

INTERSECTIONS & INEQUALITY

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

CELEBRATING 25 YEARS OF INTERSECTIONAL
WORK AT THE UNIVERSITY OF MARYLAND



CONSORTIUM ON
RACE, GENDER AND ETHNICITY

RESEARCH CONNECTIONS 2024



EDITORIAL STAFF

Katherine Van Nuys, MPH
Raquel Vazquez

REVIEWERS

Diana Torres-Burgos, MD
Naomi Whitaker, MPH

COVER IMAGE

Point Buchon, Quilt, 47" x 51.5", 2009

ABOUT THE ARTIST

SARA KELLY ART QUILTS

Blog, Long Beach International Quilt Festival

“Sara Kelly's description of her quilt is as lyrical as her design. She notes, 'The Point Buchon (California) trail in spring is a symphony of saturated color. Golden poppies carpet the (green) hillsides, and....spouting whales cruise the sparkling Pacific Ocean, which mirrors clear blue skies.' We think that "Point Buchon" is a fabulous use of complementary light and deep values of blue and orange. Sara's impressionistic design style here plays up the fragments of sunlight as they reflect on the flowers and ocean.”

We regret that we were unable to find a website for the artist.

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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

Dear UMD community,

I am delighted and in awe that 25 years have passed since CRGE was founded. We celebrate the presence of CRGE as a “historic space” at UMD. In 1998, Dr. Bonnie Thornton Dill was selected by former President Kirwan to initiate a space for convening of intersectional scholars so as to engage in the production of knowledge on race, gender, ethnicity, class, and other dimensions of inequality. The building of a cadre of UMD faculty who were pursuing or intended to pursue race-related lines of inquiry research was launched. My arrival at UMD in 1999 was fortuitous as Dr. Dill and I engaged in deep thought and many convenings to develop goals, define directions, and obtain external and internal funding to create a university-wide unit to work across disciplines, departments, and units including the Provost’s office. CRGE has been touched and has touched a large number of students and faculty in the programs and units on this campus. We designed an interdisciplinary research organization and pedagogic/mentoring unit that developed a critical area of intersectional scholarship in the contemporary academy. **CRGE is the first national interdisciplinary research center of its kind and continues to be at the forefront of advancing equity, inclusion, and intersectional qualitative and mixed-methods research on campus and across the nation.** We are uniquely focused on intersectional research and uplifting and mentoring early career traditionally and historically underrepresented minority (URM) students and other intersectional allies and socially and economically disadvantaged peoples. These goals have not changed in twenty-five years and represent a critical standpoint in contemporary America.

In this year’s edition, we highlight our initiatives, grants and collaborations. The cover art seeks to weave and bring together narrative and space with individual spheres that are connected in collaboration. To that end, the work represents the endless possibilities of collaboration and its worthwhile outcomes. Our approach in CRGE has been to weave together the mission of UMD and its units with the equity and social justice mission of CRGE to develop students and faculty and provide new opportunities. The timeline on p.5 displays particular programs and initiatives over the last 25 years that mark successes in collaborative efforts. Next, we celebrate an intersectional circle of race and equity-focused scholars on our campus with much pride. It is a privilege of uplift and hope to witness the growth and presence of a new generation of scholars who are engaged in critical race work around key equity issues in our society, such as criminal justice, health, and education across dimensions of inequality.

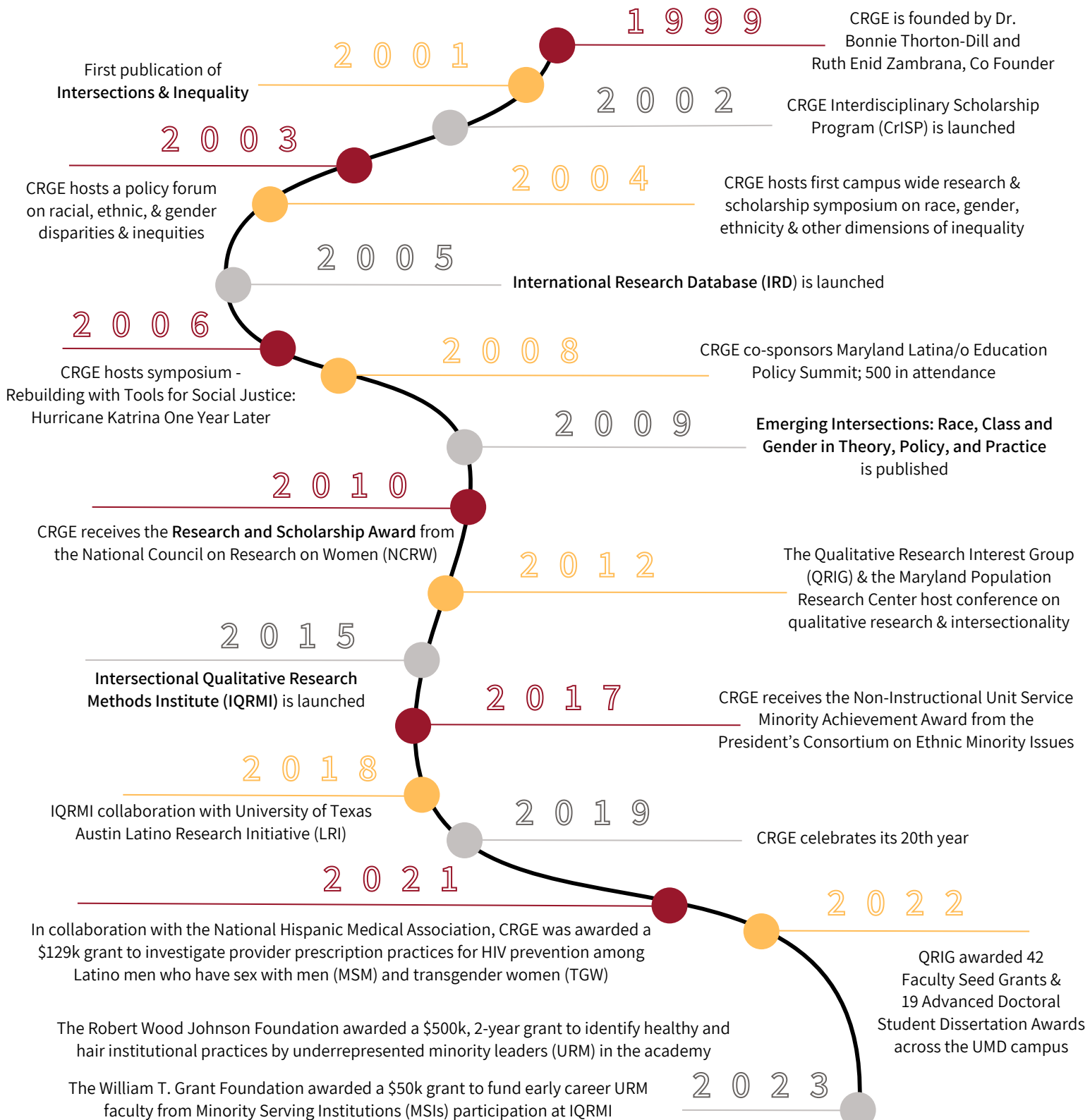
Our contributions to undergraduate and graduate student research development in collaboration with multiple units on campus have been awe-inspiring. We highlight our QRIG dissertation fellow awardees for 2023 who have completed their dissertations, and awardees from 2021-22 will present their work this semester (see pp.19-21). CRGE has employed over 50 graduate students in different capacities, such as web coordinators, graduate assistants, and undergraduate students, as well as provided research training to work-study students who were “hungry” for training. Our feedback to date has revealed success and impact on the students and faculty in their areas of growth as scholars and practitioners. We also have extensive cross-national research collaborations, for example, with the National Hispanic Medical Association (see p.15). A recently funded study on URM senior leadership aims to galvanize senior leader wisdom to prepare future URM aspirational leaders (see p.14). We update you on the significant MOLD leadership initiative on our campus. Lastly, the intersectional resources section provides a listing of recent books and readings on race/ethnic groups, including Indigenous readings and “learning notes” from IQRMI alum and staff.

Last year I wrote in this column that, “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.” This year, we have witnessed that the concern was real and now have additional concerns. We face challenges to academic freedom, freedom of speech, and a very regressive stance on the intersections of history, power, race, ethnicity and class and advancing equity. This year has yielded an outpouring of leadership memoirs and webinars that speak to possibilities of change and transformation. Although I remain concerned and pray for our leaders to exercise courage and moral integrity, I am deeply grateful for this moment to reflect on the powerful contributions that UMD faculty and CRGE initiatives have produced to advance knowledge on the major social issues of our time and to mentor the next generation of scholars.

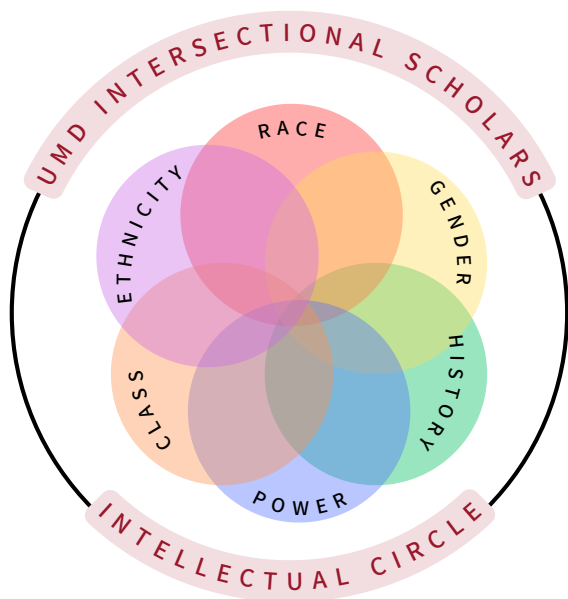
Warm regards,

25 YEARS OF CRGE IN REVIEW

The timeline shows CRGE's key milestones in research, mentoring, pedagogy, and scholarship since 1999. Collaborations, connections, and continuity, living constructs central to CRGE's mission, were engaged in every initiative, including grants to enhance UMD's goal and mission of inclusion and equity. In retrospect, we have been successful in creating a more welcoming climate, contributing to the next generation of early career scholars, and advancing their careers to the next level of achievement. All of our projects engaged a deep dive into existing literature, reflection on our findings and applying them to inform our research and then implementing initiatives that responded to a gap or void. For over two decades, the collaborations, events, and funding opportunities have facilitated CRGE's contribution to equity and social justice on UMD's campus and its impact on intersectional research nationwide.



INTERSECTIONAL INTELLECTUAL CIRCLE



CRGE highlights the monumental progress UMD has made in cultivating an intellectual tour de force that addresses the most important social issues of our time. Over the last two decades, UMD has recruited an extraordinary faculty, many of whom are affiliates of CRGE. The most striking accomplishments are our prestigious and highly competent faculty and administrators. Indeed, we have lived up to our mascot- slow, deliberate, and fearless. In the spirit of recognizing and applauding the good faith efforts of UMD to become a more inclusive and equitable institution, the following pages spotlight select departments to showcase intersectional and race-driven work. They describe briefly their research, intellectual commitments, and values of caring and compassion to engage in examining and seeking solutions to the social problems of the nation and internationally. These scholars are engaged in researching and discussing longstanding and intersecting issues of history, power, race, ethnicity, class, gender, and other dimensions of inequality and inequity. CRGE is proud to honor this diverse group of selected scholars from varying academic positions, colleges, disciplines, and research interests. We take no credit for their masterful achievements and are pleased to celebrate the extraordinary circle of highly respected URM and other scholars of color at UMD.



