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Higher Education Scholars Challenging Deficit Thinking: An Analysis of Research Informed by Community Cultural Wealth

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Higher Education Scholars Challenging Deficit Thinking

An Analysis of Research Informed by Community Cultural Wealth

RESEARCH-IN-BRIEF

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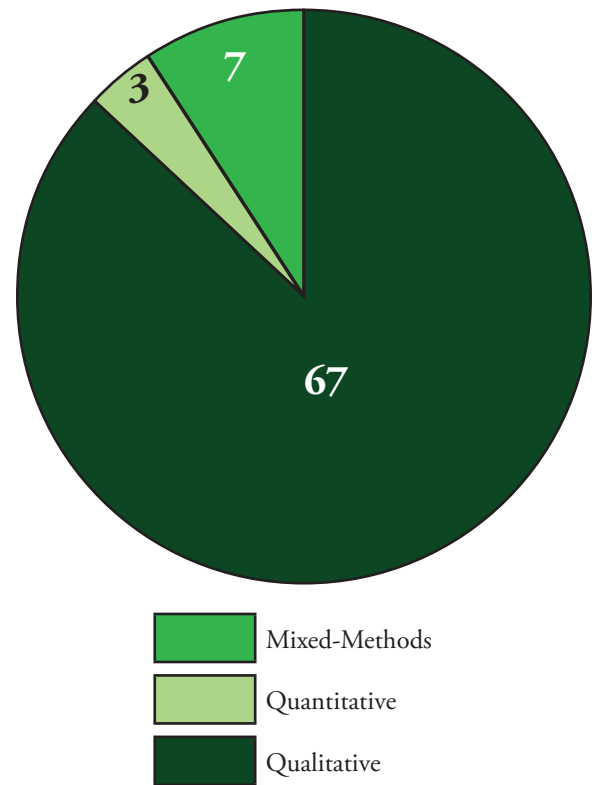
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Using a content analysis (Krippendorff, 2004) methodology, we sought to understand how scholars applied Yosso’s (2005) Community Cultural Wealth (CCW) in their scholarship and praxis. Specifically we asked:

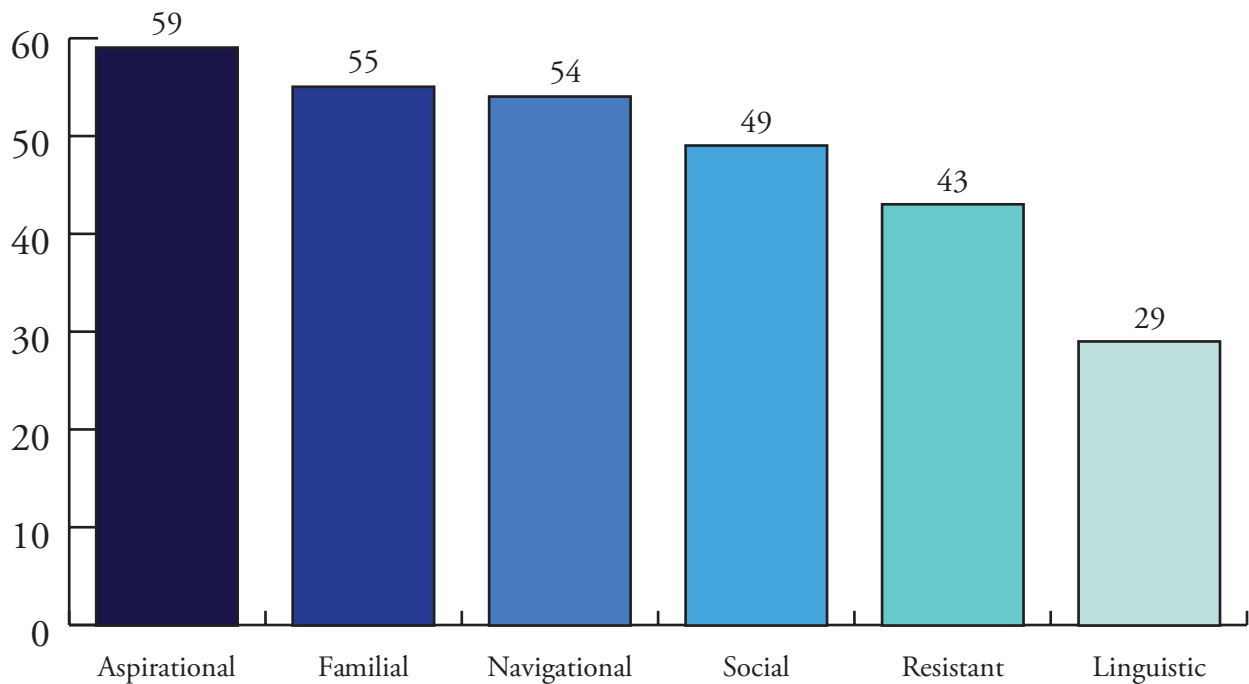
1. How have higher education scholars mobilized the CCW framework in their research?
2. How prevalent are certain forms of capital in higher education research?
3. How have higher education researchers extended the CCW framework through their scholarly insights and implications?
4. To whom have researchers applied the CCW framework in their scholarship?

