

INTERSECTIONS & INEQUALITY

AN ANNUAL PUBLICATION OF THE
CONSORTIUM ON RACE, GENDER AND ETHNICITY



CONSORTIUM ON
RACE, GENDER AND ETHNICITY

RESEARCH CONNECTIONS 2023



EDITORIAL STAFF

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COVER IMAGE

MEL, 2010, Acrylic on canvas, [here](#)

ABOUT THE ARTIST



BEATRIZ MILHAZES

Contact

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Beatriz Milhazes, 1960, lives and works in Rio de Janeiro, Brazil. She holds a Bachelor's degree in Social Communication and studied at Visual Arts School (EAV) – Parque Lage from 1980 to 1983, where she served as a painting teacher and educational projects coordinator until 1996. Milhazes is considered as one of the most important Brazilian artists. Her work is included in important museums and public collections such as Metropolitan Museum of Art, New York; MoMA – The Museum of Modern Art, New York; Solomon R. Guggenheim Museum, New York; Tate Modern, London; SFMoMA – San Francisco Museum of Modern Art; MNBA – Museu Nacional de Belas Artes, Rio de Janeiro; Tokyo Art Museum; 21st Century Museum of Contemporary Art, Kanazawa; Museo Nacional Centro de Arte Reina Sofia, Madrid; Centre Georges Pompidou, Paris.

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MESSAGE FROM THE DIRECTOR



Dr. Ruth Enid Zambrana

Director, Consortium on Race, Gender and Ethnicity
Distinguished University Professor, Harriet Tubman Department of Women, Gender and Sexuality Studies
University of Maryland

Dear UMD community,

I extend my best wishes to our community this new year and wish you all a healthy and productive spring semester. For this year's cover art, we highlight Beatriz Milhazes, a Brazilian Modernism artist. The art piece visualizes the idea of praxis – an ongoing circular cycle that includes theory, reflection, and action. At the Consortium on Race, Gender and Ethnicity (CRGE), we engage in this process in all of our projects by doing a deep dive into existing literature, reflecting on our findings and using them to inform our research, and then implementing the findings into practice through initiatives such as our Intersectional Qualitative Research Methods Institute. The artwork also highlights that intersectionality is defined by overlapping circles or constructs. The circles on the margins help to define and shape the lived experiences of individuals and groups who share historical experiences, barriers to inclusion, color/phenotype, and racist encounters at systemic levels. Intersectionality seeks to examine these interlocking circles within systems of power that often define and construct the patterns of lived experiences, encircled by indicators of inequality.

Each year, we highlight the achievements of UMD towards equity and inclusion and the accolades and accomplishments of our faculty. In 2022, UMD hired three extraordinary and accomplished Deans, equal to none. We welcome them as our new leaders. In a recent study released by the American Council on Education (2020), they found that across the nation, racial/ethnic college and university leaders are underrepresented. We applaud our leaders for their wisdom, and the much-needed initiative spearheaded by Drs. Psyche Williams-Forsen and Thornton Dill on their Breaking the M.O.L.D. project to train the next generation of racial/ethnic leaders. Thirdly, the [Grand Challenges Grants](#) funded by UMD tackle fundamental and critical social and environmental problems. We congratulate all the awardees. We also acknowledge the support of the Graduate School's Office of Graduate Diversity and Inclusion and are deeply grateful to Drs. Fetter and Perez for their continued support of our Advanced Doctoral Student Intersectional Dissertation Fellowship Award initiative.

Although higher education systems are undergoing tumultuous times alongside movement forward on racial and ethnic issues, I remain concerned and reflective on what is the "on the ground" meaning of the words "equity," "inclusion," "progress," and "innovation" in the 21st Century. How do progress and innovation help us as a nation and our global neighbors? How does it uplift those who have less (water, electricity, education), reduce racial and ethnic strife, and increase equity and upward mobility of those left behind (economically and socially disadvantaged)? How can knowledge pathways interact with progress and innovation to remedy national low-quality school systems and decreased enrollment of Black/African American, Latino, and Indigenous/Native American/American Indian college students and faculty? How do we change institutions without leadership that values a diverse and critical race history as innovation and understanding of structural racism? How do universities and faculty take on additional labor with students deeply impacted by a divisive nation? How do we reconcile a university environment that promotes racial and ethnic equity and inclusion with the understanding that our lives are unequivocally impacted by the intersecting dimensions of race/ color, class, gender, and where we live and our environments? How does the university design and interpret its actions to advance equality and equity? We have much work to do!

Warm regards,

SPECIAL NOTE OF GRATITUDE



Bonnie Thornton Dill, PhD

Former Dean, College of Arts and Humanities

Dr. Thornton Dill is a nationally renowned scholar and pioneering leader. She has served the University of Maryland for over 30 years in various capacities, including as the Founding Director of the Consortium on Race, Gender and Ethnicity (CRGE), the Chair of the Harriet Tubman Department of Women, Gender and Sexuality Studies (WGSS) and most recently as the Dean of the College of Arts and Humanities for 11 years.

Dr. Thornton Dill has remained an essential partner to CRGE over the years by providing intellectual and financial support and as a role model and inspirational speaker for our Intersectional Qualitative Research Methods Institute (IQRMI) professional development series.

We wish her a restful and fun sabbatical! We look forward to her continued participation in WGSS and CRGE when she returns.

Thank you for all of your contributions, Dr. Thornton Dill!

[Full article here.](#)



Steve Fetter, PhD

Associate Provost and Dean, The Graduate School

Dr. Fetter has served as Associate Provost and Dean for 10 years and will be stepping down in June 2023. He has been a committed supporter of CRGE for years. In partnership with the Office of Graduate Diversity and Inclusion, they have funded CRGE's Qualitative Research Interest Groups (QRIG) Advanced Doctoral Student Dissertation Awards. During the past 7 years, we have awarded 19 doctoral student awards. To date, 15 of the awardees have received their PhDs, and this Fall 2023, we awarded 4 additional doctoral dissertation awards (see p. 12-13) funding intersectional research.

We wish him much success in his future professional journey.

Thank you for your support, Dr. Fetter!

[Full announcement here.](#)

CRGE CONGRATULATES

CRGE applauds Drs. Griffin, Rivera, and Shonekan in their new roles as Deans of three major colleges. In less than a year, they have demonstrated energized leadership and positive institutional directions.



Kimberly A Griffin, PhD

Dean and Professor, College of Education

The University of Maryland has named Kimberly Griffin Dean of the College of Education (COE), effective July 1, 2022.

As dean, Griffin will develop a strategy to realize the next stage of the college's development, highlighting its role as a major source of research and scholarship to guide policy and practice in a time of rapid change in education. She will enhance and cultivate impactful research activities across the college, advance academic excellence, and work with faculty, staff and students to shape the changing landscape of 21st-century education both in the classroom and beyond.

[Full article here.](#)



Susan Rivera, PhD

Dean, College of Behavioral and Social Sciences

The University of Maryland has named Susan Rivera Dean of the College of Behavioral and Social Sciences (BSOS), effective August 1, 2022.

As dean, Rivera will promote a culture of impactful research and scholarship, encourage interdisciplinary collaboration and partnerships, and advocate persuasively for BSOS's programs both within and beyond the campus community. Dean Rivera will work with faculty, staff, and students to articulate a vision for the contributions BSOS will make to fulfilling the university's mission and new strategic plan.

[Full article here.](#)

CRGE CONGRATULATES



Stephanie Shonekan, PhD

Dean, College of Arts and Humanities

The University of Maryland has named Stephanie Shonekan Dean of the College of Arts and Humanities (ARHU), effective July 1, 2022.