**Bonnie Thornton
Dill, PhD, MA**

Founder of CRGE, Professor, Harriet Tubman Department of Women, Gender, and Sexuality Studies

Dr. Thornton Dill joined the university in 1991 as Professor and served as Chair of the Women's Studies department for eight years. She is Professor Emerita in the Department of Sociology and served as Dean of the College of Arts and Humanities from 2011-2020. She is the founding Director of both the Center for Research on Women at the University of Memphis and the Consortium on Race, Gender, and Ethnicity. Dr. Bonnie Thornton Dill is a prominent scholar in intersectionality and a highly respected visionary and pioneering leader in higher education. Her leading research on the intersections of race and gender in work, family, and poverty for Black women led to the publication of three books and numerous articles and inspired her founding two research centers. She has served in multiple leadership positions over 35 years in prestigious roles such as Chair of the Big Ten Academic Alliance (BTAA) Liberal Arts and Sciences Deans group (2018 to 2022), Vice President of the American Sociological Association, and President of the National Women's Studies Association. Currently, she is a co-PI on HuMetrics HSS, an initiative that creates and supports values-enacted frameworks for evaluating scholarly life and enhancing scholarly practice, as well as on "Breaking the M.O.L.D." (Mellon/Maryland Opportunities for Leadership Development), a professional development initiative to create a pipeline of senior leadership for faculty members of color and women in the arts and humanities.



**Ruth Enid
Zambrana, PhD**

Co-Founder and Director of CRGE, Professor, Harriet Tubman Department of Women, Gender, and Sexuality Studies

Dr. Zambrana holds a secondary appointment as Professor of Family Medicine at the University of Maryland, Baltimore, School of Medicine. She is a medical and community sociologist and an elected member of the National Academy of Medicine (NAM). Her scholarship applies a critical intersectional lens to structural inequality and racial, Hispanic ethnicity, and gender inequities in population health and higher education trajectories. Dr. Zambrana has published widely on health and racial inequity in her major field concentrations: women's health, maternal and child health, socioeconomic health disparities, and life course impacts on health and mental well-being of historically underrepresented minorities. Her most recent book is *Toxic Ivory Towers: The Consequences of Work Stress on the Health of Underrepresented Minority Faculty* (2018, Rutgers University Press). She is the recipient of numerous awards, including the 2011 Julian Samora Distinguished Career Award by the American Sociological Association, Sociology of Latinos/as Section, the 2013 American Public Health Association (APHA) Latino Caucus, Founding Member Award for Vision and Leadership, the 2021 APHA Lyndon Haviland Public Health Mentoring Award, and the 2021-22 Distinguished Research Fellow at the Latino Research Institute University of Texas, Austin.

INTERSECTIONAL INTELLECTUAL CIRCLE



**Isabella Alcañiz,
PhD**

Professor, Department of Government and Politics Director, Latin American and Caribbean Studies Center

Dr. Alcañiz studies climate and disaster politics and racial and gender inequality in Latin America and Latinx communities in the US. In *The (In)visibility of Race in Colombia's Climate Disaster Assistance*, Dr. Alcañiz and their co-author explore the role of race, ethnicity, and victimhood in shaping government assistance and public opinion regarding disaster relief. Existing research on welfare and patronage politics, however, indicates that the race or ethnicity of beneficiaries can have significant implications for both resource allocation and public sentiment. Dr. Alcañiz scrutinizes how the 'invisibility effects' of race –the frequent disregard for the needs and rights of minoritized racial groups–shape the allocation and public backing of disaster relief in Colombia. This exploration illuminates the nuanced intersection of race, policy response, and public opinion in the realm of disaster management.



**James Butler III,
PhD**

Associate Professor, Department of Behavioral and Community Health

Dr. Butler's background is in community-based participatory research. He has special training and expertise in qualitative methods (focus groups, in-depth interviews), community engagement techniques, and eliminating racial and ethnic health disparities. He is dedicated to building ongoing and permanent relationships with community members for the purpose of conducting interventions where they fully participate in all aspects of the research process – from the development and implementation phases to the dissemination of findings and the knowledge gained from the research. His research focuses on understanding how individual, social structure, and environmental factors influence substance use (i.e., Nicotine Use Disorder) among communities of color. Dr. Butler is currently conducting a national survey to understand the social context of smoking among African Americans. Smoking prevalence among African Americans is second and very close to that of non-Hispanic Whites, 14.9% and 15.2%, respectively. Additional knowledge regarding social and environmental contexts that reinforce smoking behaviors may ultimately inform successful cessation interventions that are tailored to minority individuals.



**Niambi Carter,
PhD**

Associate Professor, School of Public Policy

Dr. Carter is the author of the award-winning book *American While Black: African Americans, Immigration, and the Limits on Citizenship* (2019, Oxford University Press), which offers a critical examination of African American public opinion on immigration. She is a fellow in the inaugural Future Leaders in Public Policy program sponsored by The Volcker Alliance. The literature in American politics and Black politics has long focused on the experiences of Black Americans and almost exclusively on domestic issues. Although apartheid and the Haitian refugee crisis were prominent issues from the 1970s through the 1990s, political science as a discipline has paid relatively little attention to the ways in which anti-Haitian bias has influenced American foreign policy. Dr. Carter's latest work considers the apparatus of refugee exclusion built in the 1970s, which was tested on Haitians seeking refuge and refined in subsequent decades to become the current migrant protocols we know today. In short, the current "crisis" at the border is enabled by the anti-blackness at the root of U.S. refugee policy. The "border" is not just a geographic boundary but a racialized one. Using the case of Haitian refugees, she hopes to provide a richer account of American refugee policy.

INTERSECTIONAL INTELLECTUAL CIRCLE



**Angel Dunbar,
PhD, MS**

Assistant Professor, African American Studies Department

Dr. Dunbar is a Developmental Scientist whose research focuses on understanding the unique developmental challenges that children of color encounter and the family processes and individual factors that influence positive adaptation in the face of these challenges. Specifically, her program of research addresses the following: (1) the detrimental effects of racial/ethnic discrimination on the social-emotional, psychological, and academic outcomes of children of color, (2) the messages parents relay about race/racism and emotions in an attempt to mitigate these effects, and (3) children's individual level protective factors such as emotional, behavioral, and physiological self-regulation, and emotion understanding. Dr. Dunbar's research has been funded by the National Institutes of Health. She completed her M.S. and Ph.D. in Human Development and Family Studies at the University of North Carolina Greensboro and her B.A. in psychology and sociology at the University of Delaware.



**Michelle
Espino,
PhD, MA**

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

Dr. Espino (she/ella) is a first-generation college student. She investigates factors influencing educational attainment for racially and ethnically minoritized communities, with a focus on Latine students, faculty, and administrators. Using critical perspectives, Dr. Espino's work exposes the social inequities that undermine individual motivations to study and work in colleges and universities. She is also the creator of the Latinx Intelligentsia podcast, dedicated to empowering Latine communities in higher education. Her work focuses on leadership in higher education. Since 2015, Dr. Espino has been investigating Latine pathways to leadership in higher education, entitled Representation Matters: Addressing the Latine Leadership Crisis in Higher Education. The study focuses on four cohorts of administrators (n=93) who work in student affairs offices (e.g., residence life, student activities, academic advising, to name a few) and attended a Latine-centered leadership institute in 2015, 2016, 2018, and 2022. Recently, Dr. Espino was awarded a Racial Equity Grant from the Spencer Foundation to investigate the experiences of 32 Latine mid-level academic administrators (e.g., department chairs, deans, and provosts) at Hispanic-Serving Institutions (HSIs). She believes that understanding the pathways to leadership for both student and academic affairs Latine administrators can illuminate the racialized systems that have supported and hindered these administrators' career advancement.



**Claudia
Galindo, PhD**

Professor, Department of Teaching and Learning, Policy and Leadership

Dr. Galindo demonstrates a strong commitment to improving educational opportunities and outcomes for racial and ethnic minority students in K-12 grades, with an emphasis on the Latinx community. Her projects highlight the cultural assets and strengths of historically underserved families and children and are grounded in eco-cultural perspectives, which emphasize the importance of structural, historical, and cultural contexts as well as the interactions among those contexts. Her research also examines key mechanisms in families and schools that may perpetuate or ameliorate inequalities. As a Latina scholar, Dr. Galindo's 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. Three principles ground Galindo's 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. Galindo argues 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.

INTERSECTIONAL INTELLECTUAL CIRCLE



**Kimberly
Griffin, PhD**

Dean, College of Education and Professor, Department of Counseling, Higher Education, and Special Education

Dr. Griffin is an educator, researcher, and leader who aims to promote access, equity, and justice in higher education. She is driven by education's ability to make an impact in schools and communities and has worked throughout her career to maximize the connection between research and practice. Her most recent scholarship focuses on mentorship and increasing racial diversity and equity in graduate education and the faculty. Her scholarship has informed conversations about how to engage in research that explores intersectionality or how individuals are uniquely exposed to oppression and privilege at the intersection of multiple marginalized identities (e.g., race, gender, class, physical ability, sexual identity). Dr. Griffin has given invited talks and presentations about intersectionality, distinguishing it from other identity theories and describing how it can and should be used as a tool in educational research and practice. She has co-edited and contributed three chapters to a volume on applying mixed methods research to intersectional questions for *New Directions in Institutional Research*. Griffin has also provided insight and guidance about intersectional research and practice as a member of the Research Committee for the ARC Network, an initiative led by the Association of Women in Science (AWIS) and funded by the National Science Foundation.

Adjunct Professor, School of Public Policy



Ricco Hall, PhD

Dr. Hall is a program manager at the Department of Justice and a member of Blacks in Government (BIG) and the American Educational Research Association (AERA). His scholarship applies intersectional, sociocultural, and structural lenses to intergenerational racial, gender, ethnicity, and class inequality in social networking experiences in predominantly White institutions (PWIs) and predominantly White organizations (PWOs) to examine professional development and advancement trajectories. His dissertation is entitled *Amongst but not Connected: Social Networking Experiences of First-Generation Professional (FGP) Black Males in the Federal Government* (2023). The purpose of the qualitative study was to understand the social networking experiences of first-generation professional (FGP) Black males in the federal government at the professional, manager, and executive levels in advancing their career aspirations. This study aimed to bring to light how FGP Black Males in the federal government experience cultivating social networks, the barriers encountered in accessing social networks, and the role played by social networks in their career development and advancement, adding to the scarce literature related to first-generation Black professionals.

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



**Zenzele Isoke,
PhD**

Dr. Isoke is an Associate Professor of Black Feminist Thought at the Harriet Tubman Department of Gender, Women, and Sexuality Studies. She specializes in urban ethnographic research across the fields of black feminist geography, black decolonial studies, black queer feminism, and black women's social and cultural movements. Isoke's writing, research, and pedagogical repertoire includes poetry and creative writing, breath and meditation, and pleasure activism. Dr. Isoke is the author of *Urban Black Women and the Politics of Resistance* (2012, Palgrave-MacMillan). She has published essays in a variety of academic and non-academic journals, including *Gender, Place and Culture*, *Souls: Journal of Black Politics, Culture, and Society*, *Palimpsest Journal of Gender and the Black International*, *Transforming Anthropology*, and *Lion's Roar Magazine*. Dr. Isoke is currently completing her memoir titled, *To Rape a Butterfly: Blackness and the Afterlife of Childhood Violence*.

INTERSECTIONAL INTELLECTUAL CIRCLE



**Bridget
Turner Kelly,
PhD**

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

Dr. Kelly documents women and People of Color in historically White research institutions, preparing socially just educators and educational equity. She authored over 40 publications, including, two articles that have been cited in AMICUS briefs for U.S. Supreme Court cases. She is Executive Editor for the Journal of Student Affairs, Research and Practice and co-editor of two recent books - **Building Mentorship Networks to Support Black Women: A Guide to Succeeding in the Academy** and **Black Women Navigating the Doctoral Journey: Student Peer Support, Mentorship and Success in the Academy**. Postsecondary System Opportunities - Evidence & Strategic Analysis: Co-PIs- Sharon Fries-Britt and Bridget Turner Kelly. Dr. Kelly and Dr. Fries-Britt's work will inform the transformation work of the Measurement, Learning and Evaluation (MLE) team of the Bill and Melinda Gates Foundation to curate key factors that lead to student success and institutional transformation. The primary outcome of this project is to provide key learning regarding the factors that contribute to academic success and transformation for Black, Latinx, Indigenous students, and students from low-income backgrounds, and the institutions that serve them. The selected campus site/programs were identified as having campus transformative practices, programs, as well as strategic plans outlined to meet the distinct needs of the target populations. Learning from key stakeholder communities will advance the MLE team's understanding of the target populations and the institutions that serve them.



