challenges

## Reviewer Bias continued from page 17

whether any standards that do exist were created to evaluate manuscripts equally or whether they exist in order to integrate Whiteness into research even when they are not the center of the phenomenon.

A popular comment we have encountered from editors and reviewers involves the need to have a White comparison group in our sample of Black people. We question whether editors and reviewers align with ideals of Whiteness and White supremacy

when they suggest incorporating White people in our studies that revolve around Black experiences. Why does including a White person's data automatically label the research as significant? Reviewers expect White perspectives to be included in racial and ethnic data if White people serve as the "general" population. This expectation allows Whiteness to assert itself in discourses that do not pertain to the experiences of White people (Lipstiz, 1995). CRT points to how these subtle comments are connected to

the complex ways that racism and White supremacy are infused into the academic review process for journals.

Similarly, reviewers have challenged the generalizability of our research studies because our samples comprise primarily Black people. Manuscripts with only one minority-group sample, specifically Black samples, seem to be evaluated heavily on credibility and generalizability.

*Reviewer Bias continued on page 19*

## #QuantCrit continued from page 16

c) unemployment rate; and d) proportion of African American households (Martin et al., 2019; Vazsonyi et al., 2006). These elements are frequently mathematically consolidated into a variable based on their high degree of reliability. An issue with this consolidation is the assumption that living near or around a higher proportion of African American households brings disadvantages. However, researchers rarely address how redlining has been used to systematically place African Americans in disenfranchised neighborhoods (Aaronson et al., 2021).

QuantCrit researchers would approach the assessment of neighborhood disadvantage much differently. They may use other factors such as access to resources (e.g., food,

health care facilities, community resources) and physical signs of social disorder (e.g., graffiti, vandalism, abandoned buildings) as indicators of neighborhood disadvantage. In addition, QuantCrit researchers may collect data from residents on their perception of the neighborhood and how it has an impact on their lives. These factors respect the spirit of the unobserved concept without perpetuating harmful stereotypes about African Americans.

### Conclusion

As Family Scientists seek to incorporate CRT into their praxis, there is a growing need to critically evaluate our approach to quantitative methodology and disrupt the perpetuation of racism and White supremacy within Family Science scholarship. QuantCrit

provides researchers with fertile ground for such reflection as it challenges researchers to consider the historical, social, political, and economic power relations present within their research. While this article was a mere introduction to the QuantCrit framework, we hope that it inspires more Family Scientists to reflect upon its tenets and explore ways of dismantling racism and White supremacy within their quantitative research. ✨

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You may submit letters to the editor to *NCFR Report* on topics and activities relevant to NCFR member interests. The following guidelines apply:

- Only letters submitted by members will be accepted.
- Length is limited to 250 words; letters may be edited for space and clarity.
- Letters must be signed and include author contact information; submissions are verified.

- Letters that are deemed libelous, malicious, or otherwise inappropriate will not be published.

### Email letters to the editor to:

[tripsullivan@ncfr.org](mailto:tripsullivan@ncfr.org)

### Or mail to:

NCFR  
Attn: NCFR Report  
661 LaSalle Street, Suite 200  
St. Paul, MN 55114

## *Reviewer Bias* continued from page 18

We do not see the same scrutiny being given to predominantly White samples. We also question whether results from predominantly white samples can be applied to racial and ethnic populations. Reviewers suggest incorporating more White people into the sample to convey an “equal playing field.” This type of feedback further perpetuates racist ideologies that research focused on Black people is not legitimate and credible without the inclusion of White perspectives. Colorblindness may manifest as reviewers “not wanting to see color” question the importance of highlighting a racial or ethnic group. Also, reviewers may believe that the manuscript is “speaking about race too much” or strays from the journal’s central theme. Color-blindness “as a form of equality” restricts how this feedback diminishes the results that are specific to Black people. (Teasley et al., 2018, p. 39; see also Bonilla-Silva, 2003). From a CRT lens, reviewers may have difficulty understanding how this type of feedback centers White perspectives and prioritizes their own experiences to validate the rigors of the study. Reviewers are likely unaware that in

doing this they are continuing a system of structural inequality by preventing the acceptance of manuscripts under the guise of “generalizability.”

