



COMMISSION<sub>ON</sub>  
DIVERSITY<sub>AND</sub>  
INCLUSION

# Race & Ethnicity Center Report

Submitted to:  
Chancellor Mark S. Wrighton  
Provost Holden Thorp

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December 8, 2016

# Recommendations for Race & Ethnicity Center



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Last year the Chancellor and Provost charged Washington University's Commission on Diversity & inclusion with making recommendations to implement a 12-point action plan designed to make Washington University a more diverse and inclusive community. Action item 4 from the Steering Committee is "The University will consider and evaluate a possible race/identity/social justice institute with the help of a faculty-led Task Force."

The Commission convened a Task Force to consider a University-wide institute in February 2016. The Task met from February through May suspended work for the summer, and resumed work in September. After extensive consideration and consultation, the Task Force strongly recommends that Washington University create a University-wide research center focused specifically on race and ethnicity. We envision the center would serve three broad primary purposes: promote outstanding research that helps shape national conversations on race/ethnicity; facilitate student learning and research on race/ethnicity; provide an infrastructure for our faculty members to intervene in public discourse and policy design, including addressing local and regional needs. Additional anticipated benefits include addressing curricular needs for undergraduate and graduate students, especially in the fields of Asian-American, Latinx, and comparative race/ethnicity studies; recruitment and retention of faculty members; and providing an infrastructure to invite outstanding scholars to spend time at Washington University, e.g., post-doctoral fellows and visiting scholars. Finally, we envision creating landmark physical space that would nurture scholarly community and help

drive conversations and programming related to research on race/ethnicity.

The Task Force comes to this recommendation after considerable deliberation that included extensive consultation with internal stakeholders and external experts. First, the Task Force spent considerable time ensuring that we had sufficient information about the current landscape for race and ethnic studies at Washington University. We surveyed the existing infrastructures and also met with the Dean of Arts & Sciences, Barbara Schaal; the directors of the African & African-American Studies and Latin American Studies Programs at Washington University; the then Executive Director of the Gephardt Institute for Civic & Community Engagement, Amanda Moore McBride, and her Director, Stephanie Kurtzman; and the then Director of the Center for Diversity and Inclusion, LaTanya Buck. We also solicited input from Michael Sherraden, founder and Director of the Center for Social Development and the George Warren Brown Distinguished University Professor in the Brown School. We did benchmarking to understand how Washington University compares to other universities with regard to resources and support for faculty members and students engaged in race

studies. To understand the potential academic value of a race/ethnicity center we conducted a survey of the faculty. We supplemented the survey with exit interviews and focus groups with underrepresented minority faculty members designed to understand not only the academic value but also the potential recruitment and retention value of such a center. Vice Provost Adrienne Davis also met with the director of the Kathryn M. Buder Center for American Indian Studies and the faculty heads of the [Collaboration on Race, Inequality, and Social Mobility in America](#) (CRISMA) in The Brown School. To understand how a race and ethnicity center might support student learning and research we invited student members of the Task Force to present their views on the potential value and usefulness to students of a race/ethnicity center and also convened a student focus group. To deepen our understanding of how academic research can shape policy, one Task Force member, Professor Odis Johnson, traveled to the Urban Institute to learn about their public policy work. Finally, the Task Force invited the directors of some of the University's signature University-wide centers to share their experiences and advice for success (the Director of the Danforth Center on

Religion and Politics, the Director and Associate Director of the Center for the Humanities, and the Deputy Director of the Institute for Public Health). In this same vein, we met with Evelyn Hu-Dehart, former Director of the Center for the Study of Race and Ethnicity in America at Brown University and the founding Director of the Center for Studies of Ethnicity and Race in America at University of Colorado at Boulder. We also conducted a Skype discussion with Cathy Cohen, former Director of one of the leading race centers in the country, the Center for the Study of Race, Politics, and Culture at the University of Chicago (Cohen led the Center from 2002–05). Finally, the Task Force toured the new center space in Hillman Hall to understand how physical design can support research and collaboration.

All of these discussions and findings informed the Task Force deliberations and our ultimate conclusion that Washington University would benefit significantly from a carefully designed University-wide center for the study of race and ethnicity. Indeed, global research universities tackle great problems, and race comprises one of the greatest challenges of our times. While Washington University has an outstanding African and African-American Studies department in the College of Arts & Sciences, the University lacks a University-wide infrastructure that facilitates the comparative study of race/ethnicity and faculty member engagement in shaping national and local policy. Moreover, there is a vacuum regarding institutional research and learning on two of the fastest growing groups in the country, Hispanics and Asian Americans. The recently launched minor in Asian-American Studies begins to address this, but already faculty members and students are calling for a deeper infrastructure to support it. Finally, while many faculty members

have expressed interest in finding ways to connect their research on race to local St. Louis needs, Washington University currently lacks a single through point to engage the St. Louis community in our research on race. We believe that through strategic decision making and careful, yet significant investment of resources, Washington University can join a small number of research universities as a national leader in the comparative study of race and ethnicity. We also note that, given the events of the last two years, the need for academic leadership in research and learning, data dissemination, policy work, and modeling and shaping engaged, civil conversations on race and ethnicity is an acute national need.

We stress that the seven school deans will be crucial partners with a race/ethnicity center. They will establish the faculty lines, research metrics and indicators, workload expectations, and student enrollment. In particular, should a center pursue cluster hiring—one of the most successful strategies for facilitating research excellence and recruiting and retaining underrepresented faculty—the University’s deans will need to be active partners in setting the research and curricular goals. We firmly believe that a successful race/ethnic studies center will catalyze the publications, awards, student interest, and other measures of faculty recognition that our deans value and actively encourage in their schools.

Issues of race and ethnicity, locally, nationally, and globally are some of the most acute ones of our time. Research universities tackle and solve pressing issues. Washington University’s research strengths range from curing cancer to predicting judicial behavior to how to optimally structure organizations. We should similarly be national, research leaders in race

and ethnicity. This includes not only research and teaching, but also actively shaping the regional and national debates that grow more complex and challenging every day. Closer to home, deepening our research and teaching strengths in these key areas is crucial to our mission, given our campaign to diversify both our undergraduate population and our faculty. It is also an imperative, as the nation becomes more and more diverse. This is true not only of the growing numbers of people of color, but also the need to better understand how race is operative in the lives and communities of white Americans, including how it intersects with gender, geography, and socioeconomic status. Washington University has unique opportunities in this area—some are inherent in the University’s location in St. Louis; we are poised to become a research and academic destination for the study of race and especially issues of race and ethnicity in the urban core. The Mellon Foundation has recognized this through a transformative grant to the Center for the Humanities in Arts & Sciences and the College of Architecture and Graduate School of Architecture and Urban Design, *The Divided City: An Urban Humanities Initiative*. Other opportunities stem from our current national political moment, in which questions of race and ethnicity are suddenly on the agenda in new and disturbing ways. Finally, more attention is being focused on the “Heartland red states,” with Washington University situated squarely in the middle, almost uniquely among elite private research universities. To retain and continue to enhance our stature as a global research university, Washington University must deepen our research, teaching, and learning in race and ethnic studies, including forging new interdisciplinary collaborations and shaping policy discussions and solutions.

## RECOMMENDATION #1

Based on all of our deliberations and consultations, outlined in the next section, the Task Force strongly recommends that the University create a University-wide center for the study of race and ethnicity. We believe that such a center should serve three broad primary purposes: promote outstanding research that helps shape national conversations on race; facilitate student learning and research on race/ethnicity; and provide an infrastructure for our faculty members to intervene in public discourse and policy design, including addressing local and regional needs. We elaborate each of these in turn.

A race and ethnicity center should have an expansive scope and one that is not limited by existing fields of study. It should, of course, support the outstanding research already being done in African and African-American Studies at Washington University. This includes providing mechanisms for community research and policy work, and for undergraduates majoring and minoring in AFAS to supplement their research and coursework with inquiries into comparative race studies. It should also provide an infrastructure to grow research and learning in both Latinx and Asian-American Studies, for which our students and faculty members have been calling for many years. Finally, a research center on race and ethnicity should anticipate emerging areas of interest, e.g., Afro-Latino Studies, Afro-Latin American Studies, and Southeast Asian Studies. Moreover, it should support students in designing innovative individual research projects and studies that exceed and transverse the main existing, identity-based fields of race studies.

### Promoting Research Excellence

The primary goal of a University-wide center must be to encourage, support, and facilitate research at the highest levels of rigor and impact. The Task Force recommends that significant thought be put into designing an optimal infrastructure that can support the multiple forms of research and scholarly excellence across our seven schools. Key resources could include the following:

- support for pursuing and administering high-impact grants;
- release time to pursue research, e.g., competitive faculty fellowships;
- small grants to support discrete research projects;

- offering Washington University faculty members the ability to “curate”<sup>1</sup> resources to support one’s research, e.g., directing vertical seminars, leading colloquia, convening conferences, or directing themed post-doctoral fellowships;
- coordinating research actively facilitating connections across our campuses to yield novel and transformative collaborations;
- partnering with the Washington University Libraries to compile a “race archive” of special collections and papers, artworks, etc. and facilitating academic research and broader engagement with these collections and archives to further exploration of race and ethnicity<sup>2</sup>;
- serving as a clearinghouse for key University research resources in race/ethnicity studies.

In addition to these supports for Washington University faculty members, a center should provide an infrastructure for visitors, fellows, and speakers to ensure that the top scholars and policy makers in race studies are regularly on campus and that Washington University becomes viewed as a must visit “mini think-tank” for race studies. Key resources could include:

- Short and long-term visiting fellows;
- Named lecturers;
- Post-doctoral fellows.

The Task Force anticipates that a center that supports research excellence in race and ethnic studies will have the inevitable result of achieving another key goal, building a sustainable internal scholarly community for race and ethnic studies. As reiterated time and again, in focus groups, exit interviews, and other meetings, without an infrastructure to support race studies across the University, Washington University will struggle to recruit top scholars in the field, continue to lose outstanding colleagues to peer universities with better support, and suffer the accompanying effects on our students.

As the Task Force was completing its work, African & African-American Studies became a department in Arts & Sciences. With this recognition, AFAS will be able to make its own hires, develop its own curriculum, and launch research initiatives. The Task Force anticipates that a deep set of partnerships

<sup>1</sup> The former director of the Center for the Study of Race, Politics, and Culture at the University of Chicago said that faculty rotate “curating” a colloquium each quarter.

