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Greetings to all graduate students, affiliate faculty and friends of CRGE. The last year has been one of immense changes both in terms of staff and programming activities. The Associate Director, Dr. Amy McLaughlin who had been with CRGE since 1999 resigned in the fall, 2007 to assume full-time family responsibilities. She has been greatly missed. We recently hired an interim assistant director, Laura A. Logie, who will be awarded her PhD in May, 2008.

Last spring we engaged in a self-assessment of CRGE strengths, weaknesses, opportunities, and threats. Two major strengths emerged from the report: our success in training future scholars of color and our opportunities to engage in interdisciplinary scholarship on women of color. We sought financial support from colleges across campus to support CrISP scholars and the response was overwhelmingly positive. Four scholars from the Colleges of Arts and Humanities, Architecture and Urban Planning, Education, and Public Health are participating this year in intersectional theory seminars and skills development seminars. Their profiles and research interests are provided on p 4.

Spring 2007 opened up an opportunity to house the U.S. Latino Studies Initiative, an idea which has been brewing for ten years and whose time has come. CRGE with the support of WMST chair and staff and ARHU Dean worked with faculty to develop 3 courses and a minor. A description of the program, is provided on p 10. Another critical program, the Qualitative Research Interest Group (QRIG), supported by the Maryland Population Research Center under the leadership of Professor Seth Saunders, has facilitated a series of seminars on qualitative research that have showcased stellar investigators and their work. Dr. Dill, co-chair of QRIG provides an overview of the QRIG on p 8.

The major weaknesses and threats that emerged from our self-assessment pointed to the limited institutional support provided to CRGE. UM is in continuous fiscal crisis and the top priorities include neither CRGE nor our priorities. Our multiple activities with a very small staff weigh heavily on our energies and our commitment to intersectional scholarship, mentoring the future generation of scholars and building an intersectional campus and nationwide community. We struggled and prevailed and were successful in obtaining a five-year institutional commitment from the Provost for administrative support, and several colleges were forthcoming in supporting our CrISP program.

Academic year 2007-08 has been devoted to building our research portfolio and seeking funding for our studies in a climate which is far less responsive to issues addressing the intersection of race, ethnicity, gender, class or other dimensions of difference. We are hopeful that this climate will soon change. Equally important has been the rethinking of the colloquium and recruitment and support of new CrISP scholars for academic year 2008-09.

A major accomplishment of this past year was the completion of a book which showcases the work of scholars who have been engaged in previously funded CRGE projects. The anthology addresses intersectional research, policy and practices in institutions of higher education with a case study of CRGE. A full description is included on p 3. The book is planned for publication in late fall 2008 by Rutgers University Press. A book signing event will take place at that time.

As I reflect back on 2007, it is evident that CRGE has engaged on multiple fronts primarily to mobilize resources and simultaneously realize its commitment to scholarship, mentoring and pedagogy, and institutional change. We have been gratified by the support of our campus community. On the other hand we have been concerned by domestic and campus events and the lack of intersectional analyses that is given to them. The professional and personal investments to secure campus-wide infrastructure funding have been huge. Now it is vital that we turn our energies to grant development and successful grant-making so as to insure that in one location we continue to explore and bring forth voices that are often unheard.
Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice

NEW ANTHOLOGY ON INTERSECTIONALITY TO BE RELEASED IN FALL 2008

EDITED BY BONNIE THORNTON DILL AND RUTH ENID ZAMBRANA
FOREWORD BY PATRICIA HILL COLLINS
Published by Rutgers University Press

BOOK SUMMARY
The United States is known as a “melting pot” yet this mix tends to be volatile and contributes to the U.S.’s long history of oppression, racism, and bigotry.

Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice, an anthology of ten 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 difference 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.

By offering practical applications for using intersectional knowledge, Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice will help bring us one step closer to achieving positive institutional change and social justice.

ABOUT THE EDITORS
Bonnie Thornton Dill, PhD is professor and chair of the department of Women’s Studies and founder of the Consortium on Race, Gender, and Ethnicity at the University of Maryland, College Park.

Ruth Enid Zambrana, PhD is professor of Women’s Studies, director of the Consortium on Race, Gender, and Ethnicity, and Interim Director of the U.S. Latino Studies Initiative at the University of Maryland, College Park.