## Implications for Family Science

CRT challenges journal editors and reviewers to examine how they are aligning with White supremacy, race neutrality, and colorblind ideologies in their review and evaluation of manuscripts. Also, CRT supports the inclusion of research that focuses on racial and ethnic minority lived experiences. Last, CRT encourages editors and editorial boards to eradicate structural inequality that scholars of color experience. CRT can be used as an accountability tool for editors and reviewers. We propose that reviewers examine themselves for implicit bias and colorblind perspectives when they review manuscripts. Before adding comments about including White participants, we suggest that reviewers consider the research study’s purpose and goals and reflect on why it is not necessary to add White participants to samples primarily composed of racial/ethnic participants. At the institutional level, editors and editorial boards can offer explicit guidance and information to reviewers

about the pervasiveness of bias, racism, and Whiteness that is critically-informed and social justice oriented. We also recommend appointing scholars of color as editors and reviewers, and to the editorial board. Editorial boards can prioritize building a diverse committee of reviewers and editors who study racial and ethnic populations and experiences. Using a CRT framework, editors and reviewers will need to recognize the prevalence and pervasiveness of racism within the manuscript review process. ✨

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2021 Conference continued from page 1

that featuring four powerful Black women scholars is a form of resistance to systems of oppression and exemplifies a professional bridge between NCFR and scholars in diverse communities (Winters, 2020).

Starting with the opening plenary, **Andrea Hunter, Ph.D.**, outlines the interconnections of “knowledge, power, and ideas” and paradigmatic rifts in Family Science that has attended the scholarship



**Andrea Hunter**

and theorizing about Black families. She deconstructs the politics of knowing while highlighting a paradigm of resistance and resilience in the study of Black Families. Dr. Hunter will also explore the ways scholarship can unearth the legacies of racialized trauma, injury, and healing as well as the adaptive capacities of families. The evidence presented by Dr. Hunter will support efforts to understand and identify the influence of the intergenerational and compounding layers of posttraumatic slave syndrome, survivor’s syndrome (Joy DeGruy, 2005), and Historical Trauma (Brave Heart et al., 2011; Campbell & Evans-Campbell, 2011; Joy DeGruy, 2005; Winters, 2020) and the adaptive behaviors of Black families. Dr. Hunter is a professor in the Department of Human Development and Family Studies and a Chancellor’s Fellow for Campus Climate at the University of North Carolina, Greensboro.

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## More About Dr. Andrea Hunter

### Podcast: When A Colored Girl Speaks

<https://andreahunter.com/the-podcast>

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In the next plenary session, **Patricia Matthews-Juarez, Ph.D.**, describes the developmental and transformed Black family by unpacking familial transformations.



**Patricia Matthews-Juarez**

She suggests strategies for the hope, happiness, and health of persons experiencing homelessness and members of the LGBTQ+ community. Grounded in Family Systems Theory, Dr. Matthews-Juarez provides a consciousness-raising critique of how we “think, act, and plan” our work with families from diverse communities. She addresses health equity using the lived experiences of LGBTQ+ individuals, migrant farmworkers, and persons experiencing homelessness.

Going deeper, the second plenary highlights the work of Drs. Paul Juarez and Matthews-Juarez at the National Center for Medical Education Development and Research at Meharry Medical College. Scholars in the center’s educational research focuses on the gaps in medical education to address access to patient-centered care, coordination of care models, and health equity to persons who identify as LGBTQ+, persons experiencing homelessness, and migrant farmworkers. Their research also points to the need for medical schools in the United States to initiate a process for transforming their curriculum to enhance primary care education and clinical practice to advance the skills and knowledge of primary care professionals caring for vulnerable populations.

As the center’s co-director, Dr. Matthews-Juarez helped organize the annual Communities of Practice Conference, which recently celebrated its fifth year. Dr. Matthews-Juarez also provides service to Meharry Medical College’s state and local public health projects as professor in the Department of Family and Community Medicine, and as senior vice president for strategic initiatives and innovation.

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## More About Dr. Matthews-Juarez

### National Center for Medical Education Development and Research, Meharry Medical College

<https://ncmedr.org/who-we-are/>

### Annual Communities of Practice Conference: Presentation by Angela W. Walter, Ph.D.

<https://youtu.be/Et1nAx6r0Zg>

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Meharry is at the center of COVID-19 efforts in Tennessee, and its president James Hildreth was appointed to the Food and Drug Administration’s Vaccines and Related Biological Products Advisory Committee (see <https://bit.ly/meharry-covid>) established by the Biden administration.