<sup>2</sup> As noted above, these include the Eyes on the Prize collection, Margaret Bush Wilson papers, and the Henry Hampton archives, among others.

and relationships will organically unfold between AFAS and a University-wide race institute. We believe this similarly to be the case with the Latin American Studies Program and the Buder Center. Although the Task Force did not meet with East Asian or South Asian Studies, we anticipate they would also be important partners for a race and ethnicity center. Faculty members in these areas have expressed great interest in Asian American Studies. Their engagement with the Asian American Studies minor is extraordinarily important to sustain the minor at its current stage, and will be critical to the growth of the minor in the future. Should the minor be housed in a race and ethnicity center, this will naturally facilitate interactions and partnerships with East Asian and South Asian Studies. All of these collaborations will yield significant research and curricular innovation and excellence.

### Shaping Public Discourse and Policy

The faculty members with whom the Task Force met and surveyed reiterated the need to not only conduct outstanding scholarship on race and ethnicity, but to find ways to disseminate their research to shape and intervene in public discourse and policy design on race. This was equally true at the national, global, and local levels. Research excellence with a transformative, real world impact is the hallmark of a global research University. Members of our faculty are eager to translate their scholarly insights into concrete policy proposals and design and also to shape national conversations about one of the most acute challenges of our time, race. The Task Force recommends that a race/ethnic studies institute facilitate dissemination and public policy work. This will take different shapes at different levels. At the national and international level, a center can explore partnering with a dissemination partner, akin to the Center for the Study of Race, Politics, and Culture at the University of Chicago. One possibility would be to broaden and deepen the University's relationship with the Brookings Institute to include a race and policy initiative. Another would be to seek a media partner. The Center for Dissemination and Implementation at the Institute for Public Health offers an internal model and best practices for how to disseminate and publicize intellectual work and research outcomes.

At the regional and local levels, faculty members are searching for ways to bring their research to bear to address local and regional needs. Again, given the range of disciplinary work, we note this would necessarily take different forms. Some faculty members are most interested in community-engaged research. Others envision writing solicited white papers for local or regional agencies,

institutions, or organizations. Some faculty members are interested in partnering with other anchor institutions in St. Louis, e.g., Harris-Stowe, on research or curricular initiatives. Like many urban universities, Washington University seeks a difficult balance in both serving our academic mission and meeting our community obligation as a citizen of St. Louis. The Task Force notes that a race and ethnicity center addresses both of these needs directly. We anticipate that a successful center would promote research excellence, some of which would be directed to address and meet critical community needs. The Gephardt Institute expressed interest in a deep partnership with a race/ethnicity center in areas of overlap. Of course, the nature and scope of academic research vary markedly across the University's schools and academic departments. Schools that recruit faculty members into center appointments should value and support this important aspect of their work through the hiring, appointment, and tenure review processes (see Report 7 on Tenure Standards).

### Faculty Recruitment and Retention

As the survey, exit interviews, focus groups, and other discussions all suggest, it is extremely probable that creating a community of research and learning excellence, and enhancing research ties with the St. Louis community, will have a significant effect on the recruitment and retention of outstanding faculty members, including faculty members of color. In addition, creating degree granting programs will not only validate and encourage student interest in this topic area but allow for recruitment of faculty members to teach in these areas. Reiterating a point that was raised repeatedly in the focus groups, much will turn on the design of a center and its leadership.

- In conjunction with the schools, the center should lead searches for newly created faculty hires, with tenure lines in the schools and appointments in the center. Faculty members with center appointments will teach in the center's curriculum and also participate in its core governance.
- Establish protocols for existing faculty members to affiliate with the center, e.g., as affiliates, short-term fellows, grant awardees, etc.
- To achieve the recommended goals of rigorous, collaborative, expansive community and deep engagement with student research and learning, the Task Force recommends that significant thought be given to the requisite characteristics of an executive director.

## Race, Racism, and Population Health

Numerous senior public health scholars have written on the magnitude of the gaps in health across race. In fact, the National Center for Health Statistics provides an annual update on health disparities. Furthermore, the U.S. Department of Health and Human Services, Healthy People 2020 goals for the nation, adopts the social determinants of health approach and emphasizes social, economic, and environmental factors contributing to health inequality. These disparities span across the life course from infant mortality, to infection, and chronic diseases, and overall mortality. Furthermore, racism and health inequities can be viewed from a lifecourse perspective.<sup>3</sup> Disparities may arise from different effects of risk factors across races, from differential education and health literacy and access to preventive services, and differential treatment and adherence reflecting provider level discrimination. One researcher summarizes it well: “inequalities in health are created by larger inequalities in society.”<sup>4</sup> Important research questions remain to address the persistent disparities in health care and to address discrimination at the interpersonal and structural level. In particular, one researcher calls for rigorous methods for the scientific study of discrimination and health including conceptual clarity of realities of racism; careful attention to domains, pathways, level, and spatiotemporal scale, in historical context; and again, both individual and structural level measures.<sup>5</sup> There is much opportunity to integrate social determinants of health, behavior, biology and access to services, into studies

of health disparities by race, and to develop policies and practices to ameliorate these societal burdens.

Given Washington University’s NIH funding and our HHS priorities, we are well situated in St. Louis to become the national leaders in the study of health disparities (by race and ethnicity and also rural, urban, and socioeconomic indicators). The University has a cadre of faculty doing research in health disparities, across OB/GYN, medicine, oncology, orthopedics, gastroenterology, heart disease, and more. This work and these collaborations transverse the campuses, and include all seven of our schools.

## Teaching and Learning

Teaching, learning, and facilitating student research are a core part of Washington University’s mission. Given our extensive assessment of the current landscape for race/ethnicity studies, benchmarking against other institutions, and discussion with students, the Task Force believes there is an existing gap and significant opportunity for a center to support student learning and research in race studies. Washington University rightfully prides itself on not only the numbers of our undergraduates who pursue graduate education, but also their outstanding preparation. Yet students reiterated the difficulty of finding courses, research opportunities, guidance, meaningful and effective mentoring, and professional development in race studies. This sentiment was especially pronounced among the students of color with whom the Task Force met and spoke.

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## RECOMMENDATION #2

Accordingly, we recommend that a race and ethnicity center be designed to include a student learning and research arm that will:

- Collaborate closely with the African & African-American Studies department on discrete initiatives;
- Collaborate closely with existing area studies departments, including Latin American Studies, East Asian Studies, and South Asian Studies, which have connections to both Latinx and Asian American Studies;
- Explore the possibility of a Comparative Studies of Race

and Ethnicity undergraduate major and/or minor;

- Through coordination of existing courses and careful addition of new ones, design and house minors in new fields of study. This would presumably include housing and growing the new Asian-American Studies minor (which has expressed interest in being housed in the center), as well as potentially developing programs of study in Latinx Studies, Indigenous Studies, etc. (The Director of the Buder Center surveyed the undergraduate curriculum and determined that there are sufficient existing courses to offer a minor, with the requisite coordination.) We note that these might be developed as “tracks” within a Comparative Race Studies

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<sup>3</sup> Gee GC, et al A Life Course Perspective on How Racism May Be Related to Health Inequities. *Am J Public Health.* 2012;102: 967–974. doi:10.2105/AJPH.2012.300666)

<sup>4</sup> Williams D Miles to Go Before We Sleep: Racial Inequities in Health, *J Health Soc Behav.* 2012 September; 53(3): 279–295. doi:10.1177/0022146512455804. Others have systematically reviewed the scientific literature on the prevalence, perception of and effect of racial/ethnic discrimination and institutional racism within health care settings. Shavers VL, et al. The State of Research on Racial/Ethnic Discrimination in The Receipt of Health Care, *Am J Public Health.* 2012;102:953–966. doi:10.2105/AJPH.2012.300773

<sup>5</sup> Krieger N. Methods for the Scientific Study of Discrimination and Health: An Ecosocial Approach *Am J Public Health.* 2012;102:936–945. doi:10.2105/AJPH.2011. 300544

undergraduate major or as stand-alone minors;

- Coordinate a graduate certificate in Comparative Race & Ethnicity Studies;
- Facilitate undergraduate research on race across the disciplines;
- Mentor the next generation of race and ethnicity studies scholars;
- Serve as a clearinghouse for students to find courses and research opportunities in race studies across the University.

Student members of the Task Force were highly enthusiastic about the above recommendations. Likewise, undergraduate students were excited about a mentoring seminar that would focus on providing research opportunities, academic mentoring, and professional development to prepare them to pursue graduate work that engages the study of race and ethnicity. These sentiments were strongly echoed in the student focus group. The Task Force noted that the Mellon Mays seminar shares this mission, but can serve only 6-8 students a year. One person said, “Take some of the Mellon Mays best practices and scale them!” One indicated that students may know they want to pursue graduate studies in race, but they are uncertain, “What do I need to do next?” and “How do I incorporate my passion into an academic career?” This may be especially true of students of color who expressed difficulty in accessing academic role models and mentors. The Task Force believes that this investment in undergraduate training and research will yield significant benefits, including the kinds of honorific fellowships that lead to stellar graduate studies and academic careers.

Finally, undergraduates also anticipate that a race and ethnicity center will facilitate hiring more faculty members of color, emphasizing this is an institutional necessity across all schools and disciplines. They emphasized they are seeking faculty members who are passionate about race studies and influential in the field. They want those hired to engage

with a race and ethnicity center to value mentoring students and understand the importance of informal academic interactions, especially with students of color and other marginalized identities.

There are also opportunities to involve graduate students in this work with undergraduates. Following University of Chicago’s model, graduate students might serve as undergraduate preceptors, training undergraduates in research methods and supporting undergraduates in both doing research for faculty members and also designing their own research projects. Students especially reiterated the need for training and research opportunities in the humanities and also a desire to do community-engaged research. The center could also offer competitive graduate student fellowships that would support outstanding research and strengthen the portfolios of graduate students as they search for employment. Lastly, a center for race and ethnicity could support graduate student-faculty working groups that promote cross-disciplinary research, program collaboration, and mentorship for next-generation scholars.