Scholars mobilizing CCW in higher education literature largely relied on qualitative research designs, though quantitative and mixed-methods designs have recently been taken up.

— Figure 1 —
Research Approaches



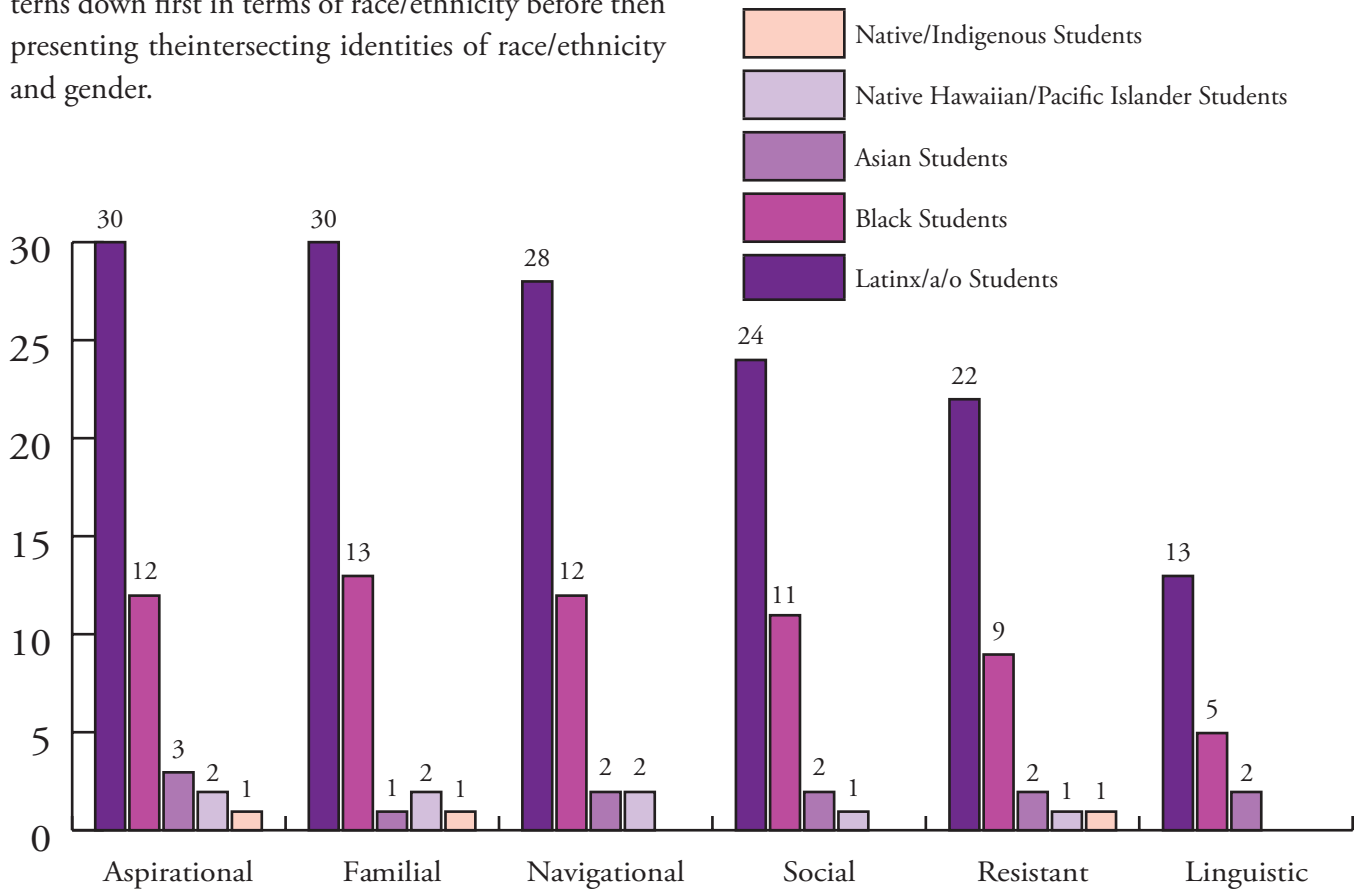
— Figure 2 —
Prevalence of the Six Capitals



Scholars have applied CCW to students' social identities at various rates. Below, we break these patterns down first in terms of race/ethnicity before then presenting the intersecting identities of race/ethnicity and gender.