**Mark Leone,
PhD, MA**

Distinguished University Professor, Department of Anthropology

Dr. Leone has been the director of Archaeology in Annapolis since 1981. Archaeology in Annapolis is a partnership between the Department of Anthropology and the Historic Annapolis Foundation. This project focuses on the historical archaeology of Annapolis and Maryland's Eastern Shore and features the use of critical theory. Leone works with excavated materials to serve the needs of marginalized communities in eastern Maryland. Leone links archaeology with the community's political needs, educational needs, and some census material. These communities are mostly African Americans who understand that archaeology produces attractive, good news that can be used to influence public decisions on housing, property assessments, rebuilding, Federal assistance, and as a way to control development and its destructive capacities. Leone's students work with most forms of digital mapping, new creation methods, and cross-referencing archival materials for broad computerized word searching. Dr. Leone has trained over 20 Ph.D.'s during his time at UMD and most have written about Black communities in Annapolis and on the Eastern Shore. Dr. Leone's archaeological work is linked to Architecture, Historic Preservation, the I School and Geography. Digital mapping, 3D laser scanning, and searchable inventories like the University of Maryland's Digital Archive, known as DRUM, are all areas of intersectional achievement.



**William Liu,
PhD**

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

Dr. Liu's research interests are in social class and classism, men and masculinity, and White supremacy and privilege. He has received leadership awards from the Committee on Socioeconomic Status (APA), The Society for the Psychological Study of Culture, Ethnicity and Race (Division 45 of APA), and the Society for the Psychological Study of Men and Masculinities (Division 51 of APA). In 2022, he received the Janet E. Helms Award for Mentoring and Scholarship from the Winter Roundtable, Teachers College, Columbia University. His work is cited in the Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (APA, 2017), The APA Guidelines for Psychological Practice with Men and Boys (APA, 2018), the Role of Psychology and the American Psychological Association in Dismantling Systemic Racism Against People of Color in the United States (APA, 2021), in APA Resolution on Psychology's Role in Addressing the Impact of, and Change Required With, Police Use of Excessive Force Against People of Color and Other Marginalized Communities in the United States (August 2022), and in the APA (2023) Inclusive Language Guide. His recent works include co-author of **Psychology and the Social Class Worldview** (2022) and co-author of a forthcoming book titled **Systems of White Supremacy and White Privilege: A Racial-Spatial Framework for Psychology**.

INTERSECTIONAL INTELLECTUAL CIRCLE



**Andrea
Lopez, PhD**

Associate Professor, Department of Anthropology

Dr. Lopez's expertise is in medical anthropology, urban anthropology, the anthropology of drug use, health inequities, the U.S. welfare state, and subjectivity and social suffering in U.S. urban contexts. Dr. Lopez's anthropological research objectives are broadly concerned with how subjectivities are formed within the context of U.S. War-on-Drugs policies, which include punishment, racialization, and social exclusion of communities impacted by historical legacies that produce health inequities. She has a long history of conducting ethnographic and community-engaged work to understand the ways that punitive governance is built into health and social welfare systems and how historically marginalized communities organize against necropolitical social contexts. Her courses engage with the traditional anthropological "canon" as well as the alternative histories and theoretical influences that have been historically marginalized, such as those of Black, Indigenous, Latinx, and queer communities. Dr. Lopez's body of research has been funded by the National Institute on Drug Abuse, the National Institute on Minority Health and Health Disparities, the Robert Wood Johnson Foundation, the Andrew W. Mellon Foundation, and the Center for Disease Control and Prevention, among others. She is now the Vice Chair of the Board of Directors for HIPS, DC's largest harm reduction direct service organization, and sits on Maryland's Department of Health Statewide Standing Advisory Committee on Opioid Associated Disease Prevention and Outreach Programs, appointed by the Secretary of Health.



**Kris Marsh,
PhD, MA**

Associate Professor and Director of Graduate Studies, Department of Sociology

Dr. Marsh's areas of expertise are the Black middle class, demography, racial residential segregation, and education. Her work examines avenues into and the consequences of being in the Black middle class. Her recent research centers on improving police-community relations. Since 2015, Dr. Marsh has been the driving force behind a bias-free training and research collaboration between the Prince George's County Police Department and the University of Maryland. Dr. Marsh was appointed to the Prince George's County Police Reform Task Force in 2020 and is the Chair of the subcommittee on recruiting, hiring, training, promotions & evaluations, human resources and mental health and serves on the President's University of Maryland Task Force on Community Policing. Dr. Marsh has served as a contributor to CNN in America, the Associated Press, NBC Washington, and Al Jazeera America and is frequently asked to contribute to the Washington Post. She was awarded the Jacquelyn Johnson Jackson Early Career Award from the Association of Black Sociologists in 2015. She received the Core Fulbright U.S. Scholar award for 2017 and was elected Chair of the Section on Race, Gender and Class of the American Sociological Association in 2019. Currently, Dr. Marsh is writing a book for Cambridge University Press that examines the mental and physical health, wealth, residential choices and dating practices of an emerging Black middle class that is single and living alone.

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

Dr. Meissner is an Indigenous feminist philosopher. She is a proud first-generation descendant of the La Jolla Band of Luiseño Indians and is of both Luiseño (Payómkawichum) and Cupeño (Kúupangaxwiche) descent. She researches, teaches, and consults on Indigenous research and evaluation methods, cultural and language reclamation, Indigenous epistemologies, Indigenous feminist interventions in critical social work, and land-based feminist coalition-building. She is the founding director of the Indigenous Futures Lab, a hub of Indigenous feminist research and evaluation. The Indigenous Feminist Evaluation (IFE) framework (Meissner, Braithwaite et al., 2023) introduces a nuanced method in intersectional research for evaluating programs affecting Indigenous communities. Central to IFE is the integration of Indigenous epistemologies and feminist theory, which critically reassess Western norms of family and gender. This framework opposes colonial kinship notions, grounding evaluations in land-based, culturally specific epistemologies. It underscores extended kinship networks, encompassing biological and more-than-human connections, thereby broadening traditional family structure perceptions. IFE allows for analyzing data through lenses focused on ancestral definitions of community and wellness, and redefining family and gender in evaluation counters the enduring effects of colonialism. A key feature of IFE is its emphasis on felt knowledge, recognizing the emotional and experiential realities of Indigenous individuals as valid knowledge forms. By prioritizing Indigenous perspectives and critiquing Western evaluation criteria, IFE provides a thorough, culturally relevant tool for intersectional research, recalibrating success metrics to align with Indigenous values and worldviews.



**Shelbi Nahwilet
Meissner, PhD**

INTERSECTIONAL INTELLECTUAL CIRCLE



**Rashawn Ray,
PhD, MA**

Professor, Department of Sociology

Dr. Ray uses intersectional and critical race approaches to examine how race-gender-class inequality is created and maintained. Ray has published over 50 academic publications and over 50 op-eds. He was recently awarded an Andrew Carnegie Fellowship. Ray is working on a book on racial disparities in policing and police reform. With funding from the Robert Wood Johnson Foundation, Russell Sage Foundation, Arnold Ventures, and Jigsaw-Google, Ray has collected some of the most cutting-edge and innovative data on policing. These data range from interviews, surveys, social media, experimental, and virtual reality. As the Founding Executive Director of the Lab for Applied Social Science Research (LASSR), Ray helped develop a virtual reality training program for law enforcement and led implicit bias trainings with thousands of police officers, military personnel, and employees at companies/organizations. Ray has written for the Washington Post, New York Times, USA Today, POLITICO, Business Insider, and Newsweek. Ray has appeared on CNN, MSNBC, BBC, NPR, and Al Jazeera. Ray regularly testifies at the federal and state levels and serves on a White House committee on the usage of artificial intelligence for law enforcement and a state of Maryland task force on ways to address racial discrimination in home appraisals. For his public scholarship and policy impact, Ray was awarded the American Association for the Advancement of Science (AAAS) Mani L. Bhaumik Award for Public Engagement with Science, the Public Understanding of Sociology Award from the American Sociological Association, and the Morris Rosenberg Award for Outstanding Sociological Achievement from the DC Sociological Society.



**Joseph
Richardson,
Jr., PhD**

MPower Professor of African-American Studies, Medical Anthropology and Epidemiology

Dr. Richardson researches gun violence, structural violence, violent firearm injury, mental health, qualitative methods, translational science and violence prevention/interventions for Black boys and young Black men. He is the Director of the PROGRESS Initiative (Prevent Gun Violence: Research, Empowerment, Strategies and Solutions) at UMD and currently serves as the Lead Epidemiologist for the Violence Intervention Research Project, a hospital-based violence intervention program research project at the University of Maryland R Adams Cowley Shock Trauma Center. Through funding support from Arnold Ventures, Dr. Richardson is leading a longitudinal qualitative research evaluation of CVI street outreach programs in DC. He is the Co-Chair of the DC Violence Fatality Review Committee and Producer/Director of the award-winning documentary feature *Life After the Gunshot*. Dr. Richardson was recently elected as a member of the National Academy of Medicine Class of 2023. His current research project centers on the experiences of low-income Black women survivors of violent firearm injury during the COVID-19 epidemic in Baltimore. Using digital storytelling, this study qualitatively examines the intersection of two epidemics, COVID and gun violence, among 10-15 Black women survivors of firearm-related community violence living in Baltimore. The aim is for their narratives to inform the development and implementation of innovative community violence interventions for Black women, a population that is often neglected in community violence intervention services. This project uses a community-based participatory approach: an advisory group of Black women survivors is assisting with the research design, dissemination and translation of findings into interventions and policy.



**Jennifer
Roberts, DrPH,
MPH**

Associate Professor, Department of Kinesiology

Dr. Roberts is the Founder and Director of the Public Health Outcomes and Effects of the Built Environment (PHOEBE) Laboratory. She is the Co-Founder and Co-Director of NatureRx@UMD, an initiative that emphasizes the green space benefits interspersed throughout and around the UMD campus and acknowledges the ancestral lands of Indigenous tribal communities as well as the historical slave trade legacies of the UMD campus land. Dr. Roberts was awarded an REI Cooperative Action Fund to create and establish the Wekesa Earth Center, a collaborative effort of scholarship and recognition across multiple disciplines to promote equity, reconciliation, and healing in nature. Her scholarship focuses on the impact of built, social, and natural environments, including the institutional and structural inequities of these environments, on the public health outcomes of marginalized communities. Dr. Roberts plans to collect archival research and ethnographic data for her forthcoming Island Press book *Buffalo's Emerald Necklace: How Environmental Racism Devastated a Community and Destroyed an Olmstead Treasure*. This book will elevate Buffalo, New York as one of the underrecognized places in the civil rights movement, either as a final stop before Canada on the Underground Railroad, or as the founding place of the Niagara Movement by W.E.B. DuBois and other Black intellectuals. She will also analyze the injustices surrounding the destruction of Humboldt Parkway, an Olmsted treasure, for the construction of the Kensington Expressway and the long-term impacts of these environmentally racist policies on generations of Black families.