The Task Force notes as potential models Duke’s John Hope Franklin Humanities Institute and the CSRPC. The John Hope Franklin Humanities Institute houses several research labs designed “to engage undergraduates in advanced research alongside faculty and graduate student mentors and collaborators. Each Lab is organized around a central theme and a constellation of research projects that bring together faculty and students from across the humanities and other disciplines.” University of Chicago’s Center for the Study of Race, Politics, and Culture houses an undergraduate Comparative Race & Ethnic Studies major and minor which “provides students interested in the study of race and racialized ethnic groups with the opportunity to take courses and participate in programs that illustrate how race and ethnicity and their structural manifestations impact and shape our lives on a daily basis.” Similarly, the UNC-Duke Consortium in Latin American Studies offers an ideal model for graduate student-faculty working groups, in addition to support for undergraduate and graduate student research.

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### RECOMMENDATION #3

Finally, a race and ethnicity center would be a logical partner with the Center for Diversity & Inclusion, which educates students on diversity issues and advocates for their needs. Students astutely noted that the curricular and co-curricular lives are seamless to them. Accordingly, they are eager for opportunities to engage with their professors on new,

challenging, and difficult topics in race and ethnic studies. At the same time, our faculty members have expressed their desire to lend their scholarly expertise to give historic and cultural context to ideas and incidents, and to help intervene or resolve issues. At the same time, a race and ethnicity center can facilitate the informal mentoring relationships and organic opportunities for connection and collaboration

that our students and their professors desire to have with each other. Finally, the Center for Diversity & Inclusion itself seeks to engage members of the faculty in its work. For all of these reasons, a partnership seems logical, inevitable, and invaluable.

### Potential Center Design

While we envision the Center housing the Asian-American Studies minor and potentially minors in Latinx Studies and Indigenous Studies, we do not recommend an identity based design or infrastructure. Instead of organizing itself along the lines of Black Studies, Asian-American Studies, and Latinx Studies, we recommend the center embrace an organizational model that can support existing and emerging fields of inquiry and study. Its main arms can be designed along the following lines: research and scholarship, policy design and research dissemination, undergraduate and graduate curriculum and research, and potentially a community clearinghouse that facilitates research, engagement, and support (perhaps in partnership with the Gephardt Institute and/or Institute of Public Health). In addition, a center can facilitate and support research and curricular integration of key archives and special collections housed at Washington University, e.g., the Henry Hampton archives, the Margaret Bush Wilson papers, and the Eyes on the Prize collection. Some believe these special collections have been under-utilized; a key role for the center could be showcasing these unique research resources in an efficient and accessible manner. The center can also house and support thematic research initiatives. For instance, Harvard's Hutchins Center houses eight research institutes focusing on Afro-Latin America, Jazz, Race and Cumulative Adversity, and Race and Gender in Science and Medicine. Parallel opportunities at Washington University might include a public health initiative, and research clusters centering on segregation and spatial justice, global histories of race and ethnicity, and visual culture.

The center should be conceived as an active incubator. It should not limit itself to existing definitions or understandings of race. Rather, it should function as a nimble and flexible partner institution that empowers existing programs to grow and new programs to emerge, without foreclosing in its design the ways in which discussions about race, internally or nationally may evolve. By the same token, it should be viewed as a long-term institution, not something coterminous with its current director or that is purely reactive to a specific moment, thereby becoming obsolete over time.

Multiple designs could facilitate the envisioned mission

and goals of a race and ethnicity center. In conceiving the design, the Task Force recommends that thought be given to other institutional goals, including offering mid-level faculty leadership opportunities that will both support their research and professional development. The tripartite goals of research and learning excellence, influencing policy, and addressing community needs can be achieved alongside promoting leadership opportunities by creating an executive director who oversees directors of, e.g., research, student learning and curriculum, public policy, and community engagement. An alternate possibility is that faculty members would direct discrete research initiatives, e.g., on health disparities or comparative race studies. In either case, the Task Force is recommending the University consider an infrastructure in which directing resources is "democratized" under a strong executive director who sets and executes the broader vision for race studies. If this approach is undertaken, we note the executive director will need to be not only a highly regarded scholar and leader, but also someone with demonstrated management skills.

Because the Task Force recommends a design that will actively include both the Danforth and medical campuses, we encourage the center to report to the Provost, as other key a University-wide centers do. We will submit shortly a separate document outlining a potential budget. We recommend the center be housed in physical space on the Danforth Campus. Based on our tour of Hillman Hall, wherever possible, a flexible design that allows nimbleness in supporting what we predict will be ever evolving changes in research and collaborative needs. We suggest the space include, or be immediately proximate to, faculty offices, student research areas, classroom and exhibit space, and social space that could also be utilized for programming/events. Such space is not only necessary to accommodate the scope of the race and ethnicity center as we envision its components, reach, and impact; it would also communicate powerfully the University's commitment to advancing the study of race and ethnicity, the centrality of race studies on our campus, and the University's understanding of these issues at the very core of our mission and contribution to the world.

### Challenges

The Task Force is aware that there will be inevitable challenges in designing a University-wide research center. Chief among them is the very strength of Washington University—our excellence across multiple disciplines with distinct research norms, ambitions, and needs. As medical faculty members reiterated in focus group discussions, their

research needs are distinct. In addition, even on the Danforth campus, social scientists, scientists, humanists, and the professional schools engage in research that is highly variant. The Task Force urges the University not to shy away from this challenge. To the contrary, faculty members overwhelmingly cited collaboration, and in particular interdisciplinary collaboration, as one of the chief attractions of a University-wide race studies center. One approach is to consider research initiatives topically rather than methodologically, e.g., health disparities is an area in which many disciplines would have an interest. The Task Force encourages the University's senior leadership to consider an innovative design that can accommodate the multiple modes of research excellence, promote collaboration, and value interdisciplinarity.

We note that other highly regarded, influential race and ethnicity centers have actively positioned interdisciplinarity as a key part of their mission. For instance, University of Chicago's CSRPC and Stanford's Center for the Comparative Study of Race and Ethnicity both make their commitments to interdisciplinarity explicit and include medical colleagues among their affiliated faculty.<sup>6</sup> Hence, a careful design, which positions interdisciplinary collaboration as part of a center's mission and priorities, will turn a potential obstacle into a strength.

Other challenges are more practical in nature. The Task Force understands that the University is operating in an era of constrained resources. These include funding, space, and administrative support. We believe that investing in a high impact, nationally and internationally regarded race institute will bring significant "returns" to the University, including research excellence, high impact grants, and enhanced academic reputation. We also anticipate it will decrease costs associated with faculty member turn-over, assist in recruiting top faculty members in the future, and also be a draw for students.

## BACKGROUND AND METHODOLOGY

### Scope

The Task Force charge was to explore the possibility of "a race/identity/social justice institute." After considerable discussion and consideration, our recommendation is that a center should focus on race and ethnicity. We come to this recommendation for several reasons. First, race is one of the great political, cultural, and social challenges of

our times. Washington University has not developed the research or curricular infrastructure to support knowledge production and scholarly excellence in this crucial area. In order to remain competitive as a global research institution, which includes being able to attract top faculty members and students, we must rectify this gap, bringing the same scholarly excellence we bring to other important areas of inquiry. Second, identity is an extraordinarily capacious concept. It includes racial, ethnic, sexual, gender, religious, and many other forms of identity. While all of these are important fields of study, we worry that a single center would not have the bandwidth to conduct research across these fields.

Finally, we spent significant time discussing social justice and exploring the University's current landscape for supporting social justice. We adopt a loose definition of social justice as sustained attention to power, how it operates, and how it distributes material goods and resources in society. Social justice thus includes both anti-racist work, and diversity and inclusion work, but is far broader. It includes work seeking political inclusion and work opposing hunger and poverty. Like identity, social justice is an incredibly broad concept. The Task Force believes the University should actively support social justice work. This includes both ensuring that there is an undergraduate social justice platform and that faculty members' research has the support that it needs. Accordingly, the Task Force recommended to Provost Holden Thorp and Vice Chancellor for Student Affairs Lori White that they explore having the Gephardt Institute house the undergraduate social justice initiatives. Vice Provost Adrienne Davis arranged a meeting with student members of the Task Force and the Provost and Vice Chancellor White. Bianca Kaushal attended the meeting and shared a vision for the Gephardt Institute as the undergraduate social justice point of coordination. Our faculty members' social justice research is far-ranging and emblematic of the University's commitment to focusing on the world's most pressing problems. To support faculty members' social justice research, the University can reinforce our centers and other academic infrastructure that house this work. As institutional discussions continue about this, the Task Force recommends the University prioritize finding a sound and strong location to facilitate and support social justice research and learning.

In sum, we believe that a center focused on the study of

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<sup>6</sup> On the CSRPC's homepage, it is described as "ENGAGING SCHOLARS, STUDENTS & COMMUNITY CSRPC is an interdisciplinary program dedicated to promoting engaged scholarship and debate around the topics of race and ethnicity." Stanford's Center for the Comparative Study of Race and Ethnicity description begins: "Welcome to Stanford's CENTER FOR COMPARATIVE STUDIES IN RACE & ETHNICITY. We are thrilled to be celebrating our 20th anniversary year as the place to debate, discuss and develop significant questions about race and ethnicity. Interdisciplinarity is at the heart of our mission since we believe that different disciplinary lenses allow us to understand the complexity of how race and ethnicity work."

race has the potential to unify, deepen, and broaden the University's scholarly engagement with race studies, thereby engaging serious challenges confronting our campus as well as local, national, and international communities. In order to yield the research excellence, we expect from the University, the scope of such a center should be carefully and intentionally conceived and executed.

### Current Landscape

The Task Force devoted ample attention to ensuring that we had sufficient information about the current landscape and need for race studies at Washington University. In order to do so, we met with the Dean of Arts & Sciences, Barbara Schaal; the Directors of the African & African-American Studies and Latin American Studies Programs at Washington University; the then Executive Director of the Gephardt Institute for Civic & Community Engagement, Amanda Moore McBride, and her Associate Director Stephanie Kurtzman; and the then Director of the Center for Diversity and Inclusion, LaTanya Buck. Task Force Members Professors Billy Acree and Linling Gao-Miles updated the Task Force on curricular initiatives in Asian-American Studies and Latinx Studies. Separately, Vice Provost Adrienne Davis met with the director of the Kathryn M. Buder Center for American Indian Studies and the leaders of a new Brown School research initiative, The Collaboration on Race, Inequality, and Social Mobility in America (CRISMA). In addition, the Task Force identified approximately 90 tenure/tenure track faculty members who research or teach race studies in some way. Their disciplinary backgrounds included diverse disciplines in almost every school, which suggests the range of interest in race studies and the scope of potential collaborations and research possible.