As dean, Shonekan will provide strong and visionary leadership for ARHU, supporting an environment of diversity and inclusive excellence in teaching and learning; promoting a culture of impactful research, scholarship, and creative activities; and encouraging interdisciplinary collaboration and partnerships.

[Full article here.](#)

"I could not be more proud or excited to lead our College of Education fearlessly forward during this critical moment. Our campus, state, and global community have a unique opportunity to address persistent inequality and create environments where everyone can learn and thrive. EdTerps have long led efforts to advance equitable research and practices, and I am committed to leveraging the strengths of the College of Education to promote justice in schools and society."

Dean Griffin

"I am confident that my 20-plus years of experience at a leading public research institution have equipped me with an enhanced understanding of the mission and purpose of a public research university. As a first generation Latinx scholar, I am especially mindful of the important role played by higher education in supporting the success of the next generation of leaders."

Dean Rivera

"In my view, fields in the arts and humanities are critical for understanding the ways that society has constructed destructive narratives about marginalized identities. As a Black woman, who is also an immigrant, I understand how these narratives are deeply harmful. I'm excited to work with faculty, staff and students to continue producing creative work, scholarship, programing, and excellent curricula that will ultimately enlighten the next generation and lead to a more just future."

Dean Shonekan

SECTION 1: RESEARCH @ THE INTERSECTIONS

Faculty Spotlights



Sayan Bhattacharya, PhD

Assistant Professor, The Harriet Tubman Department of Women, Gender, and Sexuality Studies, College of Arts and Humanities

Sayan Bhattacharya earned their doctorate in Gender, Women and Sexuality Studies (with a minor in Development Studies and Social Change) from the University of Minnesota in June 2022. Their current research is an ethnographic and archival exploration of various improvisatory and innovative strategies that Indian trans communities deploy to make life in an environment saturated by violence. These effortful strategies range from gestures that seek pleasure, negotiations with the nation-state on demands of welfare to the performance of care labor for each other and devising dark humor on death that help trans people not only endure violence but also to refuse its overdeterminations of trans life.

Sayan stages conversations between anthropologies of the everyday, trans, queer and critical disability studies scholarship on care and anti-caste literature to study the efforts needed to reproduce an everyday that can be inhabited. Their research has appeared in *Radical History Review*, *Transgender Studies Quarterly*, *South Asian Multidisciplinary Academic Journal*, *QED: A Journal in GLBT Worldmaking* and *GLQ: A Journal of Lesbian and Gay Studies*, among others. An article about trans care networks forged during the Covid pandemic has just appeared in *Global Public Health*. A chapter from their thesis won the best essay award at the British Association of South Asian Studies 2022. In a second research project, Sayan is tracking the various syncretic traditions of spirituality that is prevalent across trans communities in eastern India that trouble notions of the state, sovereignty and religiosity. Sayan also volunteers with several community-led trans and disability rights organizations in India.



Ebonie J. Cooper-Jean, MS, MDiv

Associate Clinical Professor, School of Public Policy

Ebonie Cooper-Jean believes black giving is magic! She is the Principal Consultant of Friends of Ebonie, LLC, and founder of the Young, Black & Giving Back Institute (YBGB). For the past decade, Ebonie has used her research, thought-leadership, and expertise to inform national and local projects and speaking engagements related to nonprofit DEI, African American donor engagement, church ministry, partnership development, and fundraising strategies. She has worked with institutions and nonprofits that include, The Lilly Endowment, The Center for Congregations, IU Lilly Family School of Philanthropy, Central Carolina Community Foundation, The Cleveland Foundation, The Washington Area Women's Foundation, Odyssey Impact, Board Source, Teach for America, and United Way of the National Capital Area.

Ebonie is also immersed in her passion for education and teaching. Having taught and lectured at the Georgetown University School of Continuing Studies Public Relations and Corporate Communications Program, Trinity University and Johns Hopkins' Social Innovation Lab, Ebonie currently serves as an Associate Clinical Professor and the Faculty Director of the Nonprofit Leadership and Social Innovation Minor for the School of Public Policy at the University of Maryland.

Ebonie was recognized by ESSENCE Magazine and JET Magazine as one of the nation's top leaders for her innovation around NextGen African - American philanthropy. Ebonie's leadership and achievements have also been featured on CNN's HLN network, The Washington Post, and Huffington Post Impact. She is a National Museum of African American History & Culture Ambassador, and a member of Delta Sigma Theta Sorority, Inc., and Black Benefactors Giving Circle (DC). She is also currently on the ordination track within the AME Church's 2nd Episcopal District.

Faculty Research Reports



Claudia Galindo, PhD

Professor, Department of Teaching & Learning, Policy & Leadership
College of Education, University of Maryland

As a Latina scholar, my professional goals stem from a life-long commitment to addressing inequities and social injustices in education through centering the perspectives and experiences of underserved students, families, and communities. I contribute to systemic educational change by generating relevant research on salient issues, mentoring aspiring scholars, and disseminating research to multiple audiences. I combine diverse disciplinary perspectives and utilize different methodological approaches to tailor my research to specific research questions, gain a more nuanced understanding of a given problem, conduct rigorous research, and generate meaningful policy and practice recommendations. Three principles ground my work: 1) an asset-based, equity-oriented lens, 2) collaborations across disciplines, and 3) integration across research, practice, and policy and across research, teaching, and service.

One of my main substantive lines of work centers on diverse Latinx populations' schooling experience and educational outcomes. Addressing the historical, economic, sociopolitical, and moral inequities Latinx people experience in the U.S. warrants focused attention. However, policymakers and practitioners cannot wait to resolve macro social injustices to push forward an equity-oriented educational agenda that centers on addressing the educational disparities of struggling Latinx students. In an article, "Taking an Equity Lens: Reconceptualizing Research on Latinx Students' Schooling Experiences and Educational Outcomes," published in the *ANNALS of the American Academy of Political and Social Science*, I argue that it is time to rethink the way that we conceptualize and carry out research on Latinx students' schooling experiences and educational outcomes by 1) embracing intersectional lenses, 2) centering the assets of Latinx students and their families while considering areas for improvement, and 3) acknowledging the importance of local contexts.

Latinx students are diverse in terms of their country of origin, skin color, race, immigration histories, generational status, and home language. Latinx families also display widening socioeconomic variability as the middle class grows, and educational differences persist between the children of native- and foreign-born parents. It is time that researchers move away from monolithic understandings to embrace their multiple identities to better appreciate how different identity markers interact to influence their schooling experiences.

Many researchers, policy-makers, and practitioners position Latinx students from deficit perspectives, which include negative assumptions, biases, and stereotypes associated with race, skin color and phenotype, English proficiency and accent, poverty, and immigration status, highlighting only their limitations and struggles.

This positioning perpetuates stereotypes and limits their educational opportunities. Embracing strength-based perspectives involves both considering Latinx students' specific talents and acknowledging the role that schools and diverse stakeholders play in maintaining educational inequities.

Plenty of evidence identifies the strengths of Latinx students and their families that could be incorporated into education to improve learning opportunities. Without essentializing, Latinx students and families are committed to learning English and obtaining educational credentials, and they exhibit attributes associated with school success and strong academic outcomes. For example, Latinx students in the early grades have strong social-emotional skills (e.g., positive regulation of emotions and behaviors, attentiveness, eagerness to learn, independence). In the later grades, they are highly committed to expanding their education as a means for social and economic mobility. Latinx parents share their children's commitment to education, have high educational expectations, and provide a positive home environment and supportive socialization practices that reinforce values such as familismo (familism), bien educado (proper behavior), and respeto (respect and politeness).