INTERSECTIONAL INTELLECTUAL CIRCLE



Mia Smith-Bynum, PhD

Professor and Chair, Department of Family Science

Dr. Smith-Bynum is a clinical psychologist by training. She directs the Black Families Research Group and is an expert in African American mental health, family interaction and communication in ethnic minority families, parenting, and racial identity. She is also an expert in adolescent mental health, adolescent sexual behavior, and parent-adolescent communication. She served as the Senior Director for Science Equity, Diversity, and Inclusion at the American Psychological Association (APA) from 2021 to 2023. Her portfolio at APA addresses policies and strategies for ensuring that the research derived from the psychological sciences and the human talent that produces the scholarship represent the full breadth of humanity from all walks of life. Dr. Smith-Bynum is the author of the **Theory of Racial Socialization in Action (TRSA) for Black families**. She is a co-author of the **Multidimensional Model of Racial Identity (MMRI)** and the **Multidimensional Inventory of Black Identity (MIBI)**. She is the Deputy Director of Community Engagement for the Prevention Research Center at the University of Maryland. Dr. Smith-Bynum is also the past two-term Chair of the Black Caucus of the Society for Research in Child Development. Dr. Smith-Bynum received her Ph.D. in Clinical Psychology from the University of Virginia in 1999. Before joining the University of Maryland in 2010, she taught at Purdue University in the Department of Psychological Sciences. Her research has been supported by external grants from several entities, including the National Institute of Mental Health and the National Institute of Child Health and Human Development.



Sophia Rodriguez, PhD

Associate Professor, Department of Teaching and Learning, Policy and Leadership

Dr. Rodriguez is an interdisciplinary scholar, drawing on tools from education, anthropology, and sociology, asking questions about the social and cultural contexts of education policy and practice. Her integrated research agenda addresses issues related to racial equity, urban education and policy, and centralizes minoritized youth voices. Her research about immigrant youth and their experiences of racial discrimination due to legal status, and race and ethnicity contributes to intersectional research and inequality. Her two current longitudinal projects, funded by the Spencer and W.T. Grant Foundations (2018-2022) and the Institute for Museum and Library Services (IMLS), utilize mixed-methods and ethnographic designs to investigate how community-school partnerships, teachers, and school-based mental health professionals promote equity and advocate for undocumented (im)migrant and refugee youth. The IMLS project that focuses on newcomer migrant youth belonging was recently awarded the prestigious Library of Congress Literacy Award. In 2022, she was named a William T. Grant Scholar to conduct a longitudinal study about how schools manage the welcome of newcomer immigrant youth. For her work to date, Rodriguez received the Early Career Award for Division G (Social Contexts of Education) in the American Educational Research Association.



Kevin Roy, PhD, MA

Professor, Department of Family Science

Dr. Roy is an expert in the field of fatherhood research, with two decades of experience working with low-income families and community-based parenting programs. His research focuses on the life course of young men on the margins of kin networks and the workforce as they transition into adulthood and fatherhood. Through participant observation and life history interviews, Dr. Roy explores men's health equity and disparities (specifically trauma), masculinities, and policy systems, such as migration, incarceration, and community-based parenting programs. Dr. Roy conducts community-based participatory research projects with young men in transition to adulthood throughout the DMV region. As an ethnographer and life course theorist, Dr. Roy has developed life history interviews to trace the trajectories of these young men's lived experiences – in families, in school, in workplaces, in relationships. In Baltimore, Dr. Roy's team worked with African American youth in a GED program to explore young men's experiences of homicide survivorship. Dr. Roy's team recognized how these men "ghosted" as they moved through liminal status on the margins of work, school, and family, crafting contingent plans for food, housing, and safety. In Prince George's County, Dr. Roy and his team met with young incarcerated fathers in correctional units to discuss how they sustained family relationships across multiple stints of incarceration and reentry into local communities. In Montgomery County, Dr. Roy and his team worked with unaccompanied young men from Guatemala, Honduras, and El Salvador to address high rates of trauma in an after-school mental health intervention. Each of these young men was targeted for removal from their families through deportation and incarceration. In this way, in addition to race, ethnicity, and gender, an intersectional approach must also account for citizenship as a dimension of oppression – particularly for young men of color who carry a status of "illegality" as ex-offenders or undocumented immigrants. Their active resistance includes emotional labor and kin work to develop viable identities and stronger, more caring masculinities in the face of structural racism and resurgent White supremacy.

RESEARCH GRANTS

Robert Wood Johnson Foundation



Robert Wood Johnson Foundation

Transmitting wisdom from senior leaders in the academic health sciences to the next generation of aspirational underrepresented minority leaders (2023-2025)

Data demonstrate a striking national discrepancy in the percentage of underrepresented minorities (URM: Black/African American, Hispanic/Latina/o, Native American/American Indian) in various professional fields, including medicine, public health, nursing, and STEM. Funded by the Robert Wood Johnson Foundation (RWJF), Professor Zambrana, PI, employs mixed methods (online surveys, focus groups, and individual interviews) to examine the leadership experiences and effective strategies of former and current underrepresented minority leaders (URM). This project will draw from interviews with 30 URM senior leaders and the perceptions and experiences of 60 aspirational leaders to co-produce a leadership institutional health equity and fairness curriculum template for the next generation of URM leaders nationwide. Data analyses aim to understand equity-driven leadership processes and effective fairness strategies utilized by URM senior administrators to increase leadership knowledge and documentation of what skills underrepresented aspirational leaders need to acquire or sharpen to be effective and successful leaders in medicine, public health, social and behavioral sciences and STEM-related fields.

William T. Grant Foundation

Expanding the Reach and Impact of Intersectional Qualitative Research Methods Institute to Minority Serving Institutions (2023-2024)

Funded by the William T. Grant Foundation, Professor Zambrana, PI, initiated a program of recruitment and inclusion of underrepresented minority (URM) early career faculty from Minority Serving Institutions (MSIs) in the Intersectional Qualitative Research Methods Institute (IQRMI), a Community of Practice (CoP) initiative. This program extends recruitment and inclusion to URM scholars to provide equitable access to professional development opportunities. Major obstacles in access to professional growth opportunities include the lack of financial resources available to MSIs to support faculty development and the lack of availability of spaces where faculty research interests are valued, shared, and further developed. IQRMI was launched in 2015 to close the methodological skill gaps and increase networking and social capital among URM researchers in areas such as youth trauma, and families and communities at risk. IQRMI reaffirms scholarly identity to increase retention, tenure, and promotion of URM faculty. It builds the next generation of historically underrepresented and economically disadvantaged faculty who are more likely to do research in communities of need. By extending recruitment and inclusion of URM early career faculty from MSIs, this initiative leverages gaps and opportunities to reduce inequalities of access to professional development based on race, ethnicity, and economic standing.



William T. Grant
FOUNDATION

RESEARCH GRANTS

National Hispanic Medical Association

Provider-Patient Care Prescription Practices for HIV Prevention Behaviors among Latino MSM and Transgender Women (2019-2023)

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 were to empirically assess Latino providers' social, demographic, and practice characteristics, knowledge, attitudes, and beliefs about HIV prevention practices, including PrEP (pre-exposure prophylaxis) prescription. A mixed methods design was employed. Online surveys were distributed to healthcare providers to collect information on demographics, perceptions, and attitudes around sexual minorities and PrEP prescriptions.

Data included 151 online surveys and 12 informal feedback conversations and interviews. Respondents identify as female (54.1%), Latino (61.2%), practice medicine (MD/DO) (88.8%), Catholic (38.7%), and 21.5% identified as LGBTQ. **Compared to non-Latino providers, Latino providers were more likely to be employed in clinics or university settings, to practice in West and Southwest regions, spend more than 30 minutes with patients, and refer patients to gender transition medical services.** Providers described three barriers to prevention were presented: "time-consuming to counsel and assess adherence," "too costly," and "patients can't afford it." Knowledge of preventive prescribing behaviors by physicians, such as PrEP, is crucial to mitigating the risk of HIV infection among Latino LGBTQ communities. Also, increasing awareness of PrEP as a primary service and PrEP financial assistance is imperative to closing the PrEP gap for Latino LGBTQ+ communities. It is recommended that PrEP be offered as a core primary care service and that all sexually active adult and adolescent patients should receive information about PrEP.



National Hispanic Medical Association

UPCOMING RESEARCH WE ARE LOOKING FORWARD TO:

Oral Histories of Latina STEM Scientists Who Made A Difference: Inspiring Future Generations

This project seeks to identify key resources, plan, and conduct in-depth oral histories of Latinas in STEM, including health and medical professionals. The importance of preserving cultural heritage, history, and the legacy of our ancestors is notable for historic Latina/o populations such as Mexican Americans, Puerto Ricans, and other Latinos who are not visible in the national academic health sciences, in K-12 books, as part of Women's History Month, or even National Hispanic Heritage Month. The expected impact of the proposed project is to strengthen children and youth's self-esteem, knowledge, and pride in their cultural heritage and provide new role models. This project will collaborate with the UT Austin Voces project under Dr. Rivas Rodriguez, Department of Journalism and Media.

IQRMI Summit 2025

Research findings and URM faculty experiences suggest that access to skill-driven opportunities and "insider knowledge" reduce barriers to retention, promotion, and leadership opportunities. Addressing the gaps in URM's career pathways requires ongoing support for the prospect of academic success and leadership opportunities. We are planning a community of practice professional development 3-day symposium to enhance core skills necessary for research writing, publishing, and foundation and grant writing. Government and private foundation senior officers with expertise in health disparity research and patient-centered outcomes will be available. In addition, opportunities will be available for individual senior faculty mentoring and peer and faculty networking on ideas and strategies.

SECTION 2: CONNECTIONS & COLLABORATIONS

The University of Texas at Austin



Intersectional Qualitative Research Methods Institute (IQRMI)

2024 marks the 7th year of the Intersectional Qualitative Research Methods Institute-Advanced Doctoral Student (IQRMI-ADS) collaboration between CRGE and UT Austin's Latino Research Institute (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 94 doctoral students from various backgrounds, including 49 Latino and 39 Black/African American scholars through IQRMI-ADS. CRGE is proud to be a part of that critical national effort.

The University of Colorado Anschutz Medical Campus

Transmitting wisdom from senior leaders in the academic health sciences to the next generation of aspirational underrepresented minority leaders (2023-2025)



In partnership with Professor Deborah Parra-Medina, Executive Director, the Center for Health Equity at the University of Colorado Anschutz Medical Campus serves as a subcontractor on the above research project. As a subcontractor, the UC's Center for Health Equity is responsible for leading data management, supporting data analysis, and providing expertise in the development of instruments and evaluation metrics.

UPCOMING COLLABORATIONS WE ARE LOOKING FORWARD TO:

Data Repository Project, 1960-Current

The Latino Centric Data Repository seeks to identify and preserve important data sets that describe the demographics and experiences of Latina/os, in geographic areas of high concentration (Northeast, Midwest, Southwest, and West). Many Latino-centric individual, community and household surveys have been conducted predominantly by senior investigators that are not publicly available. These data sets are invaluable as they measure baseline indicators over the last 5-6 decades and are a rich resource for future investigators for historical and comparative purposes and to train the next generation of Latino and other interested scholars in community changes over time. We will develop a dictionary and for each data set we would provide protocol, design and supporting documents. **This project is a collaboration between University of Maryland College Park, University of Texas Austin Latino Research Institute, and University of Colorado Center for Health Equity.**

SECTION 2: CONNECTIONS & COLLABORATIONS

Breaking the M.O.L.D. Initiative

Breaking the
M.O.L.D.



MELLON/MARYLAND OPPORTUNITIES
FOR LEADERSHIP DEVELOPMENT PROGRAM



The second year of the “Breaking the M.O.L.D.” initiative is underway with new cohorts from three partner institutions: the University of Maryland at College Park (UMD), Morgan State University (MSU) and the University of Maryland, Baltimore County (UMBC).

The professional development initiative, supported by a \$3 million grant from the Andrew W. Mellon Foundation, is designed to create a pipeline to senior leadership in higher education for faculty members of color and women from the arts and humanities, as well as others with a proven record of promoting diversity within the academy.