Washington University is a research University that prides itself on outstanding undergraduate and professional school teaching and graduate training. In order to understand the potential benefit to students of a University-wide race and ethnicity center the Task Force invited student members to give presentations on their views of the need and opportunity for a race and ethnicity center. Dana Robertson and Kiara Sample presented their views on African & African-American Studies; Itzel Lopez- Hinojosa did so on Latinx Studies; Bianca Kaushal, Kevin Lin, Alvin Zhang did so on Asian-American Studies. We also convened a focus group with students of color. In order to gain insight into undergraduate bandwidth to engage race studies, we gathered information about majors and minors in African & African-American and Latin American Studies, as well as the numbers of undergraduates with double majors, etc.

Finally, in order to understand the potential scholarly value of such a center to faculty members, the Task Force sought to engage them as well as students. We convened two focus groups with untenured and tenured African-American and Hispanic faculty members on both campuses; sent a survey to all faculty of color and faculty we identified as working on race on both campuses; and conducted exit interviews with Danforth campus African American and Hispanic faculty members who left the institution within the last five years.

To summarize, it appears that a University-wide race and ethnicity center could support and facilitate research for not only individual faculty members but also important new research initiatives that have recently emerged at Washington University.

### EXISTING WASHINGTON PROGRAMMATIC INITIATIVES

The need for supports for race and ethnicity studies at Washington University is acute. The University has a long-standing program in African and African-American Studies (AFAS), which, after almost fifty years, became a department last month. Faculty members from across the University associate with AFAS, but the core faculty to date have been drawn from the Arts & Sciences faculty. Although there are a few courses offered in Latinx Studies and Asian-American Studies, Washington University has lacked a cohesive academic infrastructure to support either of these areas of research and learning. Forward movement came with the implementation this fall of an Asian-American Studies minor in Arts & Sciences. Currently, the minor does not belong to any programs or departments; International and Area Studies provides administrative support to the minor. A race and ethnicity center would be a proper place to host the minor. Despite several proposals, Latinx Studies has not been approved as a curriculum or program. (While not formally a race/ethnic studies program, the Latin American Studies Program has been instrumental in articulating the need for a program of study in Latinx Studies.) The Brown School housed a research center for Latino Family Research, which was shuttered several years ago. The University's only academic infrastructure to support Native American Studies is housed in the Brown School, through the Buder Center. The Brown School offers a concentration in Native American Studies for Masters of Social Work students. Although the Buder Center director has identified undergraduate courses that could comprise a Native American Studies minor, the University has not embraced the opportunity as yet.

The directors of African & African-American Studies, Latin American Studies, and the Buder Center each have issued

strong support for a University-wide race and ethnicity center. (Their full views are in Appendix H and Appendix I.)

As Director of African & African-American Studies Professor Gerald Early explained that he enthusiastically supported any institutional initiatives that would provide additional research opportunities and platforms for the AFAS faculty, including a University-wide race center. He offered as an example that it would be extremely useful if a race and ethnicity center offered faculty fellowships. He noted that, as AFAS expands, a University-wide race and ethnicity center could help by adding an infrastructure to explore Latinx and Asian-American experiences and cultures. It would be helpful to have a different set of people working on race for the AFAS faculty to engage with. He concluded by reiterating that he supports the comparative approach to race studies being envisioned: “I support anything that is going to enrich and deepen the study of race at Washington University.”

Professor Mabel Morana, Director of the Latin American Studies Program, explained that the study of race pervades Latin American Studies research and curriculum but that the unit lacks the infrastructure to undertake the sustained inquiry into race in Latin America. Professor Morana “highly endorses” the University creating a Latinx/Chicano Studies program of study. She is concerned the lack of sustained research and student learning in race studies, and Latinx Studies in particular, is causing Washington University to fall behind our peers. She believes that Latinx Studies would be best housed in a race and ethnicity center. She encouraged careful thought about the structural support and resources needed to create such a program of study. She also noted that the design of a race/ethnicity center depends on “on how you are defining race.” Within Romance Languages and Literatures, the emphasis on ethnicity could align well with and become a part of a race and ethnicity center. (Professor Morana shared a written statement with the Task Force that is included in Appendix H.)

Washington University also offers two other degrees that engage with race studies. The Brown School offers an American Indian and Alaska Native concentration in its Masters of Social Work program <https://msw.wustl.edu/your-msw/curriculum/concentrations/american-indian-alaska-native-concentration/>. This fall (2016) the College of Arts & Sciences began to offer an Asian-American Studies minor, which is currently administered by the International and Area Studies program <https://ias.wustl.edu/asian-american>. Professor Linling Gao-Miles, a member of the Task Force and the coordinator of the minor, explained the Asian American

studies initiative and the process of establishing the minor.

Molly Tovar, the director of The Kathryn M. Buder Center for American Indian Studies, housed in the Brown School, also believes there is high need for a centralized race studies center. (See Appendix I.) She believes that all of the race and ethnicity center’s proposed goals fit with the Buder Center’s own goals and mission, identifying at least five points of specific alignment. First, she believes a race and ethnicity center would help recruit Native American faculty members to Washington University by offering a broader community of colleagues and scholarly engagement for potential candidates. Second, Tovar expressed enthusiasm about teaching and curricular development partnerships between a race and ethnicity center and the Buder Center. She believes that MSW students pursuing the Native American Studies concentration would embrace a graduate certificate in race studies. She offered to cross-list any courses offered through a graduate certificate program and predicted they would be full. Tovar also noted that a race and ethnicity center could coordinate a Native American Studies undergraduate minor. She has identified a sufficient number of undergraduate classes that already exist; they merely need to be coordinated. Tovar believes that a race and ethnicity center could help Washington University recruit more Native American undergraduate and graduate students, which has been challenging. Tovar was also very enthusiastic about alignment on policy design and community engagement. She noted “Now the Buder Center does everything by ourselves because we don’t have anyone to partner with.” She said a race and ethnicity center would be a terrific partner on policy work, as well as research, curriculum design, and community engagement. In sum, Tovar was excited to strategize about potential research, curricular, policy, and community engagement collaborations between a University-wide race and ethnicity center and the Buder Center.

The Dean of Arts & Sciences, Barbara Schaal, expressed interest and enthusiasm in a potential University-wide center. She observed that race/ethnicity is one of the great challenges of our times and that our faculty and students should be actively researching, teaching, and learning about it. She explained Arts & Sciences support for African and African American Studies and the new Asian American Studies minor and encouraged the Task Force to share our recommendations with her. The then Executive Director of the Gephardt Institute for Civic & Community Engagement, Amanda Moore McBride, and the then Associate Director, Stephanie Kurtzman, both also expressed support. They both were interested in potential partnerships between the

Gephardt Institute and a race and ethnicity center. Stephanie Kurtzman, now the interim director of the Gephardt Institute, expressed especial interest in partnering to align community-engaged research.

Vice Provost Adrienne Davis invited the leaders of the [Collaboration on Race, Inequality, and Social Mobility in America](#) (CRISMA) to meet with her to share their views on a potential University-wide race and ethnicity center. (See Appendix B.) The Collaboration on Race, Inequality, and Social Mobility in America (CRISMA) is a relatively new initiative led by Sheretta Butler-Barnes, Darrell Hudson, and David Patterson, assistant and associate professors in the Brown School. Housed within the Center for Social Development, CRISMA has a dual goal: to identify ways to address and reduce racial disparities, especially social, economic, and health disparities, and to train the next generation of social workers and public health workers to implement these strategies in communities of color.

Professors Butler-Barnes, Hudson, and Patterson believed there could be important institutional alignment between CRISMA and a University-wide research center for race studies. Specifically, they articulated a need for:

- Institutional resources to respond to emerging issues, e.g., the Ferguson uprising;
- Vertical seminars to facilitating bridging institutional gaps between senior and junior scholars;
- Collaborative interactions, e.g., co-taught courses or research;
- Course relief within context of an interdisciplinary research community, or a fellow's program;
- Interdisciplinary post-doctoral fellows;
- Seed funding for research;
- Platforms for reaching larger audiences, including within the local St. Louis community and nationally.

In sum, a University-wide race and ethnicity center could align with, support, and nurture important new research initiatives such as CRISMA.

CRISMA is housed within the Center for Social Development. George Warren Brown Distinguished University Professor and the Director of the Center for Social Development, Michael Sherraden, learned that a race and ethnicity center was under

discussion and sent the following email:

“I have heard from Dean McKay that the proposed center on race (not sure of title) may become a reality. This will be a great resource for our campus and community, and beyond.

Let me say that Center for Social Development—as our whole [Brown] school--will be fully supportive, and welcome partnership.

We are nurturing and extending more areas of work, with promising younger scholars, that have strong racial focus and implications: residence, housing, decarceration, environmental issues, youth development. Also, at CSD we have strong and reliable staffing in field research, project management, editing and publishing, and other practical matters.”<sup>7</sup>

Professor Sherraden reiterated CSD's enthusiasm for a University-wide race and ethnicity center and potential social innovation partnerships with applied research scholars, as well as collaborating on comparative studies of race in international contexts, exploring how race takes on different meanings in different geographies.

## FACULTY

In surveys and focus groups, faculty members expressed deep interest in a University-wide race and ethnicity center, especially from African-American and Hispanic faculty members. This was also supported by exit interviews. Underrepresented minority faculty members, in particular, seek from a center support for research and teaching, and especially for collaborative and interdisciplinary exchanges. Resources to support research are especially attractive. There was also a deeply expressed need for resources to support community-engaged research on race and disparities and to facilitate connections to the St. Louis community. Finally, many believed that a race and ethnicity center would help to build community among both scholars working on race and also faculty members of color. In this vision Washington University could emerge as a major research institution on race and a destination point for top scholars. At the same time, a University-wide race and ethnicity center could serve as a recruitment and retention mechanism for African-American and Hispanic faculty members, through both the research and community-building functions.

