Founded ten years ago, in 1998, at the University of Maryland, the Consortium on Race, Gender & Ethnicity (CRGE) is a national leader in intersectional scholarship that uncovers how systems of race, gender, ethnicity and other dimensions of inequality mutually shape and reinforce one another.
In 2009, we celebrate our tenth year anniversary as the nation enters a new era of political, social and economic change which inspires us to strive even harder in our work to achieve economic and social equality. The benchmark of our success thus far is best captured by two indicators: the young scholars we have mentored in thinking and theorizing around dimensions of inequality; and the scholarship in our new book *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice* that challenges scholars, policy makers and higher education institutions to uncover and suggest remedies for social inequality. The purpose of this decade report is to chronicle our history, accomplishments and contributions to our campus community. The University of Maryland (UM) has encouraged our goals and aspirations, and this report draws attention to the crucial nature of CRGE’s work to the institution’s mission of excellence and diversity. In this second decade of the 21st century, it is increasingly apparent that the work of the Consortium maintains and strengthens UM’s commitment to progressive scholarship and to mentoring underrepresented communities in academia. CRGE’s continued success reflects the University’s commitment to building a national example of a thriving and inclusive environment for diverse peoples whose scholarship addresses crucial social issues.

The intellectual value and promise of this work has been augmented by strong collaborative and intra-university relationships with colleges, departments, and research centers. Our CrISP scholars have enhanced our intellectual mission and infrastructure. Our community of departmental faculty and student scholars, college Dean, and allies in the Provost’s office has made our struggle for recognition and productivity easier. While we have experienced hurdles in obtaining resources for research and programs, we are bolstered by the enthusiasm, commitment and hard work of faculty, staff and students.

In its second decade, CRGE has several goals: to focus on scholarship that fills gaps in knowledge on racial, ethnic and gender disparities in health, employment and other public services; to continue to provide a forum for provocative discussions that unveil race and ethnic inequality; to engage and support faculty whose intellectual interests expand intersectional theory; and to train and mentor the next generation of scholars who will assure a continued infusion of intersectional consciousness among the professoriate. We envision the future of CRGE as a stellar national and international center of excellence in scholarship on inequality, diversity and inclusion.

**MESSAGE FROM RUTH E. ZAMBRANA DIRECTOR**

CRGE is committed to sustaining and expanding a dynamic intellectual community of scholars engaged in intersectional research and committed to social justice through a strong faculty affiliate program.

**PROGRAMS & CENTERS:**
- Asian American Studies Program
- College of Arts & Humanities
- College of Behavioral & Social Sciences
- Curriculum Transformation Project
- Diversity Initiative Faculty Relations Committee
- Maryland Institute for Technology in the Humanities
- Maryland Population Research Center
- President’s Commission on Ethnic Minority Issues
- President’s Commission on Women’s Issues
- The David C. Driskell Center
- The Office of Human Relations

**OUR AFFILIATE COMMUNITY**

**Academic Affairs**
- Cordell Black, President for Equity & Diversity
- Robert Waters, Assoc. VP for Academic Affairs

**College of Arts & Humanities**
- Renée Ater, Art History & Archaeology
- Ira Berlin, History
- A. Lynn Bolles, Women’s Studies
- Elsa Barkley Brown, Women’s Studies
- John Caughhey, American Studies
- Kandice Chuh, English
- Merle Collins, English
- Sandra Cypess, Language, Literature & Cultures
- Christina Hanhardt, American Studies
- Seung-Kyung Kim, Women’s Studies
- Marilee Lindemann, Department of English
- Ana Patricia Rodriguez, Language, Literature & Cultures
- Deborah Rosenfelt, Women’s Studies
- Michelle V. Rowley, Women’s Studies
- Larry Shinagawa, American Studies
- Mary Corbin Sies, American Studies
- Martha Neil Smith, English
- Nancy Struna, American Studies
- Daryle Williams, History
- Psyche Williams-Forson, American Studies

**College of Behavioral & Social Sciences**
- Darrell Gaskin, African American Studies
- Sharon Harley, African American Studies
- Patricia Hill Collins, Department of Sociology
- Odis Johnson, African American Studies
- Laura Mamo, Department of Sociology
- Joseph B. Richardson Jr., African American Studies

