

Between September 2020 and June 2021 a group of editors from various journals of mathematics education research met monthly to pursue an initiative to develop anti-racist editorial practices in Mathematics Education, convened by Jeffrey Choppin and Dan Battey, and with Dorothy Y. White as Chair. One outcome of this initiative is the following statement. Readers who want to co-sign are invited to do so by filling a form linked at the end.

### **Joint statement to reduce reviewer bias**

We seek to cultivate mathematics education as a field of research that is inclusive of all its contributors. We are committed to the principle that the review process must practice anti-discrimination while it exercises its role in helping authors improve their production and helping editors ensure the scholarly excellence of published manuscripts. We acknowledge that discrimination is still present in reviews, on the basis of class, culture, gender, language, national origin, physical ability, race, religion, and sex, sometimes directed to authors and other times to the research contexts authors examine. Presumptions of racial and cultural superiority in reviewing have in that way added to a chronic silencing of the voices of authors from historically oppressed groups in society at large. While such acts of discrimination may be unintentional, they affect the authors who receive them and eventually prevent our international community from becoming as inclusive as possible in its cadres of knowledge producers. This, in turn, limits the productivity, the quality, and consequently the prestige of our field of mathematics education. We aspire that the good intentions of reviewers be informed by the lived experience of those who have been discriminated against in reviewing. We must thus move toward a future in which we are all more cognizant of the effects of our words. We also promote thoughtfulness about who is cited in the papers our journals publish and who reviewers promote as needing citation, to pay attention to research from regions and groups that are often underrepresented. We are all builders of a more inclusive field and also learners in this quest; thus, this commitment seeks to encourage learning and empathy rather than to dismiss individuals by attaching permanent labels to them. We appreciate the effort our reviewers put into their volunteer work and we continue to expect their assistance in identifying good research. Within this appreciative embrace, we encourage reviewers to face the reviewing task for our journal also considering the potential impact of the language they use in reviews and by learning about the lived experiences of scholars from groups that have been historically excluded in our field and about other contexts and frameworks for knowledge generation that may also contribute to enrich our scholarship.

- Dorothy Y. White, Chair of Initiative to Develop Anti-Racist Editorial Practices in Mathematics Education
- Jill Adler, Consulting Editor, *Educational Studies in Mathematics*
- Arthur Bakker, Co-editor-in-chief, *Educational Studies in Mathematics*
- Dan Battey, Co-Chair, American Educational Research Association Special Interest Group for Research in Mathematics Education
- Kim Beswick, Associate Editor, *Journal of Mathematics Teacher Education*
- Angelika Bikner-Ahsbabs, Associate Editor, *Educational Studies in Mathematics*
- Marcelo C. Borba, Associate Editor, *ZDM - Mathematics Education*
- Ricardo Cantoral, *Director, RELIME-Revista Latinoamericana de Matemática Educativa*

- Daniel Chazan, Research Commentary Editor, *Journal for Research in Mathematics Education*
- Jeffrey Choppin, Co-Chair, American Educational Research Association Special Interest Group for Research in Mathematics Education
- Alf Coles, Co-Editor, *Research in Mathematics Education*
- Sandra Crespo, Associate Editor, *Journal for Research in Mathematics Education*
- James Drimala, Editor, *The Mathematics Educator*
- Lyn English, Editor, *Mathematical Thinking and Learning*
- Gail FitzSimons, Book Review Editor, *Educational Studies in Mathematics*
- Peter Grootenboer, Editor-in-Chief, *Mathematics Education Research Journal*
- Ghislaine Guedet, Co-editor-in-chief, *International Journal for Research in Undergraduate Mathematics*
- Patricio Herbst, Editor in Chief, *Journal for Research in Mathematics Education*
- Jodie Hunter, Co-Editor, *Research in Mathematics Education*
- Heather Lynn Johnson, Associate Editor, *Mathematical Thinking and Learning*
- Gabriele Kaiser, Editor-in-chief, *ZDM - Mathematics Education*
- Berinderjeet Kaur, Associate Editor, *ZDM - Mathematics Education*
- David Kirshner, Associate Editor, *Mathematical Thinking and Learning*
- Elise Lockwood, Co-Editor-in-Chief, *International Journal for Research in Undergraduate Mathematics*
- Salvador Llinares, Associate Editor, *Journal of Mathematics Teacher Education*
- Jean-François Maheux, Associate Editor, *For the Learning of Mathematics*
- Percival Matthews, Associate Editor, *Journal for Research in Mathematics Education*
- Tamsin Meaney, Associate Editor, *Educational Studies in Mathematics*
- Vilma Mesa, Associate Editor, *Educational Studies in Mathematics*
- Elena Nardi, Co-editor-in-chief, *International Journal for Research in Undergraduate Mathematics*
- Núria Planas, Editor, *Avances de Investigación en Educación Matemática*
- Despina Potari, Editor, *Journal of Mathematics Teacher Education*
- Susanne Prediger, Associate Editor, *Educational Studies in Mathematics*
- Luis Radford, Associate Editor, *Educational Studies in Mathematics*
- David A Reid, Editor, *For the Learning of Mathematics*
- Avenilde Romo, Editor in Chief, *Educación Matemática*
- Nathalie Sinclair, Editor, *Digital Experiences in Mathematics Education*
- Sue Staats, Associate Editor, *For the Learning of Mathematics*
- Wim Van Dooren, Associate Editor, *Educational Studies in Mathematics*
- Hamsa Venkat, Associate Editor, *Educational Studies in Mathematics*
- Mónica Ester Villarreal, Associate Editor, *Revista de Educación Matemática*
- David Wagner, Co-editor-in-chief, *Educational Studies in Mathematics*

Individuals who wish to co-sign this statement after its publication can do so using <https://forms.gle/VfwWFGEPSS4gLg3t5>