In recent years, Latinx families have started to move away from traditional urban enclaves in California, Texas, Florida, New York, and Arizona in search of economic opportunities. Many Latinx families are moving to locales experiencing large and unexpected growth in their Latinx populations (usually labeled as "new destinations"), which vary from middle-class suburbs to poor exurbs and rural areas. Schools in these communities may not have the resources or political will to serve new, diverse Latinx populations. We have little evidence on how to best support the engagement and learning of Latinx students in these communities. Given this situation, it is important to incorporate the nuances of local contexts where they live and attend schools into our analysis of Latinx students' education.

To gain a more robust understanding of Latinx students' education and the roles that schools play in perpetuating or ameliorating inequities, we need to move away from monolithic understandings of this population and embrace intersectional lenses, focus on the assets of Latinx students and their families, and consider the importance of local contexts. By doing this, we will help policymakers develop equity-oriented policies and practices specifically targeted to address Latinx students' diverse educational needs.

Galindo, C. (2021). Taking an equity lens: Reconceptualizing research on Latinx students' schooling experiences and educational outcomes. *The Annals of the American Academy of Political and Social Science*, 696(2), 106-127. <https://doi.org/10.1177/00027162211043770>

SECTION 2: CONNECTIONS & COLLABORATIONS

The University of Texas at Austin



2023 marks the 6th year of the Intersectional Qualitative Research Methods Institute-Advanced Doctoral Student (IQRMI-ADS) collaboration between CRGE and UT Austin's Latino Research Initiative (LRI). The program is an adaptation of the IQRMI currently provided at the University of Maryland for historically underrepresented minority early-career faculty.

In addition to qualitative research methods and critical conversations regarding the intersections of race, gender, class, ethnicity and other dimensions of inequality, the Institute provides practical lessons in professional development to graduate students in their pursuit of successful research careers. UT Austin has identified caring key faculty on their campus who are committed to the success of their students, having already engaged 80 doctoral students from various backgrounds, including 39 Latino and 30 Black/African American scholars through IQRMI-ADS. CRGE is proud to be a part of that critical national effort.

Other projects currently being developed in partnership with UT Austin include a National Latino data repository for population health studies and a professional research development program for Latino URM scholars.

National Hispanic Medical Association

In collaboration with the National Hispanic Medical Association (NHMA) in Washington, DC, CRGE was awarded a \$129,000 grant to design and develop a national study investigating provider prescription practices for HIV prevention behaviors among Latino men who have sex with men (MSM) and transgender women (TGW). The objectives of the study are to empirically assess Latino providers' social, demographic, and practice characteristics, knowledge, attitudes, and beliefs about the PrEP (pre-exposure prophylaxis) prescription and HIV prevention practices, including the PrEP prescription.

Latinos are the second-fastest-growing racial/ethnic group in the United States, accounting for 18.6% of the nation's population in 2021. According to the CDC, only 14% of Latinos who could benefit from PrEP were prescribed PrEP in 2019, compared to 23% of the overall population. A critical knowledge gap exists in understanding the continued increase in HIV/AIDS rates among Latinos and the PrEP prescription practices used by all providers to prevent HIV among Latino MSM and TGW.

Findings were presented at the following conferences:

- 2022 NHMA 25th Annual Conference: Addressing Social Determinants and Well Being in Arlington, Virginia, March 26, 2022.
- BNGAP LGBT Health Workforce Conference: Envisioning the Future LGBTQ+ Health Workforce in New York, April 23, 2022.
- 2022 APHA Annual Conference: 150 Years of Creating the Healthiest Nation: Leading the Path Toward Equity, in Boston, Massachusetts, November 7, 2022.



Centers for Disease Control and Prevention. Monitoring selected national HIV prevention and care objectives by using HIV surveillance data—the United States and 6 dependent areas, 2019. HIV Surveillance Supplemental Report 2021;26(No.2). <http://www.cdc.gov/hiv/library/reports/hiv-surveillance.html>. Published May 2021. Accessed October 22, 2021.

Breaking the M.O.L.D. Initiative

Psyche Williams-Forsen, PhD



"We've been hearing a lot in the last several months, in the last year about systemic racism. What we're really hoping for here is some substantive, systemic, institutional change"

For more information please visit [here](#).

Congratulations to Dr. Williams-Forsen on her role as PI, with Dr. Thornton Dill leading the way to increase the leadership pipeline for underrepresented women at UMD. Two senior faculty at UMD are working with the PIs as leaders-in-residence, Drs. Parham and Zambrana.

"A \$3 million grant from The Andrew W. Mellon Foundation will support a new effort at the University of Maryland, College Park (UMD); the University of Maryland, Baltimore County (UMBC); and Morgan State University to expand the pipeline of women faculty and Black, Hispanic and American Indian/Alaskan Native faculty in the arts and humanities to the ranks of academic leadership.

The three-year UMBC-led initiative, Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development), will have senior faculty in the arts and humanities guide associate and full professors in skill-building seminars and leadership experiences. The cohorts will travel to each campus to gain insights on how predominantly white institutions (PWIs) such as UMD, historically Black colleges and universities (HBCUs) like Morgan State and minority-serving institutions (MSIs) like UMBC create different pathways to senior leadership.

It will build on the success of initiatives such as UMD's ADVANCE Program, a yearlong professional development program for faculty to prepare them with leadership skills and for administrative positions in their department, college or the university, as well as UMBC's Postdoctoral Fellows for Diversity program that provides extensive mentoring and other support to enable postdocs to transition to faculty positions." (Maryland Today)

Dreamcatchers Workshop

Trailblazers and institutional change agents gathered in Spring 2022 in Santa Fe, New Mexico for "Dreamcatchers Workshop 2022: Collective Wisdom to Empower Future Generations of Women in STEM." The workshop aimed to honor Dr. Elma González, professor emerita of Ecology and Evolutionary Biology at the University of California, Los Angeles (UCLA). She was **the first** Mexican American woman hired in a STEM department in the entire University of California system. Furthermore, the workshop served to explore and assess the current environment for women, particularly Chicanas and Latinas, pursuing careers in STEM.



Pictured above are some of the attendees of the workshop, including Dr. Ruth Enid Zambrana (Row 2, second from left), surrounding Dr. Elma González.

Qualitative Research Interest Group (QRIG)

The Qualitative Research Interest Group (QRIG) is a working group composed of faculty and graduate students engaged in enhancing knowledge and utilizing mixed methods in research and teaching. We wish to express deep appreciation to Dr. Christopher Perez, Director of the Office of Graduate Diversity and Inclusion, for his generous funding of the dissertation grant awards and his support of the graduate student mentoring and research training goals of CRGE.

Spring 2023 Request for Proposals Due March 15, 2023

Grants are available each Fall and Spring.
For more information on the awards please visit our website [here](#).

Advanced Doctoral Student Intersectional Dissertation Fellowship Awardees

[See previous
awardees!](#)



In conjunction with the Office of Graduate Diversity and Inclusion, CRGE provides funding for advanced doctoral students to complete the analysis for their dissertations. Applicants who have successfully passed their dissertation proposals, have completed data collection, are engaged in data analysis, and are in the final writing stages of the dissertation are eligible. Emphasis is placed on dissertations that explore the intersections of race, gender, class, ethnicity, and other dimensions of structural inequalities as they shape the construction of complex social relations in US society.