Before closing these foundational sessions, I have devised a special session that mimics NCFR’s Theory

Construction and Research Methodology (TCRM) model. In this session, **Suzanne Randolph Cunningham, Ph.D.**, guides a compassionate, yet critical, exploration of the intersection of race, ethnicity, culture, and COVID-19 on mental health and hope. Conference participants will be exposed to a variety of lessons learned from COVID-19. Dr. Randolph Cunningham will also address physical and mental health disparities and the influence of lingering and ongoing post-traumatic slavery and Historical Trauma. The plenary presenters will each offer perspectives on Dr. Randolph Cunningham’s research.

Dr. Randolph Cunningham is the chief science officer at MayaTech Corporation and associate professor emerita of Family



**Suzanne Randolph Cunningham,**

Science at the University of Maryland School of Public Health. The research conducted by Dr. Randolph Cunningham is from the Association of Black Psychologists (ABPsi) COVID-19 needs assessment project sponsored by the Alliance of National Psychological Associations for Racial and Ethnic Equity and the National Urban League.

Creating choices, telling our stories, and advocating for change are linked to happiness, hope, and health. Therefore, **Camara Jones, M.D., M.P.H., Ph.D.**, offers the



**Camara Jones**

closing plenary and uses her long-standing evidence-based premise that racism is a public health risk factor. Dr. Jones's scholarship advanced the leadership at the Centers for Disease Control and Prevention (CDC) and American Public Health Association, and her other recent efforts surrounding COVID-19. The allegories of racism are used to outline institutional, personally mediated, and internalized racism (Jones, 2014).

Dr. Jones will share strategies to advocate for and dismantle the enduring impact of racism that undermines hope, happiness, and health. She proposed several approaches to organizing and addressing racism that include

(a) communicating and disseminating fact-based information coupled with narratives that ground the quantitative facts (Gilgun, 2012); (b) educating via effective evidence-based cultural grounded trainings; (c) using global eradication strategies; (d) advancing the awareness of the historical successes of anti-racist approaches; (e) organizing excellence in research, clinical and best practices, and translational partnerships; (f) enacting policies and laws that shape the behaviors of the masses; and (g) advocating for transdisciplinary funded research on the practices, instruction pedagogy, and research needed to dismantle racism (Jones, 2018).

Dr. Jones is a past president of the American Public Health Association and was the 2019–2020 Evelyn Green Davis Fellow at the Radcliffe Institute for Advanced Study at Harvard University. She has served as a medical officer at the CDC. She is currently a senior fellow at the Satcher Health Leadership Institute at the Morehouse School of Medicine; an adjunct professor at the Rollins School of Public Health at Emory University in the Department of Behavioral Sciences and Health Education and the Department of Epidemiology; and an adjunct associate professor at the Morehouse School of Medicine in the Department of Community Health and Preventive Medicine.

In summary, I hope you have seen the NCFR Call for Papers—The Science of Families: Nurturing Hope, Happiness, and Health (see [ncfr.org/FR-call-hope](https://ncfr.org/FR-call-hope)) for the journal *Family Relations: Interdisciplinary Journal of Applied Family Science*. In this special issue, I, along with guest editors Drs. Randolph Cunningham and DeAnna Harris-McKoy, invite authors to build on the momentum generated at this conference, continuing critical dialogue and supporting the manifestation of hope, happiness, and health in the lives of children, youth, adults, and families everywhere. At the end of the day, members of NCFR are committed to developing, using, and grappling with long-standing effective approaches to dismantling racism and other systems of oppression that undermine families' quest for hope, happiness, and health.

Let us explore! We offer more concrete measures to advance the development of children, youth, adults, and families. Conference presenters will highlight best practices, basic and translational research, instruction, and innovative approaches. We also will provide continuing education credits for Certified Family Life Educators. We look forward to seeing you in November! ✨

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**Complete references can be found online at [ncfr.org/ncfr-report/fall-2021](https://ncfr.org/ncfr-report/fall-2021).**