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LYNETTE BOSWELL
Department of Urban Studies and Planning, School of Architecture, Planning and Preservation
Lynette Boswell received a BA and MA in Urban and Regional Planning from Ball State University. While working on her degrees, she studied urban design and international planning in various countries throughout Southeast Asia and Europe, including: Hong Kong, Sri Lanka, Singapore, India, and Italy. During this time, Lynette interned with various housing policy and community development organizations in the Midwest. She later completed a MA of Urban Design at the University of Michigan, and subsequently worked for a planning consulting firm in Chicago; participating in town plans and urban design studies throughout Chicago’s western metropolitan area. As a Resident Research Fellow for the Genesee Institute in Flint, Michigan, she studied housing foreclosures and researched opportunities for communities and institutions to forestall neighborhood decline. Before joining the Urban and Regional Planning and Design doctoral program at University of Maryland, Lynette worked as a policy analyst intern for the Department of Commerce, Economic Development Agency in the Performance and Evaluation office.

Lynette is now a research assistant, working with Dr. Nieves on his work on Digital Cultural Heritage work in Soweto, South Africa. Her research interests include: neighborhood revitalization strategies for older inner-city neighborhoods and declining surrounding suburbs, housing market conditions and models, and international, state and local housing policies impact on city’s urban spatial structures. In July, 2008, Lynette will present a paper at the 13th International Planning History Society Conference in Chicago, entitled: What Happens when Public Planning Agencies stop Planning: Does Public Interest Still Exist: A review of the Flint River Corridor Plan (Flint, Michigan). This paper addresses the politics and outcomes of planning efforts among quasi-governmental planning groups and marginalized city residents, in a declining post-industrial city.

TAMYKA MORANT
Department of Curriculum and Instruction, College of Education
Tamyka Morant received a BA in History with a specialization in Africana Studies and Elementary Education from Villanova University. Her senior thesis concentrated on literature as a form of resistance focusing on the Harlem Renaissance, the Black Arts Movement, and NYC Hip Hop of the 1980’s.

After graduating, Tamyka was accepted into Teach for America where she taught in the Cherry Hill section of Baltimore, Maryland. After completing an MA in Teaching and a Graduate Certification in Teaching, Reading and ESOL from the Johns Hopkins University, in Baltimore, MD, she relocated to Washington, D.C. where she served as a classroom teacher, an instructional coach, and curriculum specialist for a public charter school.

Tamyka is a research assistant to Dr. Zambrana. She conducts research on different structural barriers affecting the educational pipeline among low income African American and Latino children and youth. Her research
interests include applying an intersectional lens to the structural, political and economic challenges that impede the translation of Black and Latino parents’ involvement in their children’s education, the ways that schools can be restructured to facilitate the development of comprehensive schools, and the use of culturally responsive social pedagogy and academic curricula.

SYLVETTE LA TOUCHE-HOWARD
Department of Public and Community Health, School of Public Health

Sylvette La Touche–Howard received a Bachelors degree in Psychology and Women’s Studies and a MA in Human Relations and Family Life Education from McGill University in Quebec, Canada. She also received a MA in Community Counseling from Andrews University in Michigan. During her graduate education, Sylvette conducted several workshops on women’s and children’s health issues.

Before enrolling in the School of Public Health’s PhD program, Sylvette served as a full time instructor in the department of Psychology and as Program Coordinator for the National Institutes of Mental Health’s Career Opportunities in Research program at Morgan State University. She co-founded the Miracle Learning Center, a center to enhance the learning skills and health practices of underserved children in Baltimore, Maryland.

Since her arrival at UM, Sylvette has worked on the national award winning Eat Smart, Be Fit! Maryland project, a statewide intervention to assist underserved mothers and their children in increasing their levels of physical activity and healthy eating. Sylvette is working with Dr. Zambrana on a project that examines risk factors of cardiovascular disease among post-reproductive Latino and African American women. She is an Alliances for Graduate Education and the Professoriate scholar. She was awarded the GRID 2007 scholar award in Urban Science & Education and the School of Public Health Charter Contributor Honor Award. This Spring, Sylvette received a fellowship to participate in the Finger Lakes Environmental Film Festival (FLEFF) in Ithaca, New York for students interested in integrating multimedia and public health to assist in eliminating health disparities. Sylvette has presented at several national conferences and received the ETA Sigma Gamma Honor Scholarship Award.