The Task Force sent a survey sent to all Danforth campus faculty members of color and all faculty members we

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<sup>7</sup>Email from Professor Michael Sherraden to Vice Provost Adrienne Davis, copying Dean Mary McKay (received Friday, October 28th 2016).

identified as working on race on both campuses. (See Appendix C.) The survey was sent to 89 faculty members and received 40 responses for a response rate of 45%. Overall, Washington University faculty members working on race expressed a need for and interest in a potential race studies center. Responses are summarized below:

## Do you feel that Wash U offers you the institutional support that you need to do research on issues related to race and ethnicity?

Answer Choices	Responses	
Yes	54.05%	20
No	45.95%	17
<b>Total</b>		<b>37</b>

## How much do you think you would benefit from an on-campus center focused on issues related to race and ethnicity?

Answer Choices	Responses	
A great deal	57.50%	23
Some	27.50%	11
Not a lot	10.00%	4
Not at all	5.00%	2
<b>Total</b>		<b>40</b>

## If such a center existed, how likely would you be to utilize any of the following (check all that apply)

Answer Choices	Responses	
Workshops	71.05%	27
Speaker series	92.11%	35
Opportunities for research dissemination	63.16%	24
Ability to shape policy	44.74%	17
Opportunities to pursue external funding	73.68%	28
Scholarly collaborations	71.05%	27
Opportunities for social and community interaction	68.42%	26
<b>Total Respondents:</b>		<b>38</b>

## If one existed on campus, how useful would you consider a center on race and ethnicity to be to your professional development?

Answer Choices	Responses	
Not at all useful	15.00%	6
Somewhat useful	32.50%	13
Useful	25.00%	10
Very useful	27.50%	11
<b>Total</b>		<b>40</b>

In sum, faculty members who responded to the survey 85% felt they would benefit from a race and ethnicity center, including for professional development purposes. Only 54% of faculty respondents believe Washington University currently offers the institutional support necessary for their research on issues related to race and ethnicity. Across the board, they were highly likely to use the resources a center might offer, including especially speaker's series and workshops, scholarly collaborations, and supports for pursuing funding.

In order to broaden its understanding of the potential value of and interest in a University-wide race and ethnicity center the Task Force conducted focus groups with underrepresented minority faculty member and students. (See Appendix E.) Faculty members on both the Danforth and medical campuses were invited to attend two different focus groups, one for the tenure track faculty and the other for the tenured faculty.

Nineteen faculty members participated in the assistant professor focus group and twelve participated in the tenured professor focus group. Faculty members who could not attend were invited to share thoughts via email or over the phone and several elected to do so.

The strong consensus was yes, a University-wide race and ethnicity center would aid Washington University in recruiting and retaining faculty of color and also would help to create an environment that is inclusive for various groups. Focus group members believed a University-wide race and ethnicity center could serve several purposes, including supporting their research; facilitating much-desired research and curricular collaborations, especially across disciplinary boundaries and silos; and helping to foster both professional and personal community for junior faculty members.

In particular, group members stressed the need for opportunities to engage in multi-disciplinary research. Faculty members repeatedly spoke of coincidental meetings with colleagues with the same research interests that had been inspiring and sometimes became collaborative. It would be “good if the center can make those meetings more intentional” and “actively connect faculty to each other.” Other assistant professors present at the focus group agreed, expressing interest in learning about the “different meanings and languages of race” from their colleagues in other disciplines. A Medical School faculty member hoped a race and ethnicity center would “foster collaboration between the med school and Danforth campuses. I am interested in racial disparities in joint replacement surgery, and it can be difficult to find potential collaborators easily.” Another colleague observed, “My home field doesn't allow me to have impact on policy. This would stretch the boundaries between schools and allow me to reach faculty who have other expertise.”

One assistant professor stressed the need for a center to be visible and seen as a national leader in research on race: “I think it's also important for the center to have a prominent public face, not unlike the Danforth Center on Religion and Politics. We should bring scholars and public figures to Washington University to discuss the implications of race for our politics and other aspects of national life. At such a pivotal moment in our country's history, the University could emerge as a real leader in this space if done correctly and innovatively.”

A topic that generated significant discussion was how a center might support the range of needs Washington University faculty members have as they study race and ethnicity. Much of the group discussion focused on encouraging and supporting conventional social science

and humanistic research. However, focus group members also expressed interest in support for research in the health sciences, with especial attention to our faculty members on the medical campus.

Some medical campus junior faculty members focused on resources to help access and engage the St. Louis community in their research. They reiterated the difficulty in making community connections to start and complete their research in the requisite time frames. The desire to connect with the St. Louis community resonated with Danforth campus junior faculty members, as well. Several expressed enthusiasm about how a race and ethnicity center could support an “institutional calling to the community.” The collective vision from junior faculty members on both campuses was that a center could serve as a portal into the community and its institutions. Examples included facilitating partnerships with community anchor institutions, e.g., Harris-Stowe State University; assistance in developing seminars to be held in the community; and facilitating introductions to key community stakeholders for new members of the faculty. Faculty members are hungry for visible and effective ties; there was enthusiasm for the center to house a community liaison to broker and facilitate community- engaged research. Some existing University initiatives have such a position, but they are not meeting the need or demand; the consensus was that these existing resources could be strengthened and become more effective in supporting junior faculty members through a deep partnership with a center on race and ethnicity.

Focus group members also expressed interest in curricular resources, to support teaching on race. This included existing and new courses. There was also some discussion of whether and how a center could facilitate diversity in the academic pipeline, to encourage and train the next generation of scholars. The School of Engineering and Applied Sciences has expressed interest in this potential component of a race and ethnicity center and faculty brainstormed various forms this might take, including developing innovative pedagogy for gateway courses (a potential alignment with The Teaching Center). Finally, a couple of participants highlighted the need for rigorous assessment to ensure a center was serving its purpose and actively benefiting faculty members and their research.

Focus group members had a strong consensus that, depending on its design and structure, a race and ethnicity center could be a significant attraction, and retention mechanism, for faculty members of color generally, as well as

those specifically working on race. One participant summed up the discussion: a center would signal that “people are seeing the necessary connections that need to be made to work on race.” Focus group members stressed that a center could be a focal point of intellectual and professional community, both for faculty members working on race specifically and for faculty of color as well.

Tenured professors echoed the untenured faculty. All of the focus group participants expressed interest in and support for a University-wide race and ethnicity center. Beyond this strong consensus in support for a race and ethnicity center, associate professors raised questions and made recommendations. One said “A lot will depend on how useful faculty see it. There is a wide variety of methods and approaches.

Right now each school has its own approach, etc. It would be great if experts came together to theorize about race and produce cutting edge scholarship.” A center can help “all of us think about how race plays out in different fields.” This colleague expressed a desire for a center to help Washington University faculty members develop into thought leaders and influence shapers.

One participant expressed excitement about a center as an “incubator” or a resource that stimulated “new ways of thinking about blackness and with new colleagues.” They continued, noting it would be valuable if it could bridge the global and domestic spheres and think about race and ethnicity broadly. This person hoped a center would have a strong critical theoretical component, to “be critical of mechanisms that reproduce structural inequality, even today.” It would be great if the center would maintain “an unapologetically racial lens” on the disciplines and research.

Four faculty members expressed their interest in the local impact such a center could have. They were interested in “not just research but the science of implementation and assessment.” Some also stressed that opportunities for time and space to write and do research were crucial. They also echoed the hope for support for teaching and courses, recommending as a model the Gephardt Institute’s framework for supporting and encouraging community- engaged teaching. A race and ethnicity center could similarly facilitate courses and teaching with a racial emphasis or that incorporated race.

Several participants stressed that the University’s commitment to the center must be substantial. First, it should be highly visible; this visibility brings credibility.

Relatedly, some faculty members expressed some reservations, given the abstraction of the center at this point. One senior faculty member was adamant about the center receiving a Chancellor’s level endowment, with strong backing from the Provost, and not being dependent on the school deans for funding. If it is not a substantial research center, with corresponding resources, faculty buy in will be minimal.

Clinical Medical School faculty members queried what their involvement would look like beyond a connection through the Institute for Public Health. Another Danforth campus faculty member expressed significant interest in making connections to the Medical School to discuss race, disparities, and health. One senior faculty member was especially interested in a place/initiative at the center for pipeline programs to help cultivate the next generation of minority faculty.

The Task Force also sought to learn to what extent a University-wide race and ethnicity center might help retain underrepresented minority faculty members at Washington University. Vice Provost Adrienne Davis conducted exit interviews with seven Danforth African-American and Hispanic faculty members who had left Washington University within the last five years. (See Appendix H.)

Faculty members reported varied reasons for leaving Washington University including:

- personal reasons
- disagreements with their dean;
- lack of strong retention efforts from their dean;
- mistrust of the tenure process;
- a stronger academic program at the institution to which they moved;
- a sense of isolation and lack of connection to the academic community;
- lack of institutional support for their research;
- and concerns about their third-year review or being terminated at their third-year review.

One faculty member observed, “I never felt much of a connection to the University; I felt like a bit of an outsider. I hadn’t made much in terms of friends. I never felt much of an attachment.” This sentiment was echoed by others who had left. Third-year review also posed problems, with reiterated

concerns about isolation. Another faculty member echoed these concerns, explaining that they left to find a better intellectual community and support for their research. “I didn’t have the support for the research on the populations—there was no one else whose research was focused on U.S. Latinos. It was frustrating not being able to gain traction when there is a deadline—tenure is a clock.”

All but one faculty member interviewed left to take another job. All of the faculty members who left worked on race, ethnicity, or inequality in some way. Several noted that their new local communities and cities/towns offer better resources and support to conduct their research. Others explained that student class and racial diversity were important to them and that they welcomed the opportunities the new institution offered to teach a more racially and class diverse student body than they had had at Washington University.