Fall 2022 Awardees



Exploring Afrolatinx/a/o Activists' Critical Consciousness

This qualitative study uses plática methodology to examine the experiences of 11 AfroLatinx/a/o activists in the United States. The purpose of this study is two-fold: 1) to explore how AfroLatinx/a/o activists conceptualize AfroLatinidad and activism, and 2) to interrogate the relationship between these two identities. To understand the critical consciousness that AfroLatinx/a/o activists possess, my conceptual framework brings together Latino Critical Race Theory, Dache' et al.'s (2019) Black-imiento, and Freire's (1970) conscientization. Data was collected via three methods: a survey, one-on-one plática, and a community plática.

Marinel Martinez-Benyarko
Higher Education, Student Affairs, &
International Education Policy
Department of Counseling, Higher
Education and Special Education

Fall 2022 Awardees



Alexis Morgan Young

Urban Education
Department of Teaching and
Learning, Policy and Leadership

Skyrise for Black girls: Black girls architexting youthopias

This dissertation illustrates the utility of Black girls' imaginations in liberatory projects, particularly in the (re)imagining of education. Their recommendations for improving English language arts classrooms are frequently unacknowledged. In response, I created a literacy-based program for Black girls to employ their liberatory literacies to "architext" educational youthopias. Grounded in Black Feminist Futurity (Campt, 2017), Black Critical Theory (Dumas & Ross, 2016), and using an extension of Black Girl Cartography (Butler, 2018) as a methodology; the overarching question of this qualitative study asks: In a literacy program designed for and with them, how do Black girls 'architext' their imaginations of Black girl-centered educational futures? Data sources include interviews, video-recorded observations of program sessions, and multimodal program artifacts; analyzed through a grammar of Black futurity as modeled in Campt's (2017) *Listening to Images*. Findings from this study will illuminate how Black girls' renderings of the future can improve their current educational conditions.

Black Educational Spaces in mathematics education: A critical racial research workshop for Black graduate students

Mathematics education is rooted in antiblackness and white supremacy, which is (re)produced and justified by research in mathematics education. Thus, there may be a need to create Black Educational Spaces for Black graduate students in mathematics education to build a community of critical scholars. Using Black Critical Theory (BlackCrit) and Quantitative Critical Theory (QuantCrit) as tools, this study will explore a critical racial collaborative research workshop for four Black graduate students researching mathematics education. This study employs a critical ethnographic exploration of collaborative workshops designed for Black graduate students who do research in mathematics education to learn and apply BlackCrit and QuantCrit. The data sources for this study will include audio transcripts of the six two-hour workshops, field notes, the researcher's analytic memos, and other resources shared during the workshops. Data will be analyzed using constant comparison analysis.



Blake O'Neal Turner

Urban Education with a
specialization in Mathematics
Education
Department of Teaching and
Learning, Policy and
Leadership

The Embodied Emotional Experiences of Low-income Black Men Participating in a Hospital-Based Violence Intervention Program

Hospital-based violence intervention programs are increasingly identified as promising comprehensive service providers for Black men who survive a gunshot wound, stabbing, or blunt trauma. However, no ethnographic research examines participants' emotional experiences related to injury, changes in mental health, long-term participation in psychosocial services, or recovery. My research begins to address these gaps as it examines how the emotions of these men are related to the discursive frame of trauma, the giving and receiving of care, and notions of social difference. This focus underscores the need to consider trauma as an intensely social experience that occurs within contexts defined by social inequity. In drawing upon and extending anthropological theories of emotion, care, violence, and personhood, I contend that an understanding of the subjective health experiences of Black men is vital in working toward violence prevention and social transformation.



William Wical

Anthropology
Department of Anthropology

SECTION 3: INTERSECTIONAL RESOURCES

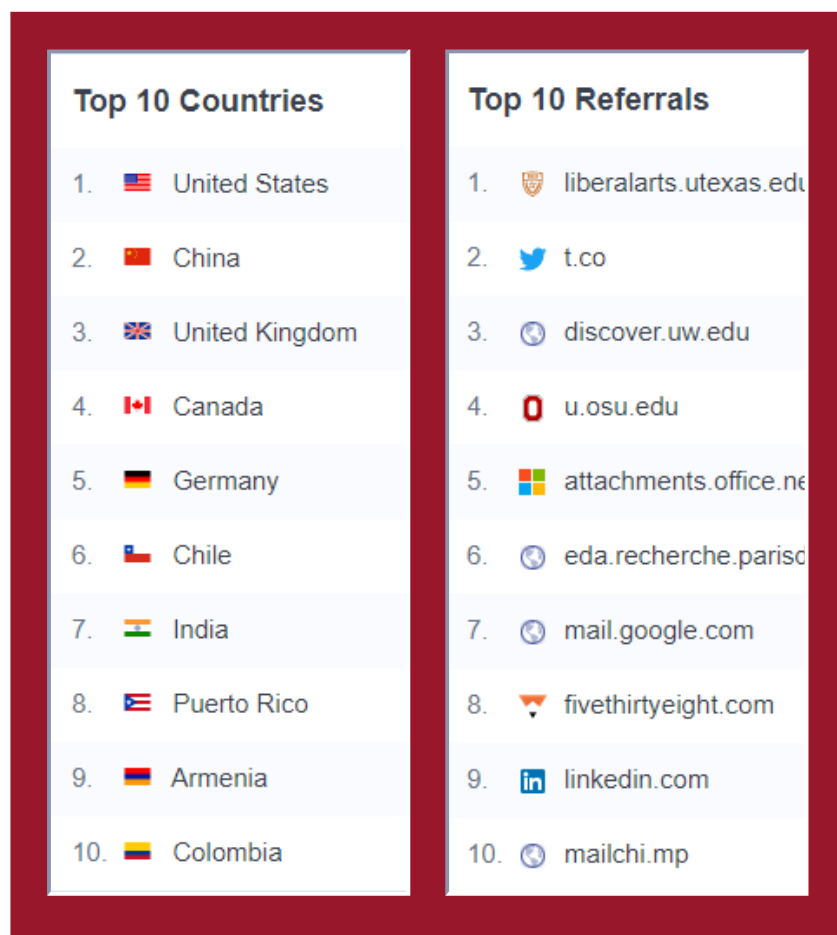
CRGE Website

In the past few months, we have been working to make the website more accessible by making it easier to read and find information through reorganizing. We aim to have our website be an **Intersectional Resource!**

On our website, you can find information about:

- Intersectional Research Database (IRD)
- Intersectional Qualitative Research Methods Institute (IQRMI)
- Mentorship Resources for Underrepresented Minority Faculty
- Organizational Resources
- Qualitative Research Interest Group (QRIG)
- Select Readings on Underrepresented Minority Faculty

crge.umd.edu



Our website is utilized in various countries worldwide, with the top 2 countries being the U.S. and China.

CRGE's website is accessed through platforms of partner organizations like the Latino Research Institute at The University of Texas at Austin and the Intersectionality Training Institute.

Intersectional Research Database

The Intersectional Research Database (IRD) is unique and, to our knowledge, is the only database that has a collection of research articles and books on intersectional intellectual production.

This database showcases important and foundational works from intersectional scholars in the following sections:

- Black and Chicana Feminist Thought
- Criminal Justice & Prison
- Family Structure & Processes
- Health Equity Disparities
- Higher Ed (Gender, Race/Ethnicity, Class)
- Intersectional Theory
- K-12 Education
- LGBT
- Qualitative Intersectional Methods
- Racial & Indigenous Identity

Access 500+
intersectional
articles here!