MARIA INEZ VELASQUEZ
Department of American Studies, College of Arts and Humanities

Maria Inez Velasquez received a BA in Philosophy at Smith College and a MA in Gender/Cultural Studies from Simmons College. She studied the use of media imagery in the construction of gender and race, and presented her various projects at both national and international conferences.

After completing her MA, she worked at the Council of African American Affairs (CAAA), one of the few policy-oriented think-tanks focused on issues related to the Black community. During that year, CAAA underwent
massive restructuring. Maria was responsible for the solidification of community connections with the Congressional Black Caucus Spouses office and Reach for College, a DC-based education activism group.

Maria is a first year doctoral student in American Studies. Her research interests include insurgent histories, the role of memory in the formation of community, and the use of critical pedagogy in communicating insurgent histories.

Maria is working with Dr. Nieves on a project focusing on digital pedagogy. This interest in pedagogy has led her and CrISP Scholar Tamyka Morant to form an intellectual partnership. She and Tamyka will be presenting the fruits of that partnership, a framework for the use of feminist and culturally relevant pedagogies in the K-16 classroom, at the 2008 EDHI/EDPS Graduate Student Research Conference, “Education Discourses in the 21st Century.”

She recently received a Finger Lakes Environmental Film Festival Fellow, presented a paper at the Popular Culture Association’s national conference, and was chair of a panel.

She was recently elected Director of Mentorship in Ron Brown Scholars’ Alumni Association and is also a blogger for Hathor Legacy.

**FORMER CrISP SCHOLARS AND AWARDS**

During academic year 2007-08 CRGE received funds from the graduate school to promote the academic progress and increase the probability of timely completion of PH.D. We selected two students, one for a dissertation award and another for an enhancement award.

**Clare Jen** (dissertation award) entered the WMST program with a B.S. in Women’s Studies and Biology in Fall 2002 as a University Fellow and CrISP Scholar. By Spring 2006, she had finished all course requirements, passed the second comprehensive exam (Major Field Exam), and met the Department’s foreign language requirement. On May 7, 2007, she successfully defended her dissertation prospectus entitled "Techno-scientific Race-Nation-Gender Formations in Public Health Discourses". During this year, she completed her data collection and is currently completing the draft of her dissertation. It is expected that she will graduate by August 2008.

**Anaya McMurray** (enhancement award) entered the WMST program with a BA of Music and a MA of Education in fall, 2004 as a CrISP scholar. By spring 2006 she had completed the requirements of comprehensive exam, departmental language requirement with course work in Arabic (Spring 2006), and in December 2006 was awarded an M.A. in WMST. Her major areas of interest include a wide range of U.S. Black women artists—literary, visual, and musical—and a focus on Black women’s spirituality within and outside of institutionalized religions. Her major field is titled “Black Women, Spirituality and Social Justice in Contemporary Popular Culture.” Broadly, this field covers Black women’s culture/cultural productions, looking specifically at the ideological and spiritual bases for black women’s music. She expects to develop her dissertation prospectus in this area and to advance to candidacy during the summer of 2008.
What do “Action Research into School Exclusion,” “The Multiple Dimensions of Identity,” “Acting on Risk for Alzheimer’s Disease,” and “HIV/AIDS in Rural South Africa” have in common? They were each research projects that received funding from the 2007 Qualitative Research Interest Group (QRIG) Seed Grant Program. Tara Brown (Curriculum and Instruction), Susan Robb Jones (Counseling and Personnel Services), Laura Mamo (Sociology) and Sangeetha Madhavan (African American Studies), respectively, were the first recipients of these small grants designed to support junior faculty using qualitative methods to conduct their research.

An integral part of the Consortium on Race, Gender, and Ethnicity and co-sponsored by the Maryland Population Center, 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. Directed by Bonnie Thornton Dill (CRGE and Women’s Studies) and Annette Lareau (MPRC & Sociology), with the support of steering committee members Kevin Roy (Family Sciences) and John Caughey (American Studies), the QRIG hosts programs designed to facilitate collaborative research and inquiry and creates opportunities for cross-disciplinary discussion and exchange focused on the intersectional dimensions of difference and their relation to social justice and raising the profile of qualitative methodologies.

