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A Summary Statement of the Studies and/or Research:

My study emerged within a wide spread call to action for universities to address the racial harm and violence experienced by students both on and off campus (Bowden, 2020). In Canada, a growing number of universities have established anti-racist policies including policies related to teaching and learning (Abawi, 2018). Studies show that graduate students recognize the importance of anti-racism in their teaching practices (Hill, 2014) and that Canadian institutions have begun implementing graduate student teaching professional development that explicitly addresses cultural safety (Breau et al., 2020). However, research is needed to better understand the particular needs of graduate students that are Black, Indigenous, and People of Colour (BIPoC)—especially considering how many BIPoC graduate students engage in anti-racist work on campus (Linder et al., 2019).

Research process

The purpose of this study is to develop deeper understandings of the supports BIPoC graduate students need in their development as anti-racist educators. For this study, I will analyze my own experiences as a graduate student and anti-racist educator of colour. My first-person perspective will be used to develop deep insights into the kind of complexities BIPoC graduate students face in their development as anti-racist educators. Based on these insights, a framework will be developed that can be used by university educators, administrators, and staff when creating and implementing anti-racist education policies and supports for BIPoC graduate students. This study will be conducted using self-study and hermeneutic methodologies. Self-study involves researchers developing insight about education by investigating their own teaching practices. Hermeneutics outlines how interpretations of our experiences are shaped by our individual social, historical, and cultural circumstances. Together, self-study and hermeneutics highlight how subjective experiences are crucial for changing how we understand and value knowledge and therefore also how we pursue social change in transformative ways (Meyer, 2013). Data will be collected from two sources: 1) anecdotes of my experiences and 2) conversations with other BIPoC anti-racist educators.

**Anecdotes of Experiences.** I will reflect on hermeneutic questions to select which experiences to analyze for this study. Hermeneutic questions are ones that inquire into a phenomenon while also resisting linear, straight-forward responses. Potential hermeneutic questions include: 1. How do I know and come to know about racism? 2. Where and how do I teach about racism? 3. How does teaching and learning happen in university institutions? 4. What does it mean to be an anti-racist educator? These experiences will be analyzed as anecdotes which will include memories and artifacts connected to these memories. Examples of artifacts include teaching evaluations, e-mails, journals, and art.

**Conversations with Other BIPoC Anti-racist Educators.** I will invite BIPoC educators to have conversations with me about the aforementioned anecdotes and hermeneutic questions as a way of externally and orally interpreting my experiences. These BIPoC anti-racist educators will be ones who have played important roles in my journey and growth as an anti-racist educator (i.e. ones that have mentored, taught, and/or worked alongside me in anti-racism capacities). These conversations will be one-on-one and I plan on having a total of 5-10 conversations. Data collected from these conversations will be my reflections on what I learned about my own experiences through discussing them. These reflections may be written or recorded in other multimodal ways (e.g. paintings and other art forms, video, audio recordings, etc.)

Multimodal storytelling. Analyzing experience involves translating our pre-articulate thoughts into a form that is representative of our ideas, thoughts, and feelings. Through this translation, we engage in a process of narrativizing our experiences. As such, data will be analyzed for emergent themes using an iterative process of multimodal storytelling. Findings will be represented in various formats and genres including audio, video, poetry, and visual art. A multimodal narrative approach helps access and communicate the nuances of experience which is especially important for this study given how BIPOC students are marginalized in complex ways by the systemic racism in university institutions.

Framework development. As a qualitative study, this research project's purpose is not to produce generalizable findings. Rather, its purpose is to develop a deep understanding of the kind of nuances that need to be considered in order to meaningfully support BIPOC graduate students—especially considering the great diversity encompassed within BIPOC experiences and the complexity of these experiences. To this end, findings for this study will be used to develop a framework that can be used by university administration, educators, and staff when creating anti-racist education policies and supports. Because this study's methodology is rooted in orality and multimodality, I will strive to incorporate different ways of knowing and communicating into this framework.

#### Contributions to education and society

This study has direct and indirect education and social benefits. Direct benefits include how findings from this study may lead to institutional changes that will protect BIPOC graduate students as a marginalized group. Indirect benefits of this study include how it will lead to insights on how to foster growth in BIPOC graduate students as they prepare to become leaders and innovators for anti-racism in university institutions, different academic disciplines, and society at large.