**College of Education**
- Sharon Fries-Britt, Leadership, Higher Ed, & International Education
- Susan Robb Jones, Counseling & Personnel Services
- Melanie Killen, Human Development
- Steven Klees, Leadership, Higher Ed, & International Education
- Susan Komives, Counseling & Personnel Services
- Victoria-Maria MacDonald, Curriculum & Instruction
- Nelly Stromquist, Leadership, Higher Ed, & International Education

**School of Architecture, Planning & Preservation**
- Marie Howland, Urban Studies & Planning

**School of Public Health**
- Olivia Carter-Pokras, Epidemiology & Biostatistics
- Robert Feldman, Public & Community Health
- Sally Kobinsky, Family Sciences
EMERGING INTERSECTIONS: 
RACE, CLASS AND GENDER IN THEORY, POLICY, AND PRACTICE

Edited by Bonnie Thornton Dill and Ruth Enid Zambrana, this collection of twelve previously unpublished essays looks at the problems of inequality and oppression from new angles and promotes intersectionality as an interpretive tool that can be utilized to better understand the ways in which race, class, gender, ethnicity and other dimensions of inequality shape our lives today. The book showcases innovative contributions that expand our understanding of how inequality affects people of color; demonstrates the ways public policies reinforce existing systems of inequality; and shows how research and teaching using an intersectional perspective compels scholars to become agents of change within institutions (Rutgers University Press, 2009).

MESSAGE FROM BONNIE THORNTON DILL
FOUNDING DIRECTOR

As we enter our tenth year, the Consortium on Race, Gender, and Ethnicity remains dedicated to its goals of promoting and advancing intersectional scholarship and transferring knowledge gained to the upcoming generation of scholars. Over the past ten years, we have worked hard and experienced tremendous growth. Our goal has been to be recognized as a leading national center for scholarship on the intersections of inequality. We have had a unique opportunity to establish alliances and networks among a relatively large group of researchers and teachers. Through these alliances we have enhanced UM’s reputation for expertise in intersectional scholarship at the same time that we were creating an innovative intervention into campus culture that placed knowledge at the forefront of understanding inequality based on social difference.

In the last decade, CRGE has demonstrated the ways faculty engagement in institution building, intellectual collaboration, and mentoring can transform and strengthen diversity efforts throughout a campus. It has not been easy and we have encountered a number of challenges because essential resources were not always readily available. As we move into the next decade, the ability to grow and sustain intersectional scholarship depends on a combination of institutional support and faculty leadership. Over the years, at Maryland and other institutions, there have been faculty whose personal commitments and intellectual interests have led them to leadership positions where they have—by dint of hard work, sacrifice, and strategic alliances—garnered university support for their programs.

We are among a group of pioneers who have developed a small but growing and increasingly important area of knowledge in the contemporary academy. In the future, those who take up this work will need the support of foundations and other external organizations to facilitate progress and efforts to produce young scholars who will engage in the work of transforming higher education into a truly inclusive enterprise. The Consortium is poised to continue its growth as a first-class research center dedicated to understanding the intersections of inequality and social justice. We would like to thank all of you who make this possible.
CRGE has three major areas of work:

- **Research** at the intersections of race, gender, ethnicity and other dimensions of inequality.
- **Mentorship** and rigorous training in intersectional research.
- **Collaboration** aimed at creating a campus climate conducive to excellent intersectional scholarship.

Over the past ten years, we have created a dynamic center that has achieved significant milestones in each of these areas.

Initiative, Office of Administrative Affairs, and The Office of the Senior Vice President for Academic Affairs and Provost, the summit provided a forum to discuss best practices and innovative strategies in education among Latino educators, activists and policy makers in the metropolitan area.

**October 18, 2006: Rebuilding with Tools for Social Justice: Hurricane Katrina One Year Later**

CRGE’s campus wide symposium, co-sponsored with the David C. Driskell Center, featured conversations and panel discussions about the issues of race, class, gender and social inequality that were brought to the forefront of national debate by the disaster in New Orleans and the greater Gulf Coast region. This event featured conversations between internationally renowned UM faculty and nationally known scholars and artists from other campuses. An art exhibit on Katrina by Dr. Jefferson Pinder and his students was included. Over 200 people attended.