In addition to supporting faculty and graduate student interests, through its dynamic lecture series, the QRIG encourages a community of qualitative researchers to share their work and methods with people from multiple disciplinary locations. In addition to programs on teaching qualitative methods, it has also sponsored presentations from funding agencies that fund projects using qualitative approaches. During the 2006-07 school year the QRIG hosted Dr. Kevin Roy (Family Science), Michael Paolisso and Shawn Maloney (Anthropology) who provided workshops on two of the latest data software packages for managing and analyzing qualitative data and discussed the advantages and disadvantages in both research and qualitative methods.

The QRIG also hosted a lecture series entitled: “Communities, Meaning, and Qualitative Research”, that featured a number of qualitative scholars from around the country. Professor Karyn Lacy (Department of Sociology, University of Michigan) author of Blue-Chip Black: Race, Class, and Status in the New Black Middle Class; Sheba George (Research Centers in Minority Institutions, Drew University of Medicine and Science), author of When Women Come First: Gender and Class in Transnational Migration. Mitchell Duneier (Department of Sociology, Princeton University) shared clips from the film based on his ethnographic work, Sidewalk and shared an historical perspective on qualitative research; and Mario Small (Department of Sociology, University of Chicago), author of Villa Victoria, discussed his new scholarship on childcare that combines ethnographic and quantitative data analysis.

The 2007-08 lecture series continued to provide opportunities for learning about different approaches to qualitative research. In the fall, Tom Weisner (Anthropology, UCLA) and Judy Levine (Sociology, Northwestern University) both discussed their research on poverty, and the 2007 seed grant recipients shared the results of their research as part of a panel highlighting the seed grant program. Neela Vaswani, Center for Reading and Writing, NYC, and author of Where the Long Grass Bends: A
Collection of Short Stories, in conversation with Professor Sheri Parks of our own American Studies Department presented a reading and conversation on the topic, Writing Qualitative Research: Purposes, Strategies, and Styles. This event took place in Spring 2008.

2008 QRIG SEED GRANT RECIPIENT

Congratulations to Professor Joseph Richardson, Assistant Professor of African American Studies who was awarded a QRIG Seed Grant for his project: “An Exploratory Study of the Prison to College Pipeline Program: The Perceived Barriers to Juvenile Re-Entry.”

Abstract: Few ethnographic research studies have explored the “perceived” barriers to successful juvenile re-entry among a cohort of incarcerated juvenile offenders. Through the use of particular observations, focus groups and life-history interviews, this study will examine how a cohort of fifteen incarcerated African-American male youth offenders perceive their barriers to successful juvenile re-entry. Some of these barriers to re-entry include: education, employment, youth violence, lack of familial support, housing and substance abuse. The Prison to College Pipeline Program (P2C), a juvenile delinquency and violence prevention program facilitated at the Oak Hill Juvenile Detention Center in Laurel, Maryland, provides the text for this analysis.

Also, in 08-09, we will continue our invited lecture series and bring speakers to campus that focus on intersectionality in qualitative research. We plan to include in this series a panel of graduate student presentations that will showcase the use of qualitative methods in dissertation research.

For more information on the QRIG and upcoming events please visit the website (http://www.crge.umd.edu/research/qrig.html), which also provides syllabi for qualitative methods courses as well as recent articles.
A U.S. Latina/o Studies Initiative at the University of Maryland, College Park was funded in the spring of 2007 to develop an academic program that includes a minor and graduate certificate. The USLT program is temporarily housed at CRGE with its academic home in the Department of Women’s Studies in the College of Arts and Humanities (ARHU). During the last year, USLT has convened its Advisory Board; Professors Rodriguez and Nieves have developed and taught 3 courses, USLT 201, 202 and 488 with full enrollment; an information sheet was developed and meetings were held with college Deans, departmental chairs, and students.

The USLT minor proposal was submitted to ARHU Programs, Curricula and Courses (PCC) in March, 2008 and approved with minor revisions. After revisions, it was submitted to Senate PCC on April 18, 2008 and approved. UM faculty and students have been actively supporting this initiative to assure its implementation and sustainability as a fully institutionalized program over the next 3-5 years.