Currently, the database showcases over 500 citations with abstracts. This year the IRD is undergoing renovations to make it easier to access and navigate. We will continue to add the latest scholarship on intersectionality. Resources are organized based on the categories above. The database is a work in progress, and CRGE aims to add the latest work on intersectionality as they emerge.

Many undergraduate and graduate students and staff have contributed to the development of the IRD. If you have questions or comments, please contact the Research Coordinator, Joana Granados at joanagra@umd.edu.

Please share [this link](#) with others to help promote our IRD!



zotero

Book Corner

BELLY OF THE BEAST: THE POLITICS OF ANTI-FATNESS AS ANTI-BLACKNESS

By Da'Shaun L. Harrison

"To live in a body both fat and Black is to exist at the margins of a society that creates the conditions for anti-fatness as anti-Blackness. Hyper-policed by state and society, passed over for housing and jobs, and derided and misdiagnosed by medical professionals, fat Black people in the United States are subject to sociopolitically sanctioned discrimination, abuse, condescension, and trauma.

Da'Shaun Harrison—a fat, Black, disabled, and nonbinary trans writer—offers an incisive, fresh, and precise exploration of anti-fatness as anti-Blackness, foregrounding the state-sanctioned murders of fat Black men and trans and nonbinary masculine people in historical analysis. Policing, disenfranchisement, and invisibilizing of fat Black men and trans and nonbinary masculine people are pervasive, insidious ways that anti-fat anti-Blackness shows up in everyday life. Fat people can be legally fired in 49 states for being fat; they're more likely to be houseless. Fat people die at higher rates from misdiagnosis or nontreatment; fat women are more likely to be sexually assaulted. And at the intersections of fatness, Blackness, disability, and gender, these abuses are exacerbated.

Taking on desirability politics, the limitations of gender, the connection between anti-fatness and carcerality, and the incongruity of "health" and "healthiness" for the Black fat, Harrison viscerally and vividly illustrates the myriad harms of anti-fat anti-Blackness. They offer strategies for dismantling denial, unlearning the cultural programming that tells us "fat is bad," and destroying the world as we know it, so the Black fat can inhabit a place not built on their subjugation."

Harrison, Da'Shaun L. 2021. *Belly of the Beast: The Politics of Anti-Fatness as Anti-Blackness*. Berkeley, CA: North Atlantic Books.

BUILDING HOUSES OUT OF CHICKEN LEGS: BLACK WOMEN, FOOD, AND POWER

By Psyche A. Williams-Forson

"Chicken--both the bird and the food--has played multiple roles in the lives of African American women from the slavery era to the present. It has provided food and a source of income for their families, shaped a distinctive culture, and helped women define and exert themselves in racist and hostile environments. Psyche A. Williams-Forson examines the complexity of black women's legacies using food as a form of cultural work. While acknowledging the negative interpretations of black culture associated with chicken imagery, Williams-Forson focuses her analysis on the ways black women have forged their own self-definitions and relationships to the "gospel bird."

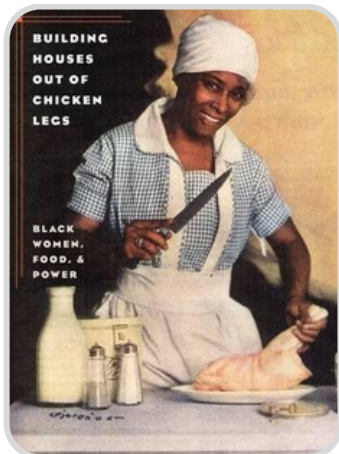
Exploring material ranging from personal interviews to the comedy of Chris Rock, from commercial advertisements to the art of Kara Walker, and from cookbooks to literature, Williams-Forson considers how black women arrive at degrees of self-definition and self-reliance using certain foods. She demonstrates how they defy conventional representations of blackness and exercise influence through food preparation and distribution. Understanding these complex relationships clarifies how present associations of blacks and chicken are rooted in a past that is fraught with both racism and agency. The traditions and practices of feminism, Williams-Forson argues, are inherent in the foods women prepare and serve."

Williams-Forson, Psyche A. 2006. *Building Houses out of Chicken Legs: Black Women, Food, and Power*. Chapel Hill, NC: University of North Carolina Press.

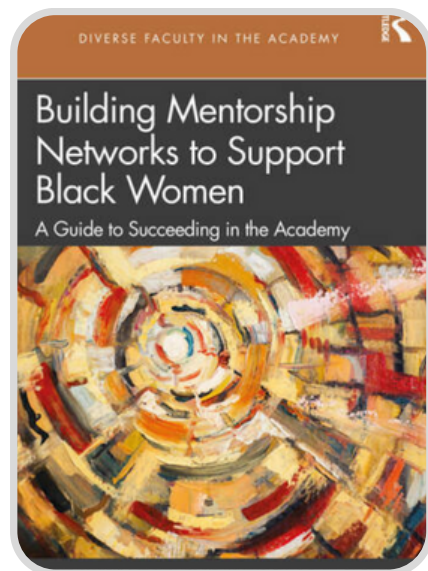


BELLY OF THE BEAST

THE POLITICS OF ANTI-FATNESS AS ANTI-BLACKNESS
Da'Shaun L. Harrison



Book Corner



BUILDING MENTORSHIP NETWORKS TO SUPPORT BLACK WOMEN

Edited by Bridget Turner Kelly and Sharon Fries-Britt

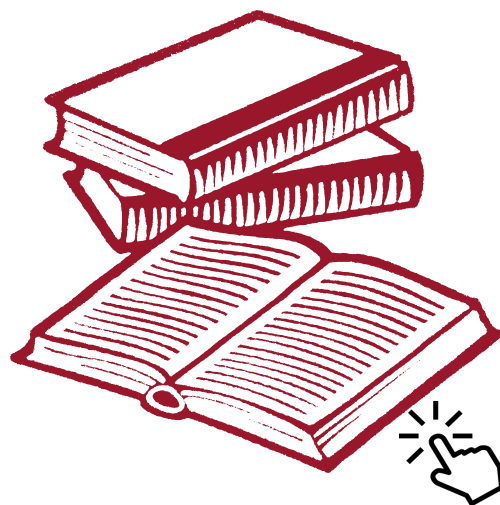
"This new book in the Diverse Faculty in the Academy series pulls back the curtain on what Black women have done to mentor each other in higher education, provides advice for navigating unwelcoming campus environments and explores avenues for institutions to support and foster minoritized women's success in the academy.

Chapter authors present critical approaches to advance equity and to achieve trust and transparency in the academy. Drawing on examples of mentoring between Black women students, faculty, and administrators in and outside of the academy from diverse institutional contexts, exploring the use of digital technologies, and framed by theoretical concepts from a range of disciplines, this important volume provides insights on mentoring that can be employed across all of higher education to support the success of Black women faculty.

Full of actionable steps that institutional leaders can take to support the network of mentors it takes to be successful in the academy, this book is a must-read for department and university leaders, faculty, and graduate students in Higher Education interested in supporting and fostering mentoring for those most vulnerable in the academic pathway for success."

Turner Kelly, Bridget and Sharon Fries-Britt eds. 2022. Building Mentorship Networks to Support Black Women, New York, NY: Routledge.