## More About Dr. Camara Jones

### Emory PA Program Commencement 2020

<https://youtu.be/9GyGnM-S5CA>

### Dismantling Racism in the Children and Nature Movement

<https://youtu.be/bixfmuvhOww>

### Allegories on Race and Racism, TEDxEmory

<https://youtu.be/GNhcY6fTyBM>

# Call for Submissions

## Summer 2022 Issue: Promoting Mental Health

### ***Proposal Deadline: November 15, 2021***

Prolonged periods of crisis can have detrimental effects on the mental health of individuals across the lifespan. As we continue to emerge out of the COVID-19 pandemic, the amplified deterioration in the mental health of so many youth and adults is evident. Families are struggling with the intensification of uncertainty, persistent social and political mistrust, unceasing economic pressures, and trepidations of returning to school and the workplace. The purpose of the Summer 2022 issue of Family Focus is to advance efforts in understanding and meeting the mental health needs of children, youth, adults, and families. How has research enhanced our understanding of the link between ongoing exposure to stressful and traumatic situations, or adverse childhood experiences, within families and poor mental health outcomes? What best practices from community outreach, intervention programs, and clinical services can be applied to support individuals and families with mental health struggles such as posttraumatic stress, anxiety or depressive disorders, and addictions? How are these practices appropriately adapted to meet the diverse needs of individuals based their gender, sexual orientation, ethnicity, race, national origin, and/or immigration status? How are these practices appropriately adapted to meet the diverse needs of families? Are there policies that exist or that are needed to support individuals and families suffering from mental illness as well as to promote mental health and well-being? Prospective authors should submit their proposal online at [www.ncfr.org/form/family-focus-author-proposal](http://www.ncfr.org/form/family-focus-author-proposal) by November 15, 2021. All authors will be notified by November 22, 2021, and articles are due January 15, 2022. Contact the editor at [reporteditor@ncfr.org](mailto:reporteditor@ncfr.org) with questions.

## Congratulations to NCFR's Honors Graduates for Summer 2021

NCFR awarded honors to 6 college students who completed their academic programs in summer 2021. Thank you to all the NCFR members who reviewed applications!

NCFR Honors Student Recognition is awarded to students who demonstrate outstanding achievements in academics, leadership, and community service in the discipline of Family Science.

### **Summer 2021 Recipients**

**Saio Kamara**  
University of North Texas

**Sun-Kyung Lee**  
University of Minnesota

**Mitzi K. Maybry**  
Concordia University, St. Paul

**Mary C. Ordonio**  
Wilmington University

**Diana J. Vergaray**  
Brigham Young University Idaho

**Sara Beth Wendling**  
Auburn University

Graduating soon? The deadline for spring honors is March 1, 2022. ✨

## Family Policy Section Updates



Morgan Cooley, Ph.D., LCSW, Anthony Ferraro, Ph.D., CFLE, Jordan Arellanes, Ph.D., and Susan Meyerle, Ph.D., section officers

Hello, section members and colleagues! We hope that you are healthy and well. We wanted to highlight a few of the virtual conference offerings hosted or co-sponsored by the Family Policy Section and to encourage you to register for the annual NCFR 2021 conference.

### Invited Symposia

- When Research Harms: An Open Dialogue and Reflection on the Past, Present, and Future of Family Scholarship (cosponsored by the Family Policy Section; Religion, Spirituality, and Family Section; and Research and Theory Section)

- Antiracist Child Welfare Practice, Research, and Policymaking

### Special Session

- Black Women's Reproductive (In)Justice (cosponsored by the Feminism and Family Studies Section; Racial and Ethnic Diversity in Families Section; Families and Health Section; Family Policy Section; and Education and Enrichment Section)

### Interactive Workshop

- Meaningfully and Ethically Engaging "Lived Experience Expertise" in Research: Considerations and Resources from Child Welfare System Stakeholders

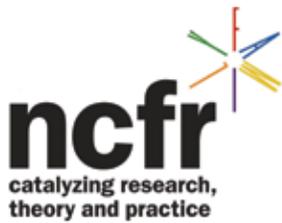
### Symposia

- Family as a Source of Hope and Healing for Those in Foster Care and Adoption: Future Research Directions and Intersections with Practice and Policy
- Family Resilience in Managing Economic Stress

In addition to these sessions, we have a wonderful selection of posters and will hold our section meeting on the evening of Thursday, Nov. 4 (more details to come through the discussion board). We are excited about the program and hope to see you virtually in November! ✨