Regarding support for research, some stated that their new institutions offer significantly more institutional support and resources for their research on race and inequality than did Washington University. One gave as an example: “I applied multiple times at Wash U for internal funding, which is the first step before seeking external funding. The kinds of comments I would get back showed there was a disconnect; there wasn’t enough people on those committees who knew enough about the populations I was working with to be able to give appropriate feedback. They would ask questions they wouldn’t have asked if my population had been white. That bar was not there when studying white populations. It wasn’t not getting the funding so much as it was the feedback.” Another person shared the two institutes that have recruited her to be a fellow and for collaboration since they joined their new University. “Even without trying I have gotten very plugged into them. For one this year I am one of the University-wide fellows; the focus of the fellowship is to bring together faculty from across the University to find out how our research can help inform gender inequality at University of X and more broadly. I also have seen interdisciplinary University sponsored grants for research on race that I have seen and haven’t pursued yet.” Another explained: “University of X has a lot of people doing work on Latinx populations. There are opportunities for collaboration. There is Y Institute which has been instrumental in guiding policy. Latino Studies has been around for a while; there are a lot of senior Latinx faculty. There is that culture and support. At Wash U there were a lot of people who were my friends; but here I can go to someone’s office and show them a paper and they would know what I was talking about. At Wash U I would have thought senior faculty would know the concepts I was

working with, but they didn't. I had to prove the value of my research to my colleagues.”

Faculty members also reiterated their professional isolation at Washington University. One said, “I know when I was there, there was a lot of talk about trying to grapple with issues of race. Both in terms of bringing in faculty of color... I was able to get seed money to do research. In that sense, there was some responsiveness.” Brown School faculty members noted the loss of Luis Zayas, a senior Hispanic member of their faculty and then director of the Center for Latino Family Research, and the sense of institutional and scholarly isolation they felt after he left. “After he left I felt even more isolated. There wasn't someone closely aligned; to put each other on grants and do papers together.” Another faculty member observed that there was no value placed on advocacy for the communities their discipline studied: “The message was, it has no place in our work.” In contrast, their new institution “includes that direct community impact in the tenure evaluation.” When asked for examples this faculty person noted that highly cited and influential technical reports and white papers are highly valued, alongside conventional academic work.

When asked whether intellectual community, mentoring, or personal experiences influenced decisions to leave, faculty members gave varying answers. Some focused on the absence of an intellectual infrastructure and community: “There were people who were great mentors; but I didn't have a local mentor on my work and how to position my work at the national level. And yes, there were a few moments of very intense friction. Outside of Z, I have no idea how I got that job because a lot of the senior people didn't get my work and were completely uninterested in work on my racial population.” Another faculty member couldn't find support for the courses on race they wanted to offer.

Although there were no explicit questions on the potential value of a race and ethnicity center, some faculty members offered observations. One noted that a race and ethnicity center would enhance the general campus climate, ideally facilitating collaboration and providing resources, e.g., grants, fellowships, post-doctoral fellows, and talks. This community would draw students to the study of race, as well. It would empower scholars in the social sciences and the humanities to talk to scholars working on similar issues in different disciplines. It would also help reduce professional and personal isolation, both in terms of being one of a small number of people of color and also being one only a few people studying race in some academic units. An Institute would have given faculty members the opportunity for cross-

disciplinary engagement with other scholars. Some noted that a race and ethnicity center might have increased their chances of meeting senior scholars who might have become mentors and advocates. “It is helpful to have someone who is aligned with your research. If there was someone/people doing research on race, that would help draw people to the school. Especially if those people have an interest in working with junior faculty, that would be a big positive for the school.”

Another faculty member observed: “Yes, I believe a race institute would be a good thing for Washington University. Of course, not knowing what the execution would look like—Wash U in retrospect feels like it was a small place. It didn't necessarily feel small when I was there, but in retrospect it was. One would want to bring resources and intellectual capital together in ways that make it easy for people to collaborate and exchange ideas. I did that a little bit, but there was no institute as a nexus for the work. If anything, the Minority Mentoring Seminar became a little bit of a catalyst for that; through it I met one colleague in another school and we wrote a paper together through that. An institute could bring people together across disciplines and schools to engage on race; that could only help.” In conclusion, as someone else said, it “would have made a big difference.”

## STUDENTS

Student Task Force members convened a small (four) focus group of undergraduates who offered insight into their views on and desires for race studies at Washington University. (See Appendix C & E.) Student interest in race studies was wide-ranging, encompassing both conventional academic interests and other investments in the field. Students were emphatic that a race institute should be a major advocate for academic units to establish themselves as nationally recognized and producing critical scholarship. In addition to research excellence on its own terms, students value race studies for how it helps them contextualize history and racial relationships. They are deeply interested in power dynamics and how those manifest in the broader world and on our campus. Focus group participants indicated that research on race helped them better understand their own identity as well as providing them with a way to understand themselves in a global context. In addition to identity development, students indicated a need for institutional legitimacy for race studies done through the humanities and social sciences. As part of this need, they identified the value that archival research resources on race could add to their academic pursuits. One space that was identified as supportive of students of color interested in the humanities and social

sciences was the Mellon Mays Fellowship which provides resources (funding), support (mentorship), and direct connections to scholars in the field. As students pointed out later in the conversation, the Mellon Mays seminar is limited to approximately seven student scholars a year and does not serve enough students' needs.

These students were very interested in undergraduate research opportunities. They seek academic spaces that encourage students to develop action steps around their research and find ways to do engaged-research where the St. Louis community also becomes a stakeholder in the success. Some explained they were not interested in centering studies of privilege; rather, they were interested in studying marginalized groups and identities. They noted that, when supporting students in research, there needs to be a critical understanding of the purpose, intent, and community they are choosing to focus on—what are they hoping to gain? Their connection between their academic and their co-curricular lives led students in the focus group to identify other needs that are detailed in the appendix and addressed in the Recommendation section below. Some also stressed that a race institute should ensure that students with marginalized identities are welcomed into office hours, mentoring opportunities, etc. Currently students of color often feel marginalized from resources such as funding and research and feel uncomfortable in office hours.

The Task Force sought to understand the potential undergraduate interest in additional race studies majors and minors. We requested from the University Registrar the numbers of undergraduate double majors and minors generally and also majors and minors in African & African-American Studies and Latin American Studies. Because many Washington University undergraduates major in STEM fields, we also looked at numbers of STEM students who double major. (See Appendix J.) We found that, although many undergraduates major in STEM fields, there are also many who double major in a humanities or social science discipline. What this suggests is an eagerness of our undergraduate population to embrace the pressing questions of our times through humanistic and social science inquiry, and that a center for race and ethnicity could play a pivotal role in the education of our undergraduates.

### Benchmarking

In order to understand how Washington University's existing racial studies landscape compares to other research universities, the Task Force benchmarked racial studies programs at several institutions. (See Appendix K.) We

focused on African-American Studies, Latinx Studies, Asian-American Studies, and Native American Studies.

**African American Studies:** One of the Task Force members had already done benchmarking in African-American Studies. We supplemented it for a total of thirty-five institutions. In terms of structure, 23 were departments, 6 were programs, and 5 were centers or institutes. Nineteen offered some form of graduate study.

**Latinx Studies:** Of the 61 institutions benchmarked, several had programs, departments, or centers in Latin American Studies or Latin American and Caribbean Studies. Regarding Latinx or Chicano Studies, however, 3 universities had departments, 9 had programs, and 1 had a center. Of the 3 with departments, 2 of those were combined Latinx and Latin American Studies. Six institutions offered some form of graduate study in Latinx Studies.

**Asian-American Studies:** Of 61 institutions benchmarked, 7 had departments and 7 had programs. Nine had some form of graduate study.

**Native American Studies:** Of 61 institutions benchmarked, 15 had departments, 13 had programs, and 1 had a center. Eighteen offered some form of graduate study.

In sum, Washington University is behind many universities and colleges in Latinx, Asian-American, and Native American Studies. The Task Force was heartened to see African-American Studies become a department and the new Asian-American Studies minor launch, both this fall. Both of these are important steps forward, one for a "legacy" academic program and the other for a new one. Yet the University still lacks a competitive infrastructure for race studies. Asian-American Studies exists only as a minor; it does not offer the requisite infrastructure to support faculty members' research or graduate work. Native American Studies exists as a concentration in the Masters of Social Work program in the Brown School, but does not offer undergraduate or doctoral study. The absence of an academic infrastructure has been felt acutely by our students and faculty members. Students are disheartened by the lack of academic opportunities to engage race studies. Faculty members doing research in Latinx Studies have expressed their frustration and disappointment by leaving Washington University for institutions with better scholarly support and infrastructure.

### Center Design

Finally, in order to facilitate discussion of potential center design, the Task Force invited the leaders of several

Washington University signature centers to meet with us to share their thoughts on optimal center design. In September, the Task Force met with Jean Allman, Director, Center for the Humanities;

Rebecca Wanzo, Associate Director, Center for the Humanities; Marie Griffith, Director, Danforth Center on Religion and Politics; and Graham Colditz, Deputy Director, Institute for Public Health. The Task Force met with Evelyn Hu-Dehart, former Director of the Center for the Study of Race and Ethnicity in America at Brown University and the founding Director of the Center for Studies of Ethnicity and Race in America at University of Colorado at Boulder. Three members of the Task Force also did a Skype interview with Cathy Cohen, former Director of the Center for the Study of Race, Politics, and Culture at the University of Chicago (2002–05). Finally, to learn more about how a center could support research on public policy, Task Force Member Professor Odis Johnson went to the Urban Institute in Washington, D.C.

The Washington University center directors stressed the importance of the center design (see Appendix G). The initial challenge will be to create a mission statement that specifies a clear scope and narrative for the center. It will be important to navigate the different disciplinary structures and cultures across the University, including unifying the two academic campuses. They also stressed it will be important to have a clear sense of the local and national academic landscapes and how the center fits into these. Because faculty members' research will be at the core of the center, it is crucial to develop a design that will foster strong and ongoing faculty buy-in and engagement. The directors also recommended considering different governance structures.

The directors also reinforced the need to give significant attention to center staffing, space, and the funding model. Regarding staffing, they suggested determining the permanent staffing structure after the center for race and ethnicity is in place, as mission, goals, and needs will evolve and become clearer in the first years. For space, the directors recommended considering faculty office space, including potential space for fellows, sabbaticals, etc.; shared, common spaces that foster collaboration; graduate fellow space; proximity to programming space; and hoteling space for visiting faculty members. They also encouraged the center design take account of whether to foster community access. Finally, the funding model would need to be carefully designed. Key questions to be resolved include fundraising expectations and the relationship with alumni and development as well as whether faculty grants would stay in the schools or be shared with the center.