Additional Book Recommendations



SECTION 4: MENTORING, PEDAGOGY AND PRACTICE

Intersectional Qualitative Research Methods Institute (IQRMI)

Since 2015, the Consortium on Race, Gender and Ethnicity (CRGE) has organized a weeklong Intersectional Qualitative Research Methods Institute (IQRMI). Few training institutes in the country focus on qualitative research methods, and currently, none incorporate discussions regarding the intersections of race, ethnicity, gender, class and other dimensions of inequality. Through daily seminars, writing groups, and interactions with colleagues, participants have the opportunity to apply their new skills to further enhance their research design.

2022 Participants



Picture includes the 2022 Cohort (17 participants) and 3 of the core faculty:
Drs. Michelle Espino, Kevin Roy, and Joseph Richardson.

Goals of IQRMI

- Develop critical intersectional perspectives for designing and interpreting research
- Enhance qualitative research and writing skills
- Develop and hone navigational skills to successfully negotiate academic career paths

In the last eight years, **we have engaged 145 scholars**, with the overwhelming majority of participants demonstrating interest in the following specific areas of research:

- Advancing innovation in knowledge and practice in child welfare and juvenile justice systems
- Promoting economic, social, and educational opportunities for working families
- Creating community resources for family well-being
- Addressing cultures of health disparities and inequities.

IQRMI for early career faculty has overwhelmingly supported underrepresented minority (URM) faculty, with 87 (60%) identifying as Black/African American and 43 (29.7%) identifying as Hispanic/Latino.

[IQRMI
Informational
Video](#)



[Participant video
testimonials](#)



**We look forward to hosting IQRMI on June 4-9, 2023.
Additional information is available [here](#).**

The IQRMI director acknowledges the extraordinary partners that made [IQRMI 2022](#) a national success.

A special note of appreciation to the faculty instructors of the interdisciplinary program:

Dr. Michelle Espino Lira
Dr. Joseph Richardson Jr.
Dr. Kevin Roy

UMD Guest Lecturers & Panel Members:

Dr. Linda Aldoory
Dr. Craig S Fryer
Dr. Kimberly Griffin
Dr. William Ming Liu
Dr. Bonnie Thornton Dill
Dr. Rossina Zamora Liu
Dr. Bridget Turner Kelly
Dr. Liana Sayer

External Professionals:

Dr. Nicole Senft Everson, National Cancer Institute
Dr. Karen Landolt, The University of Texas at Austin

Faculty and staff administrative roles:

Dr. Sydney Lewis
Joana Granados

Congratulations to Dr. Ruth Enid Zambrana for being elected to the National Academy of Medicine (NAM)!



"Medical sociologist Ruth Enid Zambrana, a Distinguished University Professor in the Harriet Tubman Department of Women, Gender, and Sexuality Studies, joins 90 new members and 10 international members elected to the elite organization in recognition of their outstanding achievement and volunteer service related to medicine and health. She is the only person from UMD, which has no medical school, in this academy, and she brings the number of UMD faculty in the national academies to 62, a record high."

Read the full MarylandToday article [here](#).

Reflections: 2022 IQRMI Scholars



Deshira Wallace, PhD

Assistant Professor, Department of Health Behavior
University of North Carolina at Chapel Hill

Attending IQRMI in the summer of 2022 impacted my understanding of integrating intersectional frameworks in my qualitative work. I had recently started data collection for a study focused on the racialized experiences of Black Latines in the Southeast and needed to pause, reflect, and revise my approach. While my work is inherently intersectional, I needed guidance on adjusting the interview guide to ensure I could elicit these experiences among participants. Therefore, I spent the week engaging in initial analyses, adjustments, and feedback elicitation to strengthen the data collection and analysis process. On the topic of feedback elicitation, I received that from both the faculty facilitators and my peers. Learning how my peers engaged in their work and discussing areas of success and challenge provided greater depth of understanding how I could integrate different strategies in my own work.

The networking and community building we did during the week was amazing. I felt that we were able to share skills on how we navigate our respective institutions, primarily as minoritized early-career scholars. The social support I felt was and continues to be invaluable as I engage in my work in the academy. Relatedly, I appreciated the cohort model of IQRMI. The cohort size was ideal for meeting others and learning about the breadth of work being conducted across the country. I still engage with the faculty I met through writing groups, invited talks, and sharing our work and successes.

Reflections: 2022 IQRMI Scholars



Omari Jackson, PhD

Associate Professor, Urban Educational Leadership
Morgan State University

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Researchers from underrepresented backgrounds have a responsibility to investigate social challenges that may not receive attention. These challenges are also, quite commonly, misrepresented by researchers who are external to our communities. Qualitative methods are often selected when studying underrepresented and/or minoritized groups; unique voices of those unheard. IQRMI is a community where qualitative research is understood, celebrated, and supported. Instead of spending time convincing others of the methods' legitimacy, we jumped directly into our personal backgrounds and how they informed our research interests. We did not have to apologize for studying interests that are "close to home."

Beyond research training, we received mentoring from well-regarded senior scholars. These scholars took an interest in us, often talking to us after business hours. One night, a colleague and I spent hours talking to a senior scholar at the hotel bar. The senior scholar was not feeling well and barely made it to the Institute. However, due to his commitment to support junior colleagues, he pushed through. We also ate at a senior colleague's home and had the opportunity to meet his family. Senior scholars shared much more than their research and professional experiences with us. They shared themselves.

Lastly, and most importantly, program participants created community. We bonded and supported one another. One colleague shared some personal challenges they were facing. It was amazing how the group supported them, having only known them for a few hours. Though we are all members of different underrepresented groups, we bonded because we are all underrepresented. We participated in late-night study sessions, to complete projects that were due the next day. I know, professors...procrastinating? It brought back youthful memories; when friendships were easy to come by. Almost a year later, these friends and I still meet weekly for a virtual writing group.

**Thank you to our IQRMI
participants!**



Reflections: New Staff



Joana Granados, MEd

CRGE Research Coordinator

August 2022 – present

Joana graduated from the University of California, San Diego with a Bachelor's in Ethnic Studies and Sociology. After graduating, she worked as a College Advisor for the University of Southern California College Advising Corps. She received her Master's in Higher Education, Student Affairs, and International Education Policy from the University of Maryland in 2022. Her research interests take an intersectional approach of gender, race/ethnicity, and class specifically for low-income, first-generation Latinas. Prior to being the CRGE Research Coordinator, Joana was a Graduate Research Assistant from May 2021 to July 2022.

I was introduced to CRGE by a colleague who is now a dear friend. Thanks to her, I found support in my research journey at UMD. Through my work at CRGE, I have learned about research at various stages, from inception to implementation. I have explored existing literature, seeking potential grants, grant writing and budget justifications, departmental budgeting, and program initiative planning. Through my time at CRGE, I have found inspiration via the excellent underrepresented faculty and leaders I have interacted with in various program and administrative capacities. I have found my time at CRGE to be both challenging as I realize how much I have to learn while finding it fulfilling as I witness the dedication and commitment to advancing justice and equity at various institutional levels from undergraduate, graduate, faculty, and university leadership roles. I am thankful for my time at CRGE and Dr. Zambrana's guidance. It has uplifted my confidence in my research capacity and I can envision myself in similar roles as I continue my journey in the academy.



Sydney Lewis, PhD

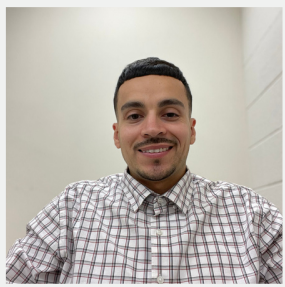
CRGE Program Assistant

August 2022 – present

Sydney is a lecturer in the Harriet Tubman Department of Women, Gender, and Sexuality Studies. She received her PhD in English from the University of Washington. Her research and teaching interests include Black Queer Studies, Femme Studies, Black feminisms and Intersectional Black liberation.