UMD’s second cohort includes: Cécile Accilien, professor of French and Francophone studies in the School of Languages, Literatures and Cultures; Andrea E. Brown, associate clinical professor and associate director of bands in the School of Music; La Marr Jurelle Bruce, associate professor & director of graduate studies in the Department of American Studies; Audran Downing, associate dean for academic affairs and undergraduate education in the College of Arts and Humanities; Julius B. Fleming, Jr. associate professor of English; Perla M. Guerrero, associate professor of American studies; Zenzele Isoke, associate professor in the Harriet Tubman Department of Women, Gender, and Sexuality Studies; and Quincy T. Mills, associate professor and director of graduate studies in the Department of History.

Programming for the Breaking the M.O.L.D. initiative includes joint cohort meetings throughout the 2023–24 academic year at partner universities, where participants will learn about the essential skills needed to succeed in higher education leadership, various institutional administrative structures, and will also hear from prominent guest speakers from the region and around the country as well as from the Presidents of each of the three partner institutions. They will use values-based frameworks to measure the impact of their work, and will have the opportunity to “shadow” senior leaders. Participants will also meet on their individual campuses to learn more about their own organizations, and to examine how the perspectives of leaders from humanities and the arts can make a unique difference at colleges and universities.



“At times humanists can see things others may not see because of our training,” said co-principal investigator (PI) Psyche Williams-Forsen, professor and chair of American studies at UMD. “We can immediately spot bias. We have empathy. We can see achievement where others may not see it. That’s part of what we bring.”

In addition to Williams-Forsen, at UMD participants will also work with co-PI Bonnie Thornton Dill, professor in the Harriet Tubman Department of Women, Gender, and Sexuality Studies and former dean of the College of Arts and Humanities; as well as with faculty leaders-in-residence Marisa Parham, professor of English; and **Ruth Enid Zambrana**, Distinguished University Professor in the Harriet Tubman Department of Women, Gender, and Sexuality Studies.

Already, several faculty participants from the first UMD cohort have moved into new leadership roles: Associate Professor in the Department of Hearing and Speech Sciences Yi Ting Huang is serving as director of the Maryland Language Science Center, and Professor of English GerShun Avilez is serving as associate dean for academic affairs, graduate education and strategic initiatives in the College of Arts and Humanities. Associate Professor of American Studies Nancy Raquel Mirabal was among the winners of an impact award as part of the University of Maryland’s Grand Challenges Grants Program earlier this year; she is co-PI of the new Urban Equity Collaborative. Recently, Associate Professor of American Studies, Perla Guerrero, a member of the current cohort received an inaugural Provost’s Do Good Innovator Award for her work supporting first generation, immigrant and Latino/a/x students.


Future plans include recruiting a third cohort of participants for AY ‘24-’25 as well as developing publications that illuminate and report on our results, and highlight the model we have developed for this multi-campus, Maryland-based initiative.

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.

Advanced Doctoral Student Intersectional Dissertation Fellowship 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.



CRGE CONSORTIUM ON RACE,
GENDER AND ETHNICITY
COLLEGE OF ARTS AND HUMANITIES

Susquehanna Hall
4200 Lehigh Rd. Room 4117
College Park, Maryland 20742
Office number: 301-405-5223
<http://www.crge.umd.edu>

The Consortium on Race, Gender and Ethnicity in collaboration with
the Office of Graduate Diversity and Inclusion presents

**FALL 2024 REQUEST FOR PROPOSALS:
ADVANCED DOCTORAL STUDENT
DISSERTATION FELLOWSHIP AWARDS**
Cultivating Emerging Qualitative/Mixed Methods Scholars

Deadline: Tuesday, October 1, 2024 at 5:00 PM EST

The [Qualitative Research Interest Group \(QRIG\)](#) is pleased to announce the ninth annual dissertation award fellows program for advanced doctoral students engaged in research using qualitative or mixed (qualitative and quantitative) methods.

Applicants who have successfully passed their dissertation proposal requirements, have completed data collection, are engaged in data analysis and in the final writing stages of the dissertation are eligible. Emphasis is placed on dissertations that employ the intersections of race, gender, class, ethnicity, and other dimensions of structural inequalities as they affect the lived experiences of individuals or groups and shape the construction of complex social relations in U.S. society. *All studies* need to identify basic demographic characteristics of the multiple-layered identities under study, such as age, gender, nativity, parental education, etc. as these factors are strongly associated with lived experience.¹

Program
The award provides \$500-\$2,500 for doctoral candidates to fund data analysis costs for dissertations that primarily use qualitative research methods (including participant observations, in-depth interviews, focus groups, life histories, or ethnographies with human subjects) or mixed qualitative and quantitative methods. The investigator may request funds for research equipment (e.g., recorders), transcription, data analysis software (e.g., NVivo or Atlas TI), data analysis training (e.g., NVivo workshop), a qualitative program consultant, or editor. Travel for data collection and participant incentives will **not** be funded. These funds are intended to assist participants with data analyses and the completion of their dissertation.

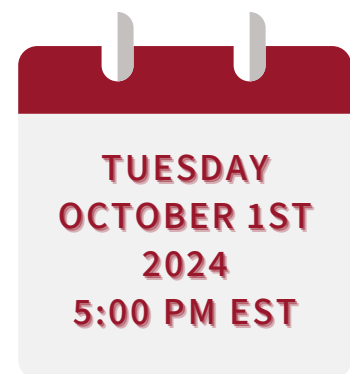
Eligibility
Applicants must have:

- Successfully defended the dissertation proposal by **May 1, 2024** and completed data collection by **September 15, 2024.**
- A letter from dissertation chair confirming advanced doctoral candidate status.

¹ See Dill, B.T. & Zambrana, R.E. (Eds.). (2009). *Emerging Intersections: Race, Class, and Gender in Theory, Policy and Practice*. New Brunswick, NJ: Rutgers University Press. ISBN-13: 978-0813544557 ISBN-10: 0813544556.
Misra, J., Cunningham, C. V., & Green, V. M. (2021). Methods of intersectional research. *Sociological Spectrum*, 41(1), 9-28.
<https://doi.org/10.1080/02732173.2020.1791772>

1

**FALL 2024 Request for Proposals
Application Deadline:**



Applicants must have successfully defended their dissertation proposal by **May 1, 2024** and completed data collection by **September 15, 2024.**

To find more information on application requirements and eligibility, please visit our [website](#).



Continue for QRIG Spring & Fall 2023 Awardees

QRIG Spring 2023 Awardees



Crystal Charity

Department of Teaching and Learning, Policy and Leadership
College of Education

Building tomorrow's world: How community educators are embodying and employing critical racial ethnic studies

Despite the growing number of K-12 ethnic studies courses, due to ideological and practical constraints in schools, many students are not exposed to critical ethnic studies curricula. In response, this three-paper dissertation examines curriculum development and implementation in a “critical racial ethnic studies” (CRES) community education program. All three papers are theoretically grounded in critical race theory. Paper 1, a critical analysis of literature on the history of critical K-12 ethnic studies and its implementation with youth, sets the context for two subsequent qualitative, empirical studies. Paper 2 examines the development and implementation of a CRES program led by undergraduate facilitators, all of whom are Asian American women. Paper 3 explores what motivates and sustains these facilitators in their CRES education efforts, centering their racialized, gendered experiences and racial literacies.



Tori Alexis Justin

Department of Kinesiology
School of Public Health

Anti-blackness in kinesiology: Moving us forward

Currently, the National Academy of Kinesiology (NAK) is striving to create a socially-just kinesiology. The NAK call to action is informed, in part, by an emergent body of scholarship that examines how dominant approaches in kinesiology often discount the importance of developing anti-racist, critical, and equitable pedagogy. While this scholarship brings attention to kinesiology’s centering of whiteness and the persistent stereotyping of (in)active Black bodies, what is missing is an examination of how anti-Black explanations of corporeality manifest in kinesiology. In my dissertation, I address this gap by conducting semi-structured open-ended interviews (n=10) with current and former Black women graduate students in kinesiology, examining how participants experience pedagogical spaces of kinesiology departments with a focus on the specific ways that these spaces (re)produce a monocultural and ahistorical approach to knowing the (in)active body. Findings will be used to inform anti-racist pedagogical approaches that can be applied to kinesiology curricula.



Di-Tu Dissassa

Department of Counseling, Higher Education, and Special Education
College of Education

Exploring the lived experiences of Black residential student affairs professionals regarding occupational wellness at historically

The purpose of this research is to explore the lived experiences of Black residential student affairs professionals (BRSAP) and their occupational wellness at historically white institutions. I utilize critical phenomenology and critical consciousness to explore the intersections of Blackness and occupational wellness by highlighting the essence of Black residential student affairs professionals (BRSAP) in residential life units. While in the data collection phase, I discovered the essence of BRSAP occupational wellness through individual interviews, reflection videos, and focus groups. My study adds to the student affairs profession by exploring a subgroup of essential workers on our college campus. This work can potentially impact the understanding of race in residence halls and the retention of those who work and live on campus.

QRIG Fall 2023 Awardees



Ashley Ogwo

Department of Counseling,
Higher Education,
and Special Education
College of Education

Afro-communication: Examining the cross-ethnic interactions & relationships between Black immigrant & Black American students at a predominantly White, public, state flagship institution

The purpose of this study is to examine how Black immigrant (BI) and Black American (BA) students discuss the interactions and relationships between their ethnic groups at a predominantly white, state flagship institution. I utilize case study methodology and communication theory of identity to investigate how BI and BA students make meaning of the relationship between their ethnic identities and their cross-cultural communication experiences with one another as well as to understand what BI and BA students identify as benefits and challenges of Black cross-ethnic student relationships. I collected data through demographic surveys, individual interviews, and focus groups. This study provides insight into BI-BA student relationships, which higher education stakeholders can use to advocate for the creation of initiatives to bridge communication gaps and build relationships between Black diasporic students. This could be especially beneficial given that Black relationships have proven critical to Black student success at predominantly white institutions.



Martha Yuiseva

Department of Family Science
School of Public Health

Reconceptualizing resilience: Trajectories of growth and family support for Central American immigrant youth

Latino immigrants, as a group, are more likely than non-immigrants to struggle with institutional and socio-structural inequities, as well as with intersecting oppressions of poverty, racism, legal status, and discrimination. Such experiences can lead to significant disparities in physical health (Cave et al., 2020; Korous et al., 2017) and mental health (Paradies, 2006; Paradies et al., 2015). Latino immigrant youth in the U.S., in addition to being members of a racialized minority group, also face experiences of oppression based on their status as immigrants, and in some cases undocumented or insecurely documented. However, these youth are more than their hardships and draw on multiple strengths to be resilient despite significant adversities (Karberg et al., 2017; Masten, 2014). This dissertation study will use a qualitative research design and an intersectional approach to reconceptualize resilience in a sample of Central American immigrant youth, and to expand understanding of the role family support plays in youths' trajectories of growth. The study will include in-depth life-history interviews with approximately 40 Latino immigrant youth recruited by our community partner, Identity, as part of an ongoing community-based participatory research (CBPR) collaboration.