Professor Cathy Cohen's insights touched on several aspects of center design, including focus, organization and structure, undergraduate learning, and interaction with local community. (See Appendix F.) Cohen emphasized that key pieces to the CSRPC include first, support for faculty research and, second, a vision for collective research and work. She also stressed creating opportunities for faculty members to engage with and support the local Chicago community through research and resources. The CSRPC offers up to \$4,000 seed grants, space for conferences and programming, and weekly workshops (which are now "curated each quarter by a different faculty member"). In addition, there is office space available to house University of Chicago faculty members who are on leave. The CSRPC also has a curricular component; it created a Comparative Race & Ethnic Studies major and minor, which is part of University of Chicago's Core curriculum (<https://collegeadmissions.uchicago.edu/academics/majorsminors/cres>). Within the program of study, students can pursue tracks in Africa Past & Present; African American Studies; Asian American Studies; Latino/a Studies; Native American Studies; or design their own course of study.

Professor Cohen offered several observations and recommendations about the optimal focus and design of a University-wide race center. First, she reiterated the importance of keeping faculty members' research and collaborations, and the physical space necessary to facilitate it, at the forefront of design and execution. In retrospect, Professor Cohen believes that faculty fellowships and course buy-outs would have been invaluable for CSRPC. A second concern is that the CSRPC has been very director- focused, and each director has had their own agenda. This creates a lot of movement back and forth without a sense of longevity and vision regarding what the CSRPC is supposed to do. She stressed that the more a center can involve faculty members in the formal functioning and staffing the better. Regarding community engagement, Professor Cohen does not think that the CSRPC has taken leadership in on-campus or off-campus struggles and advocacy for racial equality. Fourth, she noted that, in creating and staffing the Comparative Race & Ethnic Studies curriculum, the CSRPC is constrained by its lack of faculty lines and is "constantly borrowing." She emphasized that a curriculum requires staffing power, which comes from dedicated faculty members. She also recommended that significant thought be put into institutional and national visibility for such a center. She recommended investing in someone to assist a race center with dissemination and finding a media partner. She also encouraged being attentive to a center's relationship to University collections and archives, noting that the CSRPC

had missed some opportunities that could have bolstered its portfolio and ability to support faculty members' research. Finally, Professor Cohen believes that opportunities for and ability to do fundraising is something that should be explored.

Professor Evelyn Hu-Dehart shared her experience building Ethnic Studies at Brown University and University of Colorado, giving significant attention to creating the curriculum and majors and minors for undergraduates. She observed that two things were imperatives for a successful center: first, physical space to facilitate research, collaboration, and more informal interactions with and for students; second, she reiterated Cohen's point that a critical mass of core faculty members is crucial. Regarding this point, she encouraged senior hires wherever possible and also giving careful thought to the long-term relationship between designated faculty lines and the center. For instance, for departures of faculty members hired through the center, would their lines revert completely to their department or would a portion of that line remain with the center? Regarding the curriculum, she stressed the success of offering freshmen seminars to build student interest in ethnic studies.

To understand how a center might disseminate research and support policy work, Professor Odis Johnson visited the Urban Institute in Washington, D.C., meeting with both researchers and research support staff. (See Appendix L.) The Urban Institute meetings yielded insight into potential organizational strategies, detailed in the Appendix. The Urban Institute has a 40-person dissemination team with expertise in one (or more) of three areas: media relations, scientific translation and technology. (Grant writers were

not mentioned as being part of this team.) Discussion turned on how to scale this at Washington University, which would have a much smaller center. One recommended possibility was to invest in one staff person in each area: media relations, technology, and scientific translation. The last of these three professionals (scientific translation) could also assist with the preparation of grant proposals. Of course, these research support resources could be solicited from elsewhere on campus if a resource sharing agreement could be established. Specific discussion also centered on potential partnership with the Urban Institute, including how the WUSTL Policy Office in D.C. could facilitate a partnership with the Urban Institute, working with our post-baccalaureate students, Ph.D. graduates, and potential student practicum and internship opportunities.

### Need & Opportunity

The Task Force believes there is a need for an academic infrastructure at Washington University to study race/ethnicity and significant enthusiasm for a University-wide center to meet this need. Such a center would continue to enhance Washington University's global reputation for research excellence and our mission of engaging the problems of our times. In addition, developing the University's teaching and learning in this area is an imperative if we are to remain competitive with undergraduate, graduate, and professional education. Finally, many existing University initiatives have expressed enthusiasm for and a desire to partner with a race/ethnicity center. There are many potential ways to design such a center; the University must be intentional and thoughtful in its approach.

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## CONCLUSION

In the end, the Task Force recommends developing a University-wide research center that will serve as the University hub for research and learning excellence, policy design, and community engagement in race and ethnic studies. We believe that such a center has the significant potential to consolidate and strengthen existing research efforts, as well as to facilitate the much-needed development of new initiatives, curricula, and resources. A race/ethnic studies center has the potential to revolutionize research,

and potentially curricular, work on race and ethnicity that could position Washington University as one of a select few national leaders. Finally, we note that creating a sustainable community of scholarly excellence in race/ethnic studies will almost certainly aid in recruitment and retention of outstanding faculty members and students.

We close by noting that there could not be a more pressing moment for Washington University to invest in such a center. In 2014 Michael Brown's death,

ten miles from our campus, revived a national debate on racial equality and disparities and launched a new civil rights movement. Over the last year and a half, the run up to the 2016 presidential election revealed that race and ethnicity remain deeply divisive issues in our nation. Indeed, many believe that challenges of inequality and the vulnerability of minority groups are becoming more acute. As the nation attempts to find common ground, finding ways to engage diverse groups in talking and thinking about race and

ethnicity will be a national, if not a global priority. It will be essential for research universities to have academic infrastructures in place to support research, teaching, and learning in race and ethnic studies. Washington University has an opportunity to be

a leader and important stakeholder in creating and disseminating the data and research that will be much needed in the next four years. Such a center would also position the University to spearhead conversations and policy work on race in ways that

would have national and international repercussions. The center for race and ethnicity would provide the essential academic infrastructure to study and engage such issues, their deep histories, and their ramifications for our society and our future.

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## APPENDIX A

### EXIT INTERVIEWS

The Task Force sought to learn to what extent a University-wide race institute might help retain underrepresented minority members of the faculty at Washington University. Vice Provost Adrienne Davis conducted exit interviews with seven Danforth African-American and Hispanic faculty members who had left Washington University within the last five years. Below are the questions and summaries of their responses.

#### Questions for Former Washington University Faculty Members

What was the primary reason for your leaving Washington University?

Did you leave to take another job, and, if so, what was attractive about the new job? Were you recruited by your new institution?

Does your research focus on issues related to race or inequality? If so, does your new institution offer more, less, or the same amount of institutional support for studying these issues than Washington University did?

Did the University's infrastructure for the academic study of race/identity/social justice play any role in your decision to leave?

Were there any other factors, including for example intellectual community, mentoring, or personal experiences that influenced your decision?

#### Summary of Responses

The Task Force sought to learn to what extent a University-wide race institute might help retain underrepresented minority faculty members at Washington University. Vice Provost Adrienne Davis conducted exit interviews with seven Danforth campus African-American and Hispanic faculty members who had left Washington University within the last

five years. Below are the questions and summaries of their responses.

#### What was the primary reason for your leaving Washington University?

Faculty members reported varied reasons for leaving Washington University including:

- personal reasons;
- disagreements with their dean;
- lack of strong retention efforts from their dean;
- mistrust of the tenure process;
- a stronger academic program at the institution to which they moved;
- a sense of isolation and lack of connection to the academic community;
- lack of institutional support for their research;
- and concerns about their third-year review or being terminated at their third-year review.

One faculty member observed, "I never felt much of a connection to the University; I felt like a bit of an outsider. I hadn't made much in terms of friends. I never felt much of an attachment." This sentiment was echoed by others who had left. Third-year review also posed problems. One faculty member's contract was terminated after their third-year review, despite being told during recruitment that Washington University did not have a three-year "up or out" norm. Another faculty member believed there was a lack of transparency about the third-year review process. They attempted to discuss their concerns with their dean but were unable to get an appointment and found themselves without mentors or sponsors. They reported, "I felt very alone." Another faculty member echoed these concerns, explaining

that they left to find a better intellectual community and support for their research. “I didn’t have the support for the research on the populations—there was no one else whose research was focused on U.S. Latinos. It was frustrating not being able to gain traction when there is a deadline—tenure is a clock.”

One faculty member had a very different experience and spoke in almost unqualified terms about their positive experience at Washington University: “I think the work that Adrienne, Gail, and others do at Wash U is so important and so unique; I think it has a great impact on retention. It sounds strange, because I left, but there were literally only two institutions that would have made me leave and I left to take an offer at one of them. I was so happy at Wash U; I was happy with my unit; I was happy with the broader set of relationships I have on campus. But for what I do and study University of X is the best place in the whole world.”

**Did you leave to take another job, and, if so, what was attractive about the new job?**

All but one faculty member interviewed left to take another job; some were recruited and some sought out the new opportunity. It appears that in the latter group most were encouraged to apply. As just stated in the previous question, one person left to go to the best department in the country in their field of study. Another stated the overall academic environment was better at Washington University, but their new institution has a stronger academic unit. Several noted that their new local communities and cities/towns offer better resources and supports to conduct their research. One encouraged the University to devote more attention and resources to spousal hiring. Finally, one left to take their “dream job.”

Several noted that student class and racial diversity were important to them. One observed that they welcomed the opportunities the new institution offered to teach a more racially and class diverse student body than they had had at Washington University. This person noted that in 5 years at Washington University they taught one Latinx and one black student. “What I like about University of X is it is a very diverse University. The student body is very different. Wash U students were wonderful. But at University of X, a lot of students are from immigrant, working class, and first gen. There is a lot more diversity in terms of race, and age. It resonated with me. My own background is that; I felt good about that.”