**September 22, 2004: Tools for Social Justice: UM at the Intersections of Scholarship and Community**

CRGE hosted this campus-wide Research and Scholarship Day which was co-sponsored with the David C. Driskell Center, the Office of Academic Affairs and the Provost, and the Division of Research and Graduate Studies. The goal was to showcase the vast array of expertise that the University of Maryland has in scholarship that focuses on race, gender, ethnicity, and other dimensions of inequality—in the social sciences, the humanities, and the arts. An exhibit of paintings by renowned UM professor Margo Humphrey, Department of Art, and her students was included. There were over 150 participants in attendance.

**December 10, 2003: Education Policy Briefing**

CRGE hosted a policy forum to discuss the findings of CRGE’s Research and Action Brief Report, *Racial, Ethnic and Gender Disparities in Early School Leaving*. This important event drew a cross-section of well-known academics, influential policy makers, school personnel and administrators, parents and community activists. The featured speakers included Dr. Lory Dance author of the brief and UM faculty, nationally-known educator Dr. Pedro Noguera from New York University, and Maryland Senator Paul Pinsky. This event featured a discussion of the relationship between inequality, education and school completion.
CRGE plays an invaluable role as an institution dedicated to creating collaborative links among faculty and research centers on campus. We are one of the few centers that actively reach out to faculty and create connections with other research centers and off campus policy think tanks to promote collaborative research. Over the last decade, we have established collaborative partnerships with the Maryland Population Research Center, David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, Department of African American Studies, Curriculum Transformation Project, School of Public Health and more recently the Clarice Smith Center for the Performing Arts (CSPAC). Our expertise in interdisciplinary intersectional research and our partnerships are a vital resource to the UM community, state and national foundations, agencies and organizations.

ONLINE CALENDAR
CRGE’s calendar is the single web calendar devoted to all diversity-related events that are taking place on the UM campus. We have constructed a location that promotes all of these events.

COLLABORATIVE CAMPUS-WIDE EVENTS
CRGE has sponsored a number of campus-wide events that featured our research and thinking on key social issues. These gatherings identified the UM as a place that fosters cutting-edge scholarship about race, gender, ethnicity and how their intersections shape inequality.

April 2, 2009: Intersectional Policy Conference
Scheduled to coincide with the publication of the edited collection, Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice, Eds. Bonnie Thornton Dill and Ruth E. Zambrana (Rutgers University Press, 2009). Two panels feature authors of chapters in the edited collection. One focused on Implications for Public Policy in workforce development, access to family work benefits, and welfare reform and the second on Inequalities in Access to Higher Education and Careers.

April 19, 2008: Maryland Latina/o Education Policy Summit
Co-Sponsored with UM departments including US Latina/o Studies

RESEARCH CONNECTIONS
Our annual newsletter highlights the research and collaborative projects that we are engaged in, along with the scholarship of affiliated faculty. Biographies of the CrISP scholars, their work in progress, research reports and information of other intersectional projects and activities are also included.

INTERSECTIONAL RESEARCH DATABASE
This searchable database contains a wealth of scholarship examining the intersections of race, gender, ethnicity and other dimensions of inequality. The database currently consists of annotations of intersectional research, articles and books, and is continuously being expanded by the CrISP scholars. We expect to include video, sound and visual images in the near future.

QUALITATIVE RESEARCH INTEREST GROUP (QRIG)
An integral part of CRGE and co-sponsored by the Maryland Population Research Center (MPRC), the QRIG is a working group composed of faculty and graduate students who are engaged in enhancing knowledge and utilization of qualitative methods in research and teaching. QRIG seeks to elevate the profile of qualitative methodologies at UM through programs designed to facilitate collaborative research and inquiry; a lecture series showcasing important and path-breaking qualitative scholarship; and a program of research seed grants for junior faculty conducting qualitative intersectional research. QRIG creates opportunities for cross-disciplinary discussion and exchange focused on the use of qualitative methodologies in analyzing intersectional dimensions of inequality.
FUNDED RESEARCH

Over the last decade CRGE has been awarded over one million dollars in grants to develop our research program.