[CLICK HERE TO SEE PAST AWARDEES](#)



QRIG Spring 2024 Panel

Join the CRGE on **Thursday, April 18th, 2024 from 12-2pm EST** for our QRIG Spring 2024 Advanced Doctoral Student Dissertation Award Panel.
Register for our event [HERE](#)

 <p>THE GRADUATE SCHOOL OGDI OFFICE OF GRADUATE DIVERSITY AND INCLUSION</p>	 <p>CRGE CONSORTIUM ON RACE, GENDER AND ETHNICITY COLLEGE OF ARTS AND HUMANITIES</p>
<p>QUALITATIVE RESEARCH INTEREST GROUP (QRIG) SPRING 2024 ADVANCED DOCTORAL STUDENT DISSERTATION AWARD PANEL</p>	
<p>Why Critical Thinking? Black Girls, Spaces, and Education</p>	
<p>Thursday, April 18th, 2024 12-2pm EST on Zoom Registration Link</p>	<p>MODERATED BY: Dr. Christopher Perez <i>Program Director, Office of Graduate Diversity and Inclusion</i></p>
	<p>TERRA HALL, PhD <i>Department of Counseling, Higher Education, & Special Education</i></p> <p>“Black and Spiritual: Understanding how self-identified Black and spiritual undergraduate students experience support while attending PWIs”</p>
	<p>BLAKE TURNER, PhD <i>Department of Teaching and Learning, Policy and Leadership</i></p> <p>“Black Educational Spaces in mathematics education: A critical racial research workshop for Black graduate students”</p>
	<p>ALEXIS YOUNG, PhD <i>Department of Teaching and Learning, Policy and Leadership</i></p> <p>“Skyrise for Black girls: Black girls architexting youthopias”</p>
<p>The Qualitative Research Interest Group (QRIG) is a working group of Faculty and graduate students who use qualitative methods in their research. QRIG seeks to raise the profile of mixed qualitative methodologies as an important component of a research design in order to capture the lived experiences of understudied populations. For more information, email crge@umd.edu.</p>	

Drs. Terra Hall (2021), Blake Turner (2022) and Alexis Young (2022) will each present on their dissertation research.

SECTION 3: INTERSECTIONAL RESOURCES

CRGE Website

crge.umd.edu

We aim to have our website be an **Intersectional Resource!**
You can find information about:

- Intersectional Research Database (IRD)
- Qualitative Research Interest Group (QRIG)
- Intersectional Qualitative Research Methods Institute (IQRMI)
- Previous publications of Research Connections
- Organizational Resources & Book Recommendations
- Mentorship Resources for Underrepresented Minority Faculty
- Select Readings on Underrepresented Minority Faculty

2,805

New users in
the past year.

**Most viewed page:
IQRMI**

Users by Country



Top Countries



United States
(+2k users)



United
Kingdom



China



Canada

Top States



Maryland



Virginia



Texas



California

Session:

Where are CRGE website users coming from?

1

Direct Link

2

Referral

3

Organic Search

Top Website Referrals:

1

Latino Research Institute -
University of Texas at Austin

2

The Ohio State University

3

Intersectionality Training
Institute

SECTION 3: INTERSECTIONAL RESOURCES

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.

[Access 500+ intersectional articles here!](#)

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



Black and Chicana Feminist Thought



Intersectional Theory



Criminal Justice & Prison



K-12 Education



Family Structure & Processes



LGBT



Health Equity Disparities



Qualitative Intersectional Methods



Higher Ed (Gender, Race/Ethnicity, Class)



Racial & Indigenous Identity

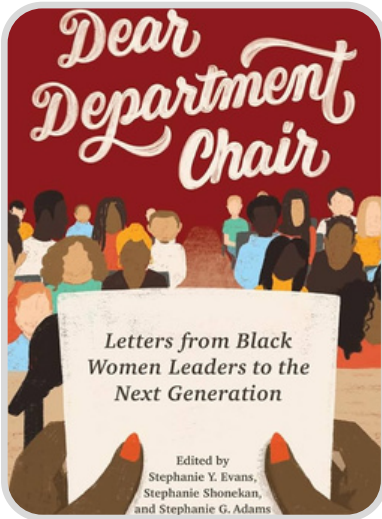
Currently, the database showcases over **500 citations** with abstracts. Resources are organized based on the categories above. The database is a work in progress, and CRGE aims to add the latest work on intersectionality as they emerge. The IRD is continually updated to aid access and navigation as we continue to add the latest scholarship on intersectionality.

Many undergraduate and graduate students and staff have contributed to the development of the IRD. If you have questions or comments, please contact CRGE at crge@umd.edu.

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

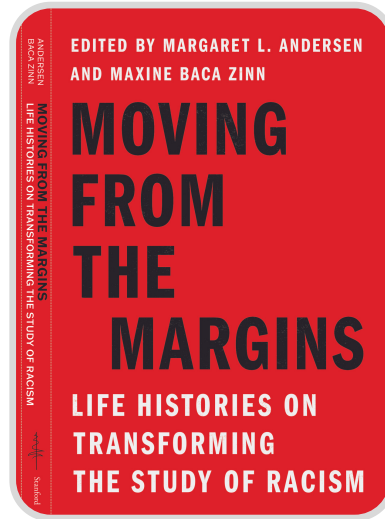
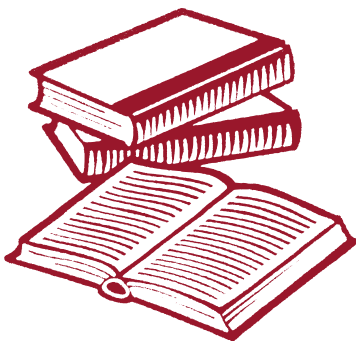


Book Corner: Intersectional Work



1. EVANS, STEPHANIE Y., SHONEKAN, STEPHANIE, AND ADAMS, STEPHANIE G

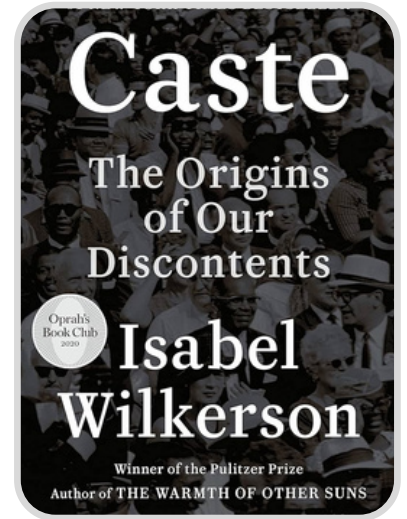
Dear Department Chair is comprised of personal letters from prominent Black women department chairs, deans, vice provosts, and university presidents, addressed to current and future Black women academic professionals, and offers a rich source of peer mentorship and professional development. These letters emerged from Chair at the Table, a research collective and peer-mentoring network of current and former Black women department chairs at colleges and universities across the U.S. and Canada. The collective works serve as tools for faculty interested in administration, current chairs seeking mentorship, and upper-level administrators working to diversify their ranks.



2. MARGARET L. ANDERSEN AND MAXINE BACA ZINN

At a time when movements for racial justice are front and center in U.S. national politics, this book provides essential new understanding to the study of race, its influence on people's lives, and what we can do to address the persistent and foundational American problem of systemic racism. Knowledge about race and racism changes as social and historical conditions evolve, as different generations of scholars experience unique societal conditions, and as new voices from those who have previously been kept at the margins have challenged us to reconceive our thinking about race and ethnicity. In this collection of essays by prominent sociologists whose work has transformed the understanding of race and ethnicity, each reflects on their career and how their personal experiences have shaped their contribution to understanding racism, both in scholarly and public debate.

Merging biography, memoir, and sociohistorical analysis, these essays provide vital insight into the influence of race on people's perspectives and opportunities both inside and outside of academia, and how racial inequality is felt, experienced, and confronted.



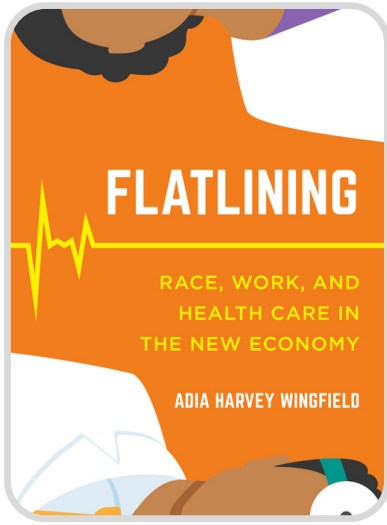
3. ISABEL WILKERSON

Beyond race, class, or other factors, there is a powerful caste system that influences people's lives and behavior and the nation's fate. Linking the caste systems of America, India, and Nazi Germany, Wilkerson explores eight pillars that underlie caste systems across civilizations, including divine will, bloodlines, stigma, and more. Using riveting stories about people—including Martin Luther King, Jr., baseball's Satchel Paige, a single father and his toddler son, Wilkerson herself, and many others—she shows the ways that the insidious undertow of caste is experienced every day. She documents how the Nazis studied the racial systems in America to plan their outcasting of the Jews; she discusses why the cruel logic of caste requires that there be a bottom rung for those in the middle to measure themselves against; she writes about the surprising health costs of caste, in depression and life expectancy, and the effects of this hierarchy on our culture and politics. Finally, she points forward to ways America can move beyond the artificial and destructive separations of human divisions, toward hope in our common humanity.

***ALL** write-ups are direct quotes from each book's webpage.

1. Evans, S. Y., Shonekan, S., Adams, S. G., & Cole, J. B. (2023). *Dear department chair: Letters from Black women leaders to the next generation*. Wayne State University Press.
2. Andersen, M. L., & Zinn, M. B. (Eds.). (2024). *Moving from the margins: Life histories on transforming the study of racism*. Stanford University Press.
3. Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.

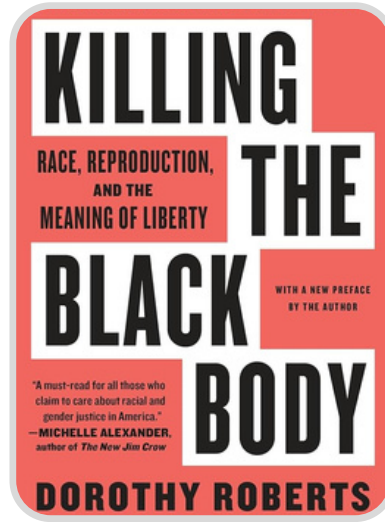
Book Corner: Health & Media



1. ADIA HARVEY WINGFIELD

In *Flatlining*, Adia Harvey Wingfield exposes how hospitals, clinics, and other institutions participate in “racial outsourcing,” relying heavily on black doctors, nurses, technicians, and physician assistants to do “equity work”—extra labor that makes organizations and their services more accessible to communities of color. Wingfield argues that as these organizations become more profit driven, they come to depend on black health care professionals to perform equity work to serve increasingly diverse constituencies. Operating at the intersection of work, race, gender, and class, Wingfield makes plain the challenges that black employees must overcome and reveals the complicated issues of inequality in today’s workplaces and communities.

Additional book
recommendations
linked [here](#)



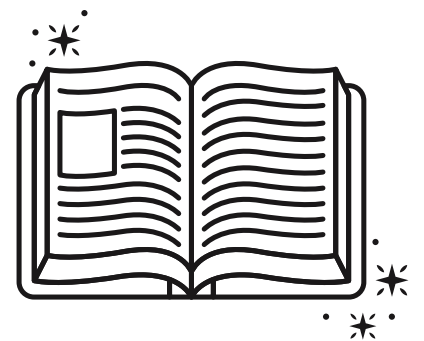
2. DOROTHY ROBERTS

In 1997, this groundbreaking book made a powerful entrance into the national conversation on race. In a media landscape dominated by racially biased images of welfare queens and crack babies, *Killing the Black Body* exposed America’s systemic abuse of Black women’s bodies. From slave masters’ economic stake in bonded women’s fertility to government programs that coerced thousands of poor Black women into being sterilized as late as the 1970s, these abuses pointed to the degradation of Black motherhood—and the exclusion of Black women’s reproductive needs in mainstream feminist and civil rights agendas.” In the recent 20th edition, Dorothy Roberts includes a new preface that reflects on the impact of her literature and findings relevant to anti-black reproduction legislation now two decades later (Johnson). For the book’s 20th anniversary, Roberts reflects on its publication and findings two decades later. This includes the passage of hundreds of state laws in the past 20 years that have disproportionately affected black women, designed to keep women from accessing abortion services.