I initially joined CRGE as affiliate faculty. I then worked as a program consultant for IQRMI before becoming a program assistant, working on various projects for the Consortium. Though I am a humanities scholar, through my work with CRGE, I have been introduced to the "nuts and bolts" of social science research by working on and reviewing publications and being a staff member for IQRMI. As an IQRMI staff, I was introduced to underrepresented early career faculty from across the country whose career journeys have been similar to my own. I also have made connections with senior faculty whose advice and leadership continue to inspire my academic career. I am especially fortunate to be mentored by Dr. Zambrana, who is an accomplished resource for navigating my academic career as an underrepresented minority scholar. Working with CRGE has proven to be personally and professionally fulfilling.

Reflections: Undergraduate Research Assistants



Jenson Castillo

Jenson is a Sociology, Geographical Information Systems double major in his senior year at the University of Maryland. Apart from being a student, he is an op-ed contributor for La Voz Latina, a student ran newspaper on campus. Jenson also works with the C.D. Mote Jr. Incentive Awards Program as a peer mentor for incoming freshmen.

Over the summer, Dr. Zambrana gave me the opportunity to join CRGE as a research assistant. It was my first research assistantship and my first exposure to the inner workings of sociological research.

Working directly under Dr. Zambrana has been a huge benefit. She provides honest feedback on the challenges of research and gives me great advice on how I can improve. Having her support is encouraging and motivates me to work harder and expect more of myself.

Working at CRGE has helped me develop new key research skills. I have gained invaluable experience navigating databases, doing literature reviews, and using reference managers. I have also been exposed to office culture and have picked up key soft skills from Ms. Granados that I know will help me succeed in the future.

One of the most rewarding aspects of my time at the CRGE was collecting data and finding data/statistics that were relevant to me. Some of the data I found on Latino/as is incredible and forced me think about the complexities involved in intersectionality that I was previously unaware of. Overall, I feel that my time with CRGE has better prepared me for my future academic and professional endeavors.



Ruth Dube

Ruth is a junior majoring in Biology with specialization in Physiology and Neurobiology. In her first two years as an undergraduate student, she completed the College Park Scholars Global Public Health program and received a citation. Her research interests include race/ethnicity health disparities within the US.

As a Research Assistant in CRGE, I am learning about the process of writing a research article and what professionalism looks like in higher education. Working throughout the months with Dr. Zambrana and Joana Granados helped me to understand the importance of being in a team with other researchers because research is not a one-person job.

Working at CRGE enables me to improve my analytical reasoning and adaptability skills as I consistently sort what articles I want to work with in different projects. A challenge I had in my initial weeks here was understanding the specific things the organization does as a whole since it has many aspects. But Ms. Granados and Dr. Zambrana guided me in identifying the specific projects CRGE does and how it helps the organization's overall mission.

In my future career, I will apply these skills by taking ownership of my work, paying attention to the biases of researchers, and presenting myself professionally in front of future coworkers and bosses.

Affiliate Faculty Kudos

CRGE's Affiliate Faculty Program promotes a community of scholars engaged in intersectional research committed to social change. We highlight some of their recent achievements below.

Neel Ahuja

Professor, The Harriet Tubman Department of Women, Gender, and Sexuality Studies

- Keynote address: "Race, Partition, and the Temporality of Environmental Crisis" at Beyond Militarism Conference, University of Cambridge, October 2022
- "Herd Racialization and the Inequalities of Immunity," *American Quarterly* 74:3 (2022): 689-95.
- Grant: Art- and Technology-Based Experiential Pedagogy on Structural Racism Grant, TLTC, UMD, 2022-2023

Oscar Anthony Barbarin

Professor of African American Studies and Psychology

- Barbarin, O., Copeland-Linder, N., & Wagner, M. (2022, online). Can you See What We See?: African American Parent's Views of the Strengths and Challenges of Children and Youth Living with Adversity. *Prevention Science*. <https://rdcu.be/c0Bqe>
- Houry, B., Barbarin, O. et al. (2022). Disrupted Mourning, Complicated Grief during COVID-19. *International Perspectives in Psychology: Research, Practice, Consultation*. 11(3), 414-221. <https://doi.org/10.1027/2157-3891/a000055>
- Stern, J. A., Barbarin, O. A., & Cassidy, J. (2022). Working Toward Anti-Racist Perspectives in Attachment Theory, Research, And Practice. *Attachment & Human Development*, 24, 392-422. DOI: 10.1080/14616734.2021.1976933

La Marr Jurelle Bruce

Associate Professor and Director of Graduate Studies, Department of American Studies

- *How to Go Mad without Losing Your Mind: Madness and Black Radical Creativity* (Duke University Press), earned the MLA Prize for a First Book from the Modern Language Association and the Nicolás Cristóbal Guillén Batista Outstanding Book Award from the Caribbean Philosophical Association.
- Served on the faculty of the inaugural Black Feminist Theory Institute at Duke University and delivered the 2022 Michael Lynch Distinguished Lecture at the University of Toronto.

Nilsa Burgos

Social Work

- Participated in two publications of multiple authors. The topics were the history of social work in Puerto Rico and the second one was about the contribution of a radical Puerto Rican social work organization. These publications were written in Spanish. Both of them are used in undergraduate and graduate courses on Social Work.
- *Historia y desarrollo del trabajo social puertorriqueño*. Authors: Cordero Vega, Luz; Burgos Ortiz, Nilsa & Canino Arroyo, María, J.
- *Mi experiencia en la Asociación Nacional de trabajadores sociales de Puerto Rico: Un testimonio.*; Editor: Hernández Sierra, Blanca E.; Legado de la ANTS al trabajo social de Puerto Rico

Jane L. Donawerth

Professor of English and UM Distinguished Scholar-Teacher emerita

- *Science? Fiction? SF by Women in the Magazines* in the *Routledge Companion to Gender and Science Fiction* edited by Sonja Fritzsche and Lisa Yaszek (2022)
- Co-authored with Karen Nelson, UM PhD, "Early Modern Women and Education" for *The Palgrave Encyclopedia of Early Modern Women's Writing in English*, edited by Rosaline Smith and Patricia Pender (2022)

Typhanye Vielka Dyer

Associate Professor, Department of Epidemiology and Biostatistics, School of Public Health

- Grant National Institutes of Health (NIH), National Heart, Lung, Blood Institute (NHLBI) Role (MPI) (12% Effort) R01-HL-165686 (2022-2027). Synergistic epidemics of non-communicable diseases, stigma, depression, and material insecurities among sexual and gender minorities living with HIV in Nigeria
- Grant National Institutes of Health (NIH), National Institute on Mental Health (NIMH) Role (Co-I) (10% Effort) R15 MH129191 (2022-2024). Latent class analysis of syndemic factors associated with HIV care outcomes among women living with HIV in the South.
- Grant GILEAD Sciences Role (Co-I) (10% Effort CO-US-412-6417. Project Transcendence –Addressing the HIV prevention continuum of Black transgender women in the two cities

Affiliate Faculty Kudos

Mariana Karin Falconier

Associate Professor, SPHL-Family Science

- Foss, R., Yumiseva Montenegro, M., Falconier, M. K., Pham, A., Kartashev, M., Kerlow, M., Lewin-Knauer, I. Through the community agency lens: Change in community needs and services during COVID-19 and the impact on families' mental health. Paper presented at the National Council on Family Relations annual meeting, Minneapolis, MN.
- Kartashev, M., Falconier, M. K., Smith-Bynum, M., & Morgan, A. (November, 2022). African American heterosexual couples coping with racial discrimination. Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, MN
- Randall, A., Donato, S., Neff, L., Totenhagen, C., Bodenmann, G., & Falconier, M. K. (2022). An intersectional review of couples' stress and coping literature: Recognizing the need for inclusivity. *Journal of Social and Personal Relationships*.