1999: **Collaborative Transformations in the Academy: Re-Constructing the Study of Gender, Race, Ethnicity and Nation ($500,000)**

This collaborative grant matched UM funding to provide for the development of CRGE as a research center along with funding for the Curriculum Transformation Project /Department of Women’s Studies (CTP/WMST) and the Department of African American Studies (AASP). With CRGE’s share of the grant money ($166,908), an administrative infrastructure was established consisting of three faculty, two full time staff members, and two graduate students. Through this grant, twenty-one Research Interest Group (RIG) projects were established and funded. The RIGs involved 27 faculty to study issues related to race, gender and ethnicity.

2002: **Educating for the Future: Theorizing Differences / Building Commonalities ($425,000)**

This grant continued the initial Ford support of the collaboration between CRGE, CTP/WMST and AASP. With CRGE’s share ($152,015), the administrative infrastructure was maintained - four faculty, two full time staff members, and two graduate assistants were supported, and fourteen RIG projects across twenty departments were funded the first year. The program was reorganized in the second year resulting in a closer connection between CRGE faculty research and the research groups. In all over sixty faculty, graduate students and community members participated in the RIGs.


CrISP SCHOLARS

“As a CrISP scholar, I receive excellent mentorship, work on meaningful projects that help to develop my research skills, and have the opportunity to network with graduate students, faculty and staff members who share a commitment to social justice.”

Anaya McMurray, Women’s Studies
CrISP Scholar 2004-2006

“CrISP has offered me wonderful opportunities to further my development as an academic. I have been able to connect with different faculty members, get research experience, and most importantly, learn from mentors about doing research on intersectionality.”

Melanie Miller, History
CrISP Scholar 2004-2006

“Through the CrISP Program I have access to formal and informal mentorship, research training, and a foundation in intersectionality that is critical to my present and future work.”

Vanessa Lopes, Sociology,
CrISP Scholar 2005-2007

“The research and analytical skills I have learned from working closely with the advisors from the CrISP program have provided me with resources I would not have had otherwise.”

Tamyka Morant, Education
CrISP Scholar 2007-2009
GRADUATE COLLOQUIUM
CRGE’s Colloquium is a year-long, monthly seminar series that offers faculty, graduate students, and staff the opportunity to engage provocative and emerging areas of intersectional scholarship as participants or speakers. Topics have included *Intersectionality as Critical Thinking about Inequality*, *Framing Social Justice for the Election Year: Race, Gender, Ethnicity and Politics*, *Negotiating Social Justice Research and Activism at the University*, and *Intersectional Approaches to Sexuality: Image, Identity and Structure*.

The format is usually a panel presentation of speakers including people from outside UM along with UM faculty or graduate students. Over the last five years, about twenty outside experts and activists and over thirty UM faculty members have participated in the seminars. On average thirty to forty students and twenty faculty from approximately fifteen departments attend (although our Fall 2008 series saw an increase to above one hundred participants per colloquium). The final session of each semester is devoted to providing a space for graduate students to present their own intersectional work and receive feedback from faculty and graduate students. Graduate student feedback has shown that the colloquia are indispensable for networking with faculty and colleagues in different departments in their fields of interest.

CRGE INTERDISCIPLINARY SCHOLARS PROGRAM (CrISP)
CRGE Interdisciplinary Scholars Program (CrISP) provides scholars with an opportunity to learn firsthand the processes of research, publication, and administration through a mentoring relationship with CRGE faculty. The focus of this exceptional program is two-fold: rigorous training and dedicated mentoring. CrISP scholars are first- and second-year incoming graduate students from departments affiliated with CRGE. Since 2002, CRGE has trained nineteen CrISP scholars from seven UM colleges and departments, including six McNair/Mellon fellows. Students receive a full university fellowship and an additional half time assistantship from CRGE that qualifies them for health insurance. In return, students work 10 hours a week at the Consortium.

FUNDDED RESEARCH

2002:  *The Effects of Poverty and Welfare Reform among Female-Headed Families in the Rural Mid-South: A Collaborative Follow-Up Study* ($140,000)

The purpose of this study was to investigate the impact of economic development and welfare reform on the coping and survival strategies of low-income, single mothers in rural Mississippi. The study built on the impact of the ‘Welfare to Work’ program and investigated the impact of the welfare to work transition on mental and physiological health outcomes as a extension to an earlier Ford-funded study by Dr. Bonnie Thornton Dill and colleagues that examined poor female-headed families in two rural counties in Mississippi in the early 1990s.