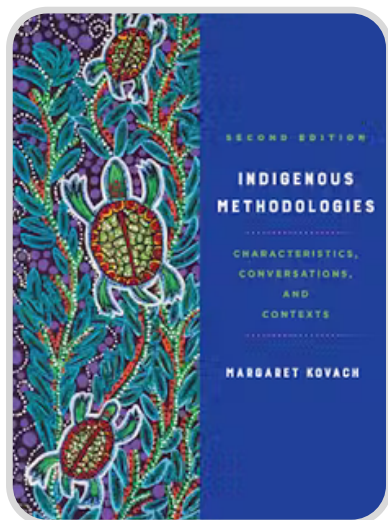
3. CLARA E. RODRIGUEZ

In *America, As Seen on TV*, Clara E. Rodríguez surveys international college students and foreign nationals working or living in the US to examine the impact of American television on their views of the US and on their expectations of life in the United States. The author also surveys US-millennials about their consumption of US TV and finds that both groups share the sense that American TV does not accurately reflect racial/ethnic relations in the US as they have experienced them. However, the groups differ on how much they think US TV has influenced their views on sex, smoking and drinking. *America, As Seen on TV* explores the surprising effects of TV on global viewers and the realities they and US millennials actually experience in the US.



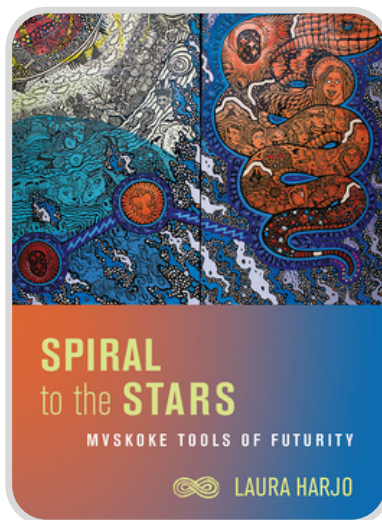
1. Wingfield, A. H. (2019). *Flatlining: Race, work, and health care in the new economy*. Univ of California Press.
2. Roberts, D. (2014). *Killing the black body: Race, reproduction, and the meaning of liberty*. Vintage.
3. Rodríguez, C. E. (2018). *America, as Seen on TV*. In *America, As Seen on TV*. New York University Press.

Book Corner: Indigenous Resources



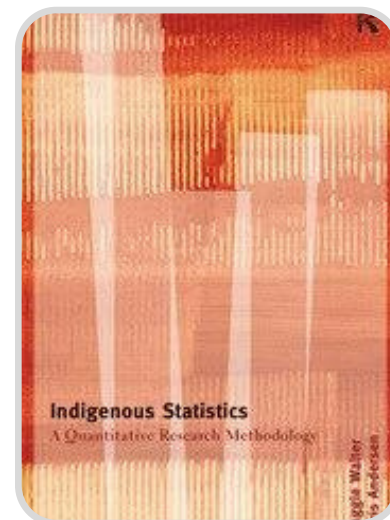
1. MARGARET KOVACH

Indigenous Methodologies provides a conceptual framework for implementing Indigenous methodologies and serves as a useful entry point for those wishing to learn more broadly about Indigenous research. The second edition incorporates new literature along with substantial updates, including a thorough discussion of Indigenous theory and analysis, new chapters on community partnership and capacity building, an added focus on oracy and other forms of knowledge dissemination, and a renewed call to decolonize the academy. In a field that continues to grow and evolve, and as universities and researchers strive to learn and apply Indigenous-informed research, this important new edition introduces readers to the principles and practices of Indigenous methodologies.



2. LAURA HARJO

All communities are teeming with energy, spirit, and knowledge, and **Spiral to the Stars** taps into and activates this dynamism to discuss Indigenous community planning from a Mvskoke perspective. This book poses questions about what community is, how to reclaim community, and how to embark on the process of envisioning what and where the community can be. This book offers a critical and concrete map for community making that leverages Indigenous way-finding tools. Mvskoke narratives thread throughout the text, vividly demonstrating that theories come from lived and felt experiences. This is a must-have book for community organizers, radical pedagogists, and anyone wishing to empower and advocate for their community.



3. MAGGIE WALTER AND CHRIS ANDERSON

In the first book ever published on Indigenous quantitative methodologies, Maggie Walter and Chris Andersen open up a major new approach to research across the disciplines and applied fields. While qualitative methods have been rigorously critiqued and reformulated, the population statistics relied on by virtually all research on Indigenous peoples continue to be taken for granted as straightforward, transparent numbers. This book dismantles that persistent positivism with a forceful critique, then fills the void with a new paradigm for Indigenous quantitative methods, using concrete examples of research projects from First World Indigenous peoples in the United States, Australia, and Canada. Concise and accessible, it is an ideal supplementary text as well as a core component of the methodological toolkit for anyone conducting Indigenous research or using Indigenous population statistics.



Thank you to Dr. Shelbi Nahwilet Meissner for these book recommendations.

1. Kovach, M. (2021). *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto Press.
2. Harjo, L. (2019). *Spiral to the stars: Mvskoke tools of futurity*. University of Arizona Press.
3. Walter, M., & Andersen, C. (2013). *Indigenous statistics: A quantitative research methodology* (p. 159). Taylor & Francis.

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 contribution.

Goals of IQRMI

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

In the last nine years, we have engaged **163 scholars**, with the 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 has overwhelmingly supported underrepresented minority (URM) faculty, with 98 (59%) identifying as Black/African American and 48 (29%) identifying as Hispanic/Latino.



2023 Participants



2023 Cohort (16 participants) and 4 of the core faculty: Drs. Joseph Richardson, Michelle Espino, Ruth Enid Zambrana, and Kevin Roy.

The IQRMI director acknowledges the extraordinary partners that made [IQRMI 2023](#) a national success.

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

Michelle M. Espino Lira, PhD
Joseph B. Richardson Jr., PhD
Kevin Roy, PhD

Guest Lecturers & Panel Members

UMD :

Rabiatu Barrie, PhD
Bonnie Thornton Dill, PhD
Craig S. Fryer, DrPH, MPH
Hana Kabashi, MA, CRA
Rossina Zamora Liu, PhD

External Professionals:

Lisa Bowleg, PhD
Sylvia Chou, PhD
Tyron Forman, PhD
Carlton E. Green, PhD
Derek Griffith, PhD
Ange-Marie Hancock, PhD
Nancy Lopez, PhD
Liana Sayer, PhD
Sheldon Watts, PhD

Faculty and staff administrative roles:
Sydney Lewis, PhD; Joana Granados, MEd

**We look forward to hosting IQRMI on June 2-7, 2024.
Additional information is available [here](#).**



Are you interested in IQRMI 2025?

Email crge@umd.edu to be added to our IQRMI Distribution List

Reflections: 2023 IQRMI Scholars

We asked IQRMI 2023 participants to reflect on their experiences at IQRMI and the impact of IQRMI on them as researchers, early career faculty, and on their spirit.



Michael Mitchell, PhD

Assistant Professor, African American Studies and Criminology
The College of New Jersey

Attending IQRMI in summer 2023 was a transformative experience for me. After learning about IQRMI through a fellow alumnus, I came in with high expectations and a willingness to soak up everything like a sponge. What I experienced in those five days was so much more than in-depth training on intersectional qualitative methods. I engaged daily with scholars in my cohort, all of whom were BIPOC and came from diverse types of institutions (e.g., R-1, HBCU, teaching/liberal arts, etc.). These interpersonal interactions, between sessions, during lunch, and other social gatherings, helped foster camaraderie and community, which enhanced the collective experience.

A benefit of IQRMI was the exposure to several guest speakers who gave riveting presentations on topics like the intellectual history of intersectionality, protection and trust in human subject's research involving marginalized populations, and the dissemination of research utilizing digital media and translation into policy and intervention, to name a few. Each day was a full schedule of sessions that focused on a combination of qualitative (and in some cases, mixed methods) methodology, navigating the academy, and writing. One of many excellent attributes of IQRMI during summer 2023 were the faculty walkabouts. Attendees had the opportunity to meet with the affiliated faculty for one-on-one sessions to have dialogue, ask questions, and receive guidance on our respective research projects. Participating in IQRMI made me question my entire approach to qualitative research and equipped me with the tools to develop research questions, investigate problems, and translate findings into policy and intervention that is in sync with the spirit of intersectionality. Most importantly, I learned the importance of conducting and using qualitative research as an actionable tool to tackle real problems affecting underserved communities.

Reflections: 2023 IQRMI Scholars



Alyssa M. Ramirez Stege, PhD

Clinical Assistant Professor, School of Education
University of Wisconsin-Madison

As a first-generation, queer woman from a working-class family in Mexico, I migrated to the U.S. to pursue education as a way to gain power and influence to make critical changes to a broken mental health care system. I was naïve in thinking that the political rules of power here might be different from my home country. Now going into my fifth year as an Early Career Psychologist working within academia, attending IQRMI in Summer 2023 was a transformative experience to feel truly “in community,” learn critical skills and the “hidden curricula” that will help me persevere in my career path.

IQRMI felt like a parallel process of discovering self and intersectional qualitative inquiry as we learned more nuanced ways in which to understand, conduct and present our research based on our positionalities. Throughout our training, I heard loud and clear from faculty presenters and mentors an insistence on “rejecting metrics of erasure that the academy tends to privilege,” as Dr. Liu stated, to boldly weave ourselves into our work as a major asset and driver of our success. We embodied the goal of qualitative inquiry as “the transformation of understanding” (Sandelowski, 1997). Within and outside of the “classroom,” the cohort built a space to uncover and hold fears that diminish our creativity, and nurture each other’s talents. I was most humbled to learn alongside incredible peers doing outstanding work across the country. The biggest gift of IQRMI is building a network of scholars I can rely on for continued support, resource-sharing, and uplifting as we create more joyful futures in the academy.



Cassandra Mary Frances Young

Assistant Professor, Criminal Justice and Criminology
Sam Houston State University

I was fortunate to attend the IQRMI in summer 2023 and it was the highlight of my career. I participated with the intention of finally finishing a book proposal and revisit its preliminary data analysis. Before the workshop, I had serious doubts about the book, if the study worth revisiting, and if I was even worthy of being considered an “intersectional” scholar, and my qualitative skills. I was unsure if I could produce a truly intersectional analysis that interrogated identities, social stratification, and history of chattel enslavement and trafficking within the Black community that would do justice to the lived experiences that had been generously entrusted to me by survivors. IQRMI provided a space where I was allowed to work through the writing insecurities and receive constructive criticism. I had a supportive cohort of peers-turned-friends and mentors that truly care about our intellectual and spiritual growth as scholars.

Through the workshops, I did revisit my book proposal, my analysis, and overall methodological approaches I will be using onward. My proposed book, **Remnants of Chattel: Black Women, Sex Trafficking, and the Interrogation of “Human,”** has taken three years to write because of uncertainty and feeling that I had somehow lost my “voice” with what I wanted my book to be. Through the workshops, feedback, and heart-to-hearts that IQRMI provided, I have a book proposal that truly feels like my voice and is a manifestation of years of hard work and dedication to creating a just world for Black women and girls.

Reflections: New Staff



Katherine Van Nuys, MPH

CRGE Research Coordinator

August 2023 – present

Katherine received her Master of Public Health with a concentration in Maternal and Child Health from George Washington University, Milken School of Public Health, in May 2023. Prior, she received her BS in Neuroscience from Virginia Tech in 2020. With an interest in mental health, Katherine has worked for the National Alliance on Mental Illness (NAMI) and the Depression and Bipolar Support Alliance (DBSA). She worked as a Student Research Assistant at GWU, researching and reporting on recommendations for maternal and perinatal services in Washington, D.C. Her research interests within maternal and women's health take an intersectional approach of gender, race/ethnicity, and class.