The establishment of an interdisciplinary U.S. Latino Studies (USLT) program fulfills a regional academic niche. In addition to enriching the educational experience of students in all majors and graduate programs by preparing them to engage more fully in an increasingly diverse U.S. and global society, the U.S. Latina/o Studies Program intersects at various levels with the mission and goals of the University of Maryland and its academic units. A U.S. Latino Studies program would enrich the academic curricular offerings at UM by addressing a significant gap in the diversity goals and contribute to the goal of promoting interdisciplinary and innovative programs of excellence. USLT has a long intellectual history of inquiry that centers its scholarship on historically recognized and contemporary and regional Latina/o communities in the U.S. The scholarly tradition of U.S. Latino Studies has examined for example the history and social location of Mexican Americans in U.S. society, immigration patterns of Mexicans and Central Americans, race relations within Latino subgroups (Mexican Americans, Mexicans and Puerto Ricans) and with other racial and ethnic groups, legal studies, education, health and the humanities (literature, art and culture). U.S. Latina/o Studies expands long-held disciplinary boundaries that have excluded diverse experiences and societies within the geo-political borders of the United States. Currently there are 23 universities who award a major, 31 who award a minor and 16 universities who award a graduate certificate, MA or PhD in U.S. Latino Studies.

In the last decade, UM has recruited U.S. Latino faculty and students into various departments and colleges, and courses with Latino content have modestly increased. Drawing from its premier resources, UM can capitalize on this opportunity to attract the best and the brightest Latino scholars and undergraduate and graduate students to advance strong intellectual and creative excellence in this field of inquiry. Excellence is marked by stellar and productive faculty, strong community-based research programs and policy collaborations. UM is well positioned to provide the State of Maryland and the Mid-Atlantic region with the first undergraduate major and minor degrees CRGE and a graduate certificate to eligible doctoral level candidates in U.S. Latina/o Studies.
In 2007, CRGE faculty continued to raise the profile of CRGE and intersectional research as a whole.

In September, CRGE Director Dr. Ruth E. Zambrana gave a keynote address, “Diversity and Disparity in Health” at Yeshiva University’s Institute for Public Health Services, New York as part of a two-day national conference.

Dr. Zambrana was the plenary speaker for the Society for Public Health Education in November, 2007. Her presentation was entitled “Culture, Cultural Competency and Health Disparity”.

Bonnie Thornton Dill has already begun to promote the book, Emerging Intersections: Race, Class and Gender in Theory, Policy and Practice in several lectures this year. In February, she gave a talk entitled: “Intersectionality as Critical Thinking about Inequality” at the University of California, Santa Barbara. Her lecture was part of the Diversity Lecture Series sponsored by the UCSB Multicultural Center. In May, she will conduct a major workshop, “Intersections, Identities and Inequalities in Higher Education” at the National Conference on Race and Ethnicity in Higher Education (NCORE) which will be held in Orlando Florida. NCORE claims to be the leading and most comprehensive national forum on issues of race and ethnicity in higher education and attracts more than 2400 participants each year.

CRGE’s affiliate faculty comprise a community of accomplished researchers, scholars and activists working in the field of intersectionality.

Marie Howland, Director, (URSP-Urban Studies and Planning Program) is presenting her work on the impact of Immigration in the 1990s on Urban Development at Williams College, Massachusetts on April 18, 2008 and presenting her work on the Redevelopment of Brownfield Sites in Baltimore, Maryland at the Workshop on the "Reuse of Contaminated Sites for Local Sustainable Development" at the University of IUAV of Venice, Italy on May 24-26, 2008.

Professor Victoria-Maria MacDonald’s (EDUC-Education Policy and Leadership) article, "From Visibility to Autonomy: Latino Higher Education, 1965-2005" was published in the Winter 2007 issue of The Harvard Educational Review. Dr. MacDonald was also appointed as a member of the editorial board of The Journal of Hispanic Higher Education.

Dr. Sharon Harley, Associate Professor and Chair of the African American Studies Department at the University of Maryland, College Park, was awarded a fellowship at the W. E. B. Du Bois Institute for African and African American Research at Harvard University for Spring 2008, where she is writing a historical monograph about gender, labor, and citizenship in the lives of African Americans in the United States from the 1860s to 1920s.
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