Claudia Galindo

Professor, Education Policy and Leadership Program

- Promoted to Professor in the Department of Teaching & Learning, Policy & Leadership in 2022
- Implemented a study with colleagues and students at Berkeley and UMD that examined school segregation of Latinx students, resulting in 5 papers (3 already published, 1 under review, 1 in progress).
- Actively involved in Community School Efforts in the City of Baltimore and Maryland at large. (Member of different task forces and workgroups).

Christina Marisa Getrich

Associate Professor, Department of Anthropology

- Getrich, Christina M., Ana Ortez-Rivera, Delmis Umanzor, and Alaska Burdette. 2022. Manoeuvring through the Multilayered Jurisdictional Policy Patchwork: DACA Recipients' Navigational Capital in the Washington, D.C. Metropolitan Region. *Ethnic and Racial Studies*. DOI 10.1080/01419870.2022.2062251
- Yarris, Kristin, Mariela Nuñez-Janes, Christina M. Getrich, and Sarah Horton. 12/09/22. "It's Time for Congress to Act on DACA." *The Hill*. <https://thehill.com/opinion/congress-blog/3768866-its-time-for-congress-to-act-on-daca/> "Navigating Prolonged Policy Limbo: Deferred Action for Childhood Arrivals Recipients in the DC Metro Region." Independent Scholarship, Research, and Creativity Awards (ISRCA), Division of Research, University of Maryland.

Judith P. Hallett

Professor of Classics and Distinguished Scholar Teacher Emerita

- *Ancient Women Writers of Greece and Rome* (co-authored with Bartolo Natoli and Angela Pitts) Routledge (2022)

Sahar Mohamed Khamis

Associate Professor of Communication

- Inaugural Fellow in the Breaking the M.O.L.D (Mellon/Maryland Opportunities for Leadership Development) Initiative (2022-2024) at the University of Maryland.
- Recipient of the Spiritual Communication Division's 2022 "Outstanding Service Award" at NCA (National Communication Association).
- Vice Chair of the Spiritual Communication Division at NCA (National Communication Association) in 2022.

Clara Irazabal Zurita

Director and Professor, Urban Studies and Planning Program

- González-Pérez, J., C. Irazábal, and R. Lois-González (eds.). *The Routledge Handbook of Urban Studies in Latin America and the Caribbean: Cities, Urban Processes and Policies*. Routledge, 2023.
- Torres, P. H. C., Jacobi, P. R., Irazabal, C., eds. (2022). *Urban Greening in the Global South: Green Gentrification and Beyond*. Lausanne: Frontiers Media SA. doi: 10.3389/978-2-88974-792-4
- Torres PHC, Irazábal C and Jacobi PR (2022) "Editorial: Urban Greening in the Global South: Green Gentrification and Beyond." *Frontiers in Sustainable Cities* 4:865940. doi: 10.3389/frsc.2022.865940

Affiliate Faculty Kudos

Melanie A. Killen

Professor and Distinguished Scholar-Teacher, Department of Human Development and Quantitative Methodology

- Grant NICHD/National Institutes of Health. R01HD093698. P.I., Melanie Killen, Co-I, Tracy Sweet. An Intervention to Promote Positive Peer Relationships and Reduce Prejudice and Bias in Childhood. 2019-2024
- Grant NSF/National Science Foundation/Developmental Science, BCS 1728919. P.I., Melanie Killen; Co-I, Laura Stapleton. Promoting Intergroup Friendships and Reducing Prejudice in Childhood. 2017-2023.
- Killen, M., Burkholder, A. R., D'Estre, A. P., Sims, R. N., Glidden, J., Yee, K. M., Luken Raz, K. V., Elenbaas, L., Rizzo, M. T., Woodward, B., Samuelson, A., Sweet, T. M., & Stapleton, L. M. (2022). Testing the effectiveness of the Developing Inclusive Youth program: A multi-site randomized control trial. *Child Development*, 93(3), 732-750. <https://doi.org/10.1111/cdev.13785>

Steven J. Klees

Professor Education, Counseling, Higher Education and Special Education

- Klees, Steven. 2022. "Education, Economics, and Society: Myths and Possibilities," in R. Arno, C. Torres, and L. Misiaszek (Eds.) *Comparative Education: The Dialectic of the Local and the Global*. (5th edition) NY: Rowman and Littlefield, 2022.
- Gave an invited talk to the Education Sector Council at USAID on January 18, 2023 on "The Limits of Evidence-Based Policymaking in Education."
- Co-organizer of 12 panels for the Comparative and International Education Society's annual meeting in Washington, DC, February 18-23, 2023 under the heading "21st Century Socialism and Education: Global Alternatives to Patriarchy, Racial Capitalism, Militarism, and Climate Change."

Siv B. Lie

Assistant Professor, School of Music

- *Django Generations: Hearing Ethnorace, Citizenship, and Jazz Manouche in France* (University of Chicago Press, 2021) won the William A. Douglass Prize in Europeanist Anthropology from the Society for the Anthropology of Europe.
- Awarded the 2022 UMD Graduate Faculty Mentor of the Year Award.
- Published an article co-authored with Ioanida Costache titled "Staging Genocide: Theatrical Remembering of the Romani Holocaust" in *European History Quarterly*

William Ming Liu

Professor of Counseling Psychology and Department Chair

- Liu, W. M. (2022). Places that Feel Racist: How the Built Environment Re/Creates White Racial Spaces and Time. *The Counseling Psychologist*, 50(8), 1229-1245.
- Drustrup, D., Liu, W.M., Rigg, T. & Davis, K. (2022) Investigating the white racial equilibrium and the power-maintenance of whiteness. *Analyses of Social Issues and Public Policy*, 22, 961- 988
- Incoming-Editor for the *Journal of Counseling Psychology*

Kevin Roy

Professor, Family Science

- Editor, Sourcebook on family theories and methodologies: A dynamic approach (2022)

Jade Wexler

Associate Professor, Department of Counseling, Higher Education, and Special Education

- Named UMD College of Education Inaugural Impact Professor

Psyche A Williams-Forson

Professor and Chair Department of American Studies

- Received promotion (2021) to Professor and Chair Department of American Studies
- Book publication: *Eating While Black: Food Shaming and Race in America* (UNC Press, 2022)

ACKNOWLEDGEMENTS

We acknowledge and thank former and current sponsors of CRGE and its programs.

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OFFICE OF THE PROVOST



COLLEGE OF
EDUCATION



THE ANNIE E. CASEY FOUNDATION



Robert Wood Johnson Foundation

The Consortium on Race, Gender and Ethnicity (CRGE) is a university-wide, interdisciplinary, collaborative research organization and pedagogic unit that collaborates with departments and colleges across the University of Maryland campus to promote faculty and graduate student development. It is dedicated to the promotion of intersectional scholarship examining the lived experiences of historically underrepresented minorities (URM) and dimensions of inequality; mentoring of intersectional and URM groups in the pipeline from undergraduate degrees through early career faculty; and fostering collaboration. Our work seeks to identify effective and responsive practices to increase retention and promotion of URM faculty.