I pursued the opportunity of Research Coordinator at CRGE as I wanted to grow as a researcher and expand upon my schooling to better understand intersectional work. It has been one of the most fruitful experiences in my professional career – I have learned so much while recognizing I still have so much to learn. I have contributed to the proposal development and grant writing process, became knowledgeable of the complexity that is academic research, and have evolved my own critical analysis of intersectionality. As CRGE's Research Coordinator, I am constantly motivated to promote equity and committed to engaging in research that voices the experiences of traditionally and historically underrepresented minority students, scholars, and leaders.

While I have been challenged to juggle CRGE's multiple projects and programs, I have received immense support from Dr. Zambrana as she has invested time to help me learn and grow in my role. I am tremendously fortunate to work beside Dr. Zambrana, whose attention to mentoring has allowed me to flourish professionally and personally. Dr. Zambrana has taught me to embrace la vida loca (this crazy life), as there is much to learn from even the smallest experiences or lessons.



Raquel Vazquez

CRGE Program Assistant

August 2022 – present

Raquel graduated from the University of Maryland, College Park with a BA in Women, Gender, and Sexuality Studies (WGSS) and a minor in U.S. Latina/o Studies. After graduating, Raquel has continued to work at the Consortium on Race, Gender, and Ethnicity as a Staff Assistant to the Director while applying to graduate school for the Fall 2024 application cycle. Her research examines visual media to understand how Central American women use memory as a method of resistance and protest within the U.S. and throughout Central American diaspora.

I began my journey at the CRGE in the Fall of 2022 as a technology apprentice inside Dr. Zambrana's classroom for WGSS Senior Seminar "Health Inequality and Social Determinants: How Race, Ethnicity, Class, and Gender Matter." I continued to work at the CRGE as a Research Assistant and soon after as Staff Assistant to the Director. My time at the CRGE has provided insight into the intricacies of the research process and what it means to implement the values of intersectionality. The invaluable experience of being a part of the archival process for Dr. Zambrana's personal history and the CRGE's departmental history has solidified my goal of using community archives within my own work.

🧡 Congratulations to Raquel for her recent admittance to the UCLA doctoral program in Fall 2024!

Reflections: Graduate Research Assistant



Naomi Whitaker, MPH

Naomi is a first-year doctoral student in the School of Public Health's Family Science Department. Her research interests are broadly focused on the impacts of racism on education, mental health, and ethnic identity among Black youth and young adults. Naomi is committed to work and service to uplift the Black community as demonstrated in her founding of the first Association of Black Public Health Students organization at the University of Maryland.

As a Research Assistant at CRGE, I have learned more about the tedious, yet beautiful process of research. This work has exposed me to various frameworks and resources that can be used to conceptualize racism in its many forms. Working on projects centered around higher education has increased my skillsets as a multifaceted researcher. I have been able to challenge myself by working in a new topic area, while sharpening my project management, literature review, and qualitative data skills. As I work at CRGE, I continue to learn the challenges of research. While research may appear as a streamlined process, actual research is an iterative process that entails a lot of brainstorming, continuous conversations, flexibility, and persistence. In my future career, I will apply the skills and values that I have learned at CRGE to take on tough problems in my community and persist to find solutions.

Congratulations to Professor Zambrana for her mentorship recognition in the College of Behavioral & Social Sciences article!



The article "Mentorship is Always on the Menu at Ruth Enid Zambrana's Kitchen Table" dives into the relationship of space and mentorship experienced by her mentees. The article emphasizes the importance of mentorship in Dr. Zambrana's academic career and personal experiences. She recalls the role of her mentors at Boston University while pursuing her Ph.D.—detailing the unwavering guidance, support, and generosity she aims to provide to the next generation of underrepresented scholars. Dr. Zambrana states that "[m]entoring is part of my spirit, part of my philosophy, and part of my sense of giving back;" these sentiments are exemplified by five mentees interviewed, among the 20-30 students and faculty, who have taken part of the mentorship process that takes place at her kitchen table.

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

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.

Neda Atanasoski

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

- Equilibrium Lecturer on Surrogate Humanity: Race, Robots and the Politics of Contested Futures at Brown University (February, 2023)
- Mellon Foundation program grant recipient, "Affirming Multivocal Humanities" (2023-26)
- Atanasoski, N., & Vora, K. (Eds.) (2022). *Postsocialist Politics and the Ends of Revolution*. Routledge Press.

Nilsa Burgos

Retired Professor, Social Work

- Zambrana, R.E., Lovato, K., & Burgos, N. (In Press). *Evaluation Practices and Dilemmas: Lessons Learned in Evaluation Outcomes and Sustainability in Latin American Countries*. *New Directions for Evaluation*.

James Butler III

Associate Professor, Behavioral and Community Health

- Kidanu AW, Kidanu TW, Butler J, Dyer TV (2023). A Qualitative Analysis of Ethiopian and Eritrean Americans' Initiation and Continuation of Hookah Smoking. *Journal of Ethnicity in Substance Abuse*. DOI: <https://doi.org/10.1080/15332640.2021.1877230>
- Woodard N, Butler J, Ghosh D, Green, KM, Knott CL (2023). The Association Between State-level Structural Racism and Alcohol and tobacco use Behaviors among a National Probability Sample of Black Americans. *Cancer Epidemiology, Biomarkers, & Prevention*. DOI: <https://doi.org/10.1158/1055-9965.EPI-23-0873>

Sharon L. Fries-Britt

Distinguished University Professor, Counseling, Higher Education, and Special Education

- Appointed Distinguished University Professor, 2023
- Fries-Britt, S.L., & Kelly Turner, B., (2023). *Black Women Navigating the Doctoral Journey: Student Peer Support, Mentorship, and Success in the Academy*. Routledge Press.
- Keynote speaker, Princeton University Academic DEI & Climate Committee (March 24, 2023)

Judith P. Hallet

Professor Emerita, Classics

- Ladislaus J. Bolchazy Pedagogy Book Award at the 2023 annual meeting of the Classical Association of the Middle West and South for her book *Ancient Women Writers of Greece and Rome* (Routledge 2022) co-authored with Bartolo A. Natoli and Angela Pitts.
- The Randall Howarth Award for Excellence in Mentoring from the Association of Ancient Historians at their April 2023 annual meeting at Florida State University in Tallahassee.
- Hallet, J. P. (2022). The Gender and Third-Person Parameter in the Shaping of First-Person Discourse in Roman Literature. In L. Cordes & T. Fuhrer (Eds.) (2022). *The gendered 'I' in ancient literature: Modelling gender in first-person discourse* (pp. 9-24). De Gruyter. <https://doi.org/10.1515/9783110795257>

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.

Christina B. Hanhardt

Associate Professor, American Studies

- Gore, D.F., & Hanhardt, C. B. (Eds.) (2023). State/Power, *Women's Studies Quarterly*. Vol. 51, No. 1 & 2.
- "Safe," *Keywords Now: Pandemic*, 2023:
<https://keywords.keywords2.hosting.nyu.edu/pandemic/essay/safe/>

Sahar Khamis

Associate Professor, Communication

- Elected as the new President of the Arab-US Association for Communication Educators (AUSACE), 2023
- Elected as the new Chair of the Spiritual Communication Division at the National Communication Association (NCA)
- Khamis, S. (2023). Effective Countering Islamophobia Strategies in the Digital Age: Three Approaches. *Islamophobia Studies Journal*, 8(1). <https://doi.org/10.13169/islastudj.8.1.0025>

Steven J. Klees

Professor, International Education Policy

- Klees, S. (2024). Why SDG4 and the other SDGs are failing and what needs to be done. In D. B. Edwards, M. N. Asadullah, & A. Webb. (Eds.), *Critical perspectives at the midpoint of SDG4* (pp. 1-4). *International Journal of Educational Development*.

Siv B. Lie

Associate Professor, Music

- Lie, S. B. (2023). 13. Playing for a public: French Manouche commemorations of Roma genocide. *Revue d'Histoire de la Shoah*, 217(1), 367-388.
- University of Strasbourg Institute for Advanced Study Fellowship for 2023-24, to conduct research for a project titled "[Memory Works: Variations of Genocide Commemoration by French Manouche Artists.](#)"
- Fall 2023 semester in residence at the University of Strasbourg.

Bayley J. Marquez

Assistant Professor, American Studies

- Marquez, B. J. (2024). *Plantation Pedagogy: The Violence of Schooling across Black and Indigenous Space* (Vol. 72). Univ of California Press.

Joseph B. Richardson

MPOWER Professor of African-American Studies, Medical Anthropology and Epidemiology

- Elected member, National Academy of Medicine Class of 2024.

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.

Mia Smith-Bynum

Associate Professor, Family Science

- American Psychological Association, APA Task Force on Inequities in Academic Tenure and Promotion. (2023) APA Task Force Report on Promotion, Tenure and Retention of Faculty of Color in Psychology. Retrieved from <https://www.apa.org/pubs/reports/inequitiesacademic-tenure-promotion.pdf>.
- American Psychological Association, The Tenure and Promotion for Faculty of Color: Executive Summary. APA Task Force on Inequities in Academic Tenure and Promotion. (2023) APA Task Force Report on Promotion, Tenure and Retention of Faculty of Color in Psychology. Retrieved from <https://www.apa.org/pubs/reports/inequitiesacademic-tenure-promotion.pdf>.
- American Psychological Association, The Tenure and Promotion for Faculty of Color: A Suggested Blueprint for Academic Administrators. APA Task Force on Inequities in Academic Tenure and Promotion. (2023) APA Task Force Report on Promotion, Tenure and Retention of Faculty of Color in Psychology. Retrieved from <https://www.apa.org/pubs/reports/inequitiesacademic-tenure-promotion.pdf>.

Jennifer D. Turner

Associate Professor, Reading Education

- Turner, J.D (2023). Celebrate with me: A Black adolescent girl's speculative multimodal design of intersectional college and career futures. *EnglishTeaching: Practice & Critique*. Advance Online Publication.
- Turner, J. D., & Castle, S. T. (2023). Picturing persistence: High-achieving Black undergraduate women's photographs of community cultural wealth in the COVID-19 pandemic. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000467>
- Served as ADVANCE Professor for the College of Education

Psyche Williams-Forson

Professor and Chair, American Studies

- James Beard Award in Food Issues & Advocacy, an award dedicated to celebrating books that include investigative journalism, food policy, deep dives, and critical analysis of the changing social landscape (2023). <https://uncpressblog.com/2023/06/06/psyche-a-williams-forson-wins-2023-james-beard-award/>
- Psyche Williams-Forson (2023) One bad apple: Black women, the Anthropocene and the hypocrisy in food conversations, *Agenda*, 37:1, 38-48, DOI: [10.1080/10130950.2023.2212013](https://doi.org/10.1080/10130950.2023.2212013)

Clara Irazábal Zurita

Professor and Director, Urban Studies and Planning Program

- 2023 Edward Blakely Award from the Association of Collegiate Schools of Planning (ACSP) and the Planners of Color Interest Group (POCIG). This achievement award is given "to a worthy honoree who has supported the cause of social justice, particularly in urban planning or development, for communities of color." Read the interview by the Association of Collegiate Schools of Planning [here](#).
- McManus, S. and C. Irazábal. "Migration and Integration of Middle-Class Venezuelans in Costa Rica: Drivers, Capitals, and Livelihoods." *Wellbeing, Space & Society*. 5(100151): 1-13, 2023. <https://www.sciencedirect.com/science/article/pii/S2666558123000246>
- Irazábal, C. and P. Jirón Martínez. "Latin American Smart Cities: Between Worlding Infatuation and Crawling Provincializing." *Urban Studies*, 58(3): 507-534, 2020. This article was included in Ortiz, C. (ed.) *Latin American Cities [Special Virtual Issue]*, *Urban Studies*, online first, 2023. <https://journals.sagepub.com/doi/full/10.1177/0042098020945201>

ACKNOWLEDGEMENTS

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

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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.