### New Members continued from page 9

Colleen Maeve Larkin	Kelly May	Sunyoung Park	Jefferson Schmidt	Andrea Vazzano
Abiola Lawal	Cindy McCrea	Jeongmin Park	Karla Kae Schultz Stavlo	Selena Marie Velasquez
Audrey Ledermann	Tiffany A. McDonald	Joanne Park	Wang Tai Shiuan	Alison K. Ventura
Thomas Ledermann	Brenna Merrill	Janice H. Peterson	Carlie Sloan	Kevin M. Wagner
Joyce Y. Lee	Julia Miller	Amy Pierrottie	Brandi Nicole Smith	Indya Alyssa Walker
Heidie Lee	Melody Miller	Nikia Pinson	Lynette N Stewart	Ciara Walker-Morgan
Sooyeon Lee-Garland	Lisa Mize	James David Posey	Xiaoli Su	Yunqi Wang
Allison Leip	Annahita Modirrousta	Kylee Probert	Kaitlyn Rianne Swecker	Yiwen Wang
Elizabeth Lexau	Derek Daniel Morgan	Courtney Rago	Stylios Syropoulos	Kalyn Warren
Jing Li	Heather Morgan-Sowada	Carol L. Rice	Mari Tarantino	Pam Wedig-Kirsch
Anita Li	Neesa Ndiaye	Kimberly Lone Rice	LaWanda Tate	Alison Claire White
Lisa Linder	DeShanna U. Neal	Francesca Rodriguez-Abante	Pamela B. Teaster	Karen Williams
Emily Rose Linsky	Tyler Nesbit	Allison Grace Rood	Camille Thurston	Jacqueline Williams-Reade
Aosai Liu	Tana X.G. Nie	Eliana Rosenthal	Katherine Tomlinson	Julianna M. Wilson
Maddie Logan	Kirsten Novilla	Madison Grace Russell	Nicholas Tyler Triplett	Darla Diane Wittie
Amy Lorek	Ann Marie O'Keeffe Rodgers	Maija Katherine Russell	Arielle True-Funk	Lontage D. Woods
Amy M. Loviska	Kiho Okumura	Soomin Ryu	Karla Turrubiates	James Wright
Sydney Rachael Marantz	Peace Osasogie Onuorah	Naeomi Elizabeth Samuel	Heidi Ungrodt	Tiffany Yip
Kristine Marceau	Mary Ordonio	Isaias Sanchez	Lexie Unhjem	Susan Yoon
Edith Marin	Cristina Ortiz	Kierra Sattler	Carmen R. Valdez	Ulrike Zartler
Patricia Matthews-Juarez	Brianna Otwell		Maria Belinda Belin Vasquez	



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 Dismantling Structural  
 Inequality and Racism

## Congratulations to Our New Certified Family Life Educators

The following is a list of Certified Family Life Educators (CFLEs) designated between April 1 and June 30, 2021.

*Provisional unless otherwise noted.*

**Armed Forces**

Karen Hansis

**Alabama**

Talicia McCall

**Arkansas**

Millicent Callan

**Arizona**

Shersten Deann Buchholzer

**California**

Matthew E. Jaurequi FULL

**Colorado**

Stacy Dalton FULL

**Delaware**

Mia Harvey FULL

Danielle Hunter

Crystal Ann Wilson FULL

**Georgia**

Jazmin Nagorski

**Indiana**

Tiffany J. Shewmake

**Kansas**

Alexis A. Burns

**Louisiana**

Paula A. Alexander FULL

Christine Calais

Precious M. Phillips

**Maryland**

Ann Feldblum

**Michigan**

Carmen M. Massey

Kierra Monae Warren

**Minnesota**

Khadija Jackson FULL

Rebecca Rae Leaf Brown

**Mississippi**

Tonia Rochelle Beasley

Calvin E. Bradley, Jr. FULL

**Kennie Lorenzo Hicks III**

Danita Richardson Reed

**North Carolina**

Brittany Clements Record

**New York**

Gabriella Rose Furlan

**Ohio**

Caitlyn N. Cordes

Hannah Foos

Jessica Glancy

Allison B. Repass

Anna E. Turner

**Oklahoma**

Katie Lynn Edmondson

Erika Tarrant

**South Carolina**

Riley Morgan Sims

**Tennessee**

Jordan Raeann Wolf

**Texas**

Taura Denise Jackson

DeAundra Moore

Chelsea Webb

**Utah**

Amie Jayd Brown

Latrishia Mae Fall

Kelly B. Kendall FULL

Amanda Robinette

**Wisconsin**

Kayle Sue Fox

Cuiting Li FULL