2003:  *Applying Knowledge to Solve Human Problems* ($51,251)

The Annie E. Casey Foundation awarded a grant to create a third Research and Action Brief, entitled "Racial and Gender Disparities in Civic Participation."

2004:  *Transforming Knowledge to Create New Avenues of Engagement* ($300,042)

Our share of this third collaborative grant from the Ford Foundation ($107,690) supported our work in extending and engaging broader communities in examining the insights and applicability of intersectional scholarship. We extended the award’s impact by broadening our connections off-campus and intensifying its focus on the training of graduate students by integrating them into a program of increased engagement with policy makers and practitioners. We trained nine incoming graduate scholars from a variety of departments in the theoretical, methodological, and pedagogical implications of intersectional work by engaging them directly in the work of knowledge production through institutional change. Student participation and training was integral to the activities of this grant.
Developing Research Projects

Occupational Stress and Organization Factors: Physical and Mental Health among African American, Mexican American and Puerto Rican Women in the Professoriate

The goals of this research are to investigate the relationships between occupational stressors (role overload/insufficiency/ambiguity) organizational factors (level of diversity, access to organization resources, etc.) and mediators (coping skills, social support, self-care, etc.) to explain variation in the overall physical and mental health of historically underrepresented U.S. born African American, Mexican American, and Puerto Rican women in the professoriate. Based upon the dearth of empirical research on this topic, this project will significantly contribute to advancing our understanding of how occupational stress contributes to physical and mental health outcomes and the ways to uncover the role of stressors in retention and productivity among this sample. We plan to conduct qualitative interviews with 30 faculty members and administer 300 standardized instruments over a two year period. This preliminary data will serve as the baseline for a larger longitudinal study.

The Production of Black Female PhD’s: What does it take in Philosophy and Mathematics?

This research project is a case study of departments that have been most successful in graduating and placing African-American women as professors in the non-traditional fields of mathematics and philosophy. The focus of the study is on institutional supports, characteristics of mentor and characteristics of mentees. Of primary interest is identifying the nature of barriers as well as facilitating and protective factors during the doctoral process. A qualitative case study will be conducted to provide depth and knowledge regarding “best- practices” that would facilitate "diversifying" the professoriate in Math and Philosophy.

Prevalence and Incidence of Hypertension in Relation to Socioeconomic Status

The purposes of this study are to examine the direct pathways of psychosocial, socioeconomic status and access factors and the indirect pathways of medical history and health behaviors on rates of untreated hypertension; to compare risk factors by hypertension status; and to estimate changes in hypertension status - among African American and Latino women using baseline data and three year follow-up. A secondary data analysis of 50-79 year old African American (n=7639) and Latino (n=3623) women will be conducted using the National Heart, Lung and Blood Institute's Women's Health Initiative Observational Study, a national study of healthy postmenopausal women. These data will also be linked to county-level data regarding availability of primary care providers. The results of this study will contribute to filling gaps in the literature by increasing our understanding of hypertension status differences between groups and within groups of African American and Latino women and the role of socioeconomic, psychosocial, and geographic location factors as determinants of hypertension status. These data will also serve as the preliminary data for a larger study on cardiovascular conditions among racial/ethnic women.

Assessing and Reducing Cardiovascular Risk among Central/South American Adults

The study aims to examine the social, behavioral, and psychosocial factors associated with cardiovascular risk among adult, Central/South American immigrants residing in the United States. The study will also assess the role of health literacy in increasing the effectiveness of community lay health promoters using the Model for Improvement, to reduce cardiovascular risk among adult Central/South Americans. The sample will consist of adult men and women between the ages of 30-64 who reside in Montgomery County, Maryland. Thirty female health promoters will also participate in the study. Results will contribute to new knowledge on risk reduction of cardiovascular disease (CVD) for Central and South Americans and will provide helpful information to clinicians and health policy makers on ways to reduce risk and eliminate disparities in CVD among Central and South American men and women. (With Dr. Olivia Carter-Pokras, School of Public Health)