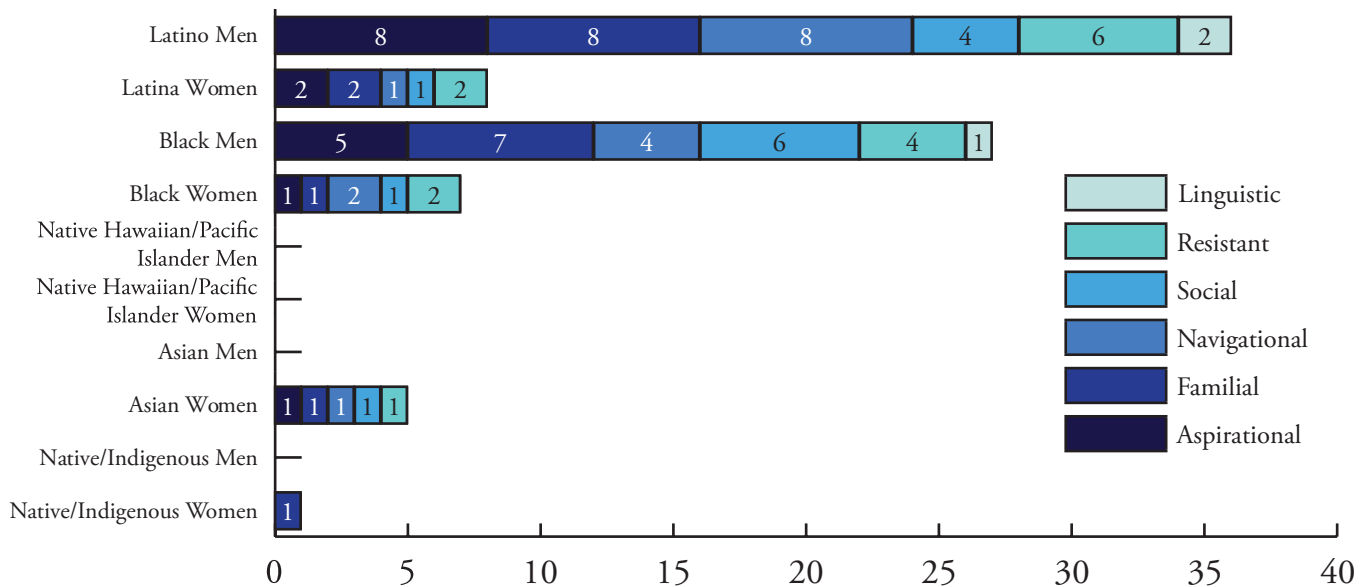
— Figure 3 —

Capital Applications to Race/Ethnicity



— Figure 4 —

Capital Applications to Intersecting Identities



Implications at a Glance

- Develop studies that investigate how those who hold multiple minoritized identities, like Women of Color and Transgender People of Color, possess and apply capitals in unique ways because of their social location.
- Think past traditional notions of linguistic capital and question assumptions held for bi/multilingual cultures.
- (Faculty and staff) can create community groups where they do work in unlearning their propensity toward deficit thought.
- Practitioners should assess the opportunity gaps that disproportionately affect Students of Color and other minoritized populations in higher education, in addition to creating new initiatives informed by the capital present in CCW scholarship.

References

- Krippendorff, K. (2004). *Content analysis: an introduction to its methodology* (2nd ed.). Sage.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69–91. <https://doi.org/10.1080/1361332052000341006>

Author Biographies



Hannah Reyes (she/her) is a Latina and Indigenous scholar currently pursuing her master's in the Administration of Higher Education program at Auburn University. Originally from Corpus Christi, Texas, Hannah attended Mississippi State University (MSU) for her undergraduate degree before then working professionally for MSU's multicultural center. There, she advised groups like the Latino Student Association and cultivated her passion for student affairs. Committed to underserved student issues, Hannah incorporates equitable frameworks like Community Cultural Wealth and Critical Race Theory in her own praxis and research.



Antonio Duran (he/him/el) is an Assistant Professor at Auburn University in the Administration of Higher Education program. Originally from Phoenix, Arizona, Antonio attended New York University for his undergraduate degree thanks to a first-generation college student scholars program. From his time at NYU, he then attended Miami University in Oxford, OH, receiving his master's degree in Student Affairs in Higher Education. It was during his time at Miami University that he discovered his passion for engaging in research about minoritized individuals in postsecondary education. He pursued this passion for research by obtaining his Ph.D. in Higher Education and Student Affairs from the Ohio State University. Now, his scholarship involves understanding how historical and contemporary legacies of oppression (e.g., racism, heterosexism, and trans oppression) influence college student development, experiences, and success.

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