One faculty member reported that there is a far better

infrastructure to support their research on racial populations. “University of X has a lot of people doing work on Latinx populations. There are opportunities for collaboration. There is Y Institute which has been instrumental in guiding policy. Latino Studies has been around for a while; there are a lot of senior Latinx faculty. There is that culture and support. At Wash U there were a lot of people who were my friends; but here I can go to someone’s office and show them a paper and they would know what I was talking about. At Wash U I would have thought senior faculty would know the concepts I was working with, but they didn’t. I had to prove the value of my research to my colleagues.”

**Does your research focus on issues related to race or inequality? If so, does your new institution offer more, less, or the same amount of institutional support for studying these issues than Washington University did?**

All of the faculty members who left worked on race, ethnicity, or inequality in some way. One noted that they were not working on race when they left but their work has since turned in that direction.

Some stated that their new institutions offer significantly more institutional support and resources for their research on race and inequality than Washington University did. One gave as an example: “I applied multiple times at Wash U for internal funding, which is the first step before seeking external funding. The kinds of comments I would get back showed there was a disconnect; there wasn’t enough people on those committees who knew enough about the populations I was working with to be able to give appropriate feedback. They would ask questions they wouldn’t have asked if my population had been white. That bar was not there when studying white populations. It wasn’t not getting the funding so much as it was the feedback.”

One person interviewed said, “Yes. I would say University of X offers more. Is it okay if I lump gender and race together as what I study? (Yes.) There are a couple of institutes here that put inequality front and center from a research perspective. Even without trying I have gotten very plugged into them. For one this year I am one of the University-wide fellows; the focus of the fellowship is to bring together faculty members from across the University to find out how our research can help inform gender inequality at University of X and more broadly. There is another institute that studies inequality; the director and I have chatted about ways I can get plugged into research projects, but I haven’t pursued those yet. I also have seen interdisciplinary University sponsored grants for

research on race that I have seen and haven't pursued yet."

For others, their new universities offer fewer resources and infrastructure than Washington University did. Resources noted include teaching loads, research supports, and academic infrastructure. "Wash U, as an institution, was much more supportive. University of X is a lot more bureaucratic, more demands and teaching, much harder. Wash U was better for my research." One observed something worth noting, "Wash U could have offered me much more than University of X, but at the time I was there it did not."

**Did the University's infrastructure for the academic study of race/identity/social justice play any role in your decision to leave?**

Faculty members responded both no and yes to this question. One said, "I know when I was there, there was a lot of talk about trying to grapple with issues of race. Both in terms of bringing in faculty of color... I was able to get seed money to do research. In that sense there was some responsiveness." Faculty in the Brown School noted the loss of Luis Zayas, a senior Hispanic faculty member and then director of the Center for Latino Family Research, and the sense of institutional and scholarly isolation they felt after he left. "After he left I felt even more isolated. There wasn't someone closely aligned; to put each other on grants and do papers together." Another faculty member observed that there was no value placed on advocacy for the communities their discipline studied: "The message was, it has no place in our work." In contrast, their new institution "includes that direct community impact in the tenure evaluation." When asked for examples this faculty person noted that highly cited and influential technical reports and white papers are highly valued, alongside conventional academic work.

According to one person interviewed, the lack of infrastructure around Sociology was a factor. "I know it now exists, but when I was there it was a slight challenge to be sociological in my unit. Typically in my field we can connect with the University's sociology department with one or two people who study race."

**If your area of scholarship is not directly related to Diversity, Race or Inequality, does your new institution's work and life environment provide something that was missing at Washington University?**

All faculty members interviewed said their work relates to race or inequality in some way.

**Were there any other factors, including for example intellectual community, mentoring, or personal experiences that influenced your decision?**

Faculty members gave varying answers. One had had an overwhelmingly positive experience at Washington University and "it was not about what was lacking." Others though noted concerns that led to their exit. For some it was conflicts with their dean or inadequate retention efforts that led to their leaving. At least one faculty member observed that their dean didn't seem interested in the diversity they were bringing to their school. Another believed the tenure process was arbitrary and didn't value their discipline: "Wash U provided resources and support. No complaints. But it was a pressure cooker. It was arbitrary when people were put up who didn't get tenure. It didn't seem that was clear competency at the University regarding the academic standards of different disciplines. I was pushed to write a book that was not part of my discipline." Others focused on the absence of an intellectual infrastructure and community: "There were people who were great mentors; but I didn't have a local mentor on my work and how to position my work at the national level. And yes, there were a few moments of very intense friction. Outside of Z, I have no idea how I got that job because a lot of the senior people didn't get my work and were completely uninterested in work on my racial population." Another faculty member couldn't find support for the courses on race they wanted to offer.

**Although there were no explicit questions on the potential value of a race institute, some faculty members offered observations.**

One noted that a race institute would enhance the general campus climate. Ideally it would facilitate collaboration and provide resources, e.g., grants, fellowships, post-doctoral fellows, and talks. This community would draw students to the study of race, as well. It would empower scholars in the social sciences and the humanities to talk to scholars working on similar issues in different disciplines.

It would also help reduce professional and personal isolation, both in terms of being one of a small number of people of color and also being one only a few people studying race in some academic units. An Institute would have given faculty members the opportunity for cross-disciplinary engagement with other scholars. This person encouraged that the Task Force give "some consideration regarding how to offer faculty way to connect." Some noted that a race institute might have increased their chances of meeting senior scholars who might have become mentors and advocates. "It is helpful to

have someone who is aligned with your research. If there was someone/people doing research on race, that would help draw people to the school. Especially if those people have an interest in working with junior faculty, that would be a big positive for the school.”

Another faculty member observed: “Yes, I believe a race institute would be a good thing for Washington University. Of course, not knowing what the execution would look like—Wash U in retrospect feels like it was a small place. It didn’t necessarily feel small when I was there, but in retrospect it was. One would want to bring resources and intellectual capital together in ways that make it easy for people to collaborate and exchange ideas. I did that a little bit, but

there was no institute as a nexus for the work. If anything, the Minority Mentoring Seminar became a little bit of a catalyst for that; through it I met one colleague in another school and we wrote a paper together through that. An institute could bring people together across disciplines and schools to engage on race; that could only help.” In conclusion, as someone else said, it “would have made a big difference.”

Finally, one person encouraged that a race institute be broad in its conception. Given the current state of race in the nation, it should tackle race-based conflict and poor rural whites, in addition to the conventionally studied racial groups, i.e., African Americans and Hispanics.

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## APPENDIX B

### MEETING WITH LEADERS OF COLLABORATION ON RACE, INEQUALITY, AND SOCIAL MOBILITY IN AMERICA OCTOBER 6, 2016

Vice Provost Adrienne Davis invited the leaders of the Collaboration on Race, Inequality, and Social Mobility in America (CRISMA) to share their views on a potential University-wide race institute. She specifically invited their thoughts on whether a race institute would align with and supplement CRISMA’s goals and mission or, instead, replicate them.

The [Collaboration on Race, Inequality, and Social Mobility in America](#) (CRISMA) is a relatively new initiative led by Sheretta Butler-Barnes, Darrell Hudson, and David Patterson, assistant and associate professors in the Brown School. Housed within the Center for Social Development, CRISMA explores how racism and inequality affect quality of life in the United States, focusing on social, economic, and health inequities. CRISMA has a dual goal: to identify ways to address and reduce disparities and to train the next generation of social workers and public health workers to implement these strategies in communities of color.

Professors Butler-Barnes, Hudson, and Patterson explained that CRISMA aims to support both research and education and training. Grounded in the external, local community, it supports the leaders’ research on racial disparities, especially in the health and educational fields. The training component aims to train both graduate and undergraduate students through offering practice and practicum

opportunities. Although CRISMA is still a new initiative, in its formative stages, its leaders envision it as central area for students to train, offering them baseline working methods and portals to plug into practical experiences.

Butler-Barnes, Hudson, and Patterson believed there could be important institutional alignment between CRISMA and a University-wide research institute for race studies. Specifically, they articulated a need for:

- Institutional resources to respond to emerging issues, e.g., the Ferguson uprising;
- Vertical seminars to facilitating bridging institutional gaps between senior and junior scholars;
- Collaborative interactions, e.g., co-taught courses or research;
- Course relief within context of an interdisciplinary research community, or a fellow’s program;
- Interdisciplinary post-doctoral fellows;
- Seed funding for research;
- Platforms for reaching larger audiences, including within the local St. Louis community and nationally.

In sum, it appears that a University-wide race institute could support and facilitate research for not only individual faculty members but also important new research initiatives such as CRISMA.

## APPENDIX C

### FACULTY AND STUDENT FOCUS GROUPS

In order to broaden its understanding of the potential value of and interest in a University-wide race institute the Task Force conducted focus groups with underrepresented minority faculty members and students. Faculty members on both the Danforth and medical campuses were invited to attend two different focus groups, one for tenure track faculty and the other for tenured faculty. Undergraduate students were invited to attend a focus group convened by student members of the Task Force.

#### Faculty Focus Group Questions

1. Do you think that having a center on race and ethnicity would aid in recruiting and retaining faculty of color?
2. Wash U has made efforts to try to become an environment that is inclusive for various groups. Do you think a center on race and ethnicity would help with that?
3. Assuming this center is built, what type of relationship would you envision between it and you? How would you see this center connecting to other institutions on campus working on issues related to race and ethnicity?
4. A race center might offer things like research opportunities, speaker series, workshops, grants, and fellowships. What could this center offer that would make it most useful to you?
5. Are there any other ways this center could be structured to be beneficial to faculty members?

#### ASSISTANT PROFESSOR FOCUS GROUP OCTOBER 24, 2016

On October 24th 2016 Vice Provost Adrienne Davis and Professor William Acree convened a focus group of African-American and Hispanic assistant professors from both campuses. Nineteen faculty members participated in the focus group. Faculty members who could not attend were invited to share thoughts via email or over the phone and five elected to do so; their comments are incorporated in this summary.

The strong consensus was yes, a University-wide race institute would aid Washington University in recruiting and retaining faculty of color and also help to create an environment that is inclusive for various groups. Focus group members believed a University-

wide race and ethnicity center could serve several purposes, including supporting their research; facilitating much-desired research and curricular collaborations, especially across disciplinary boundaries and silos; and helping to foster both professional and personal community for junior faculty members.

#### Supporting Research & Scholarship

First, the faculty participants pointed out that Washington University already has many discrete research programs and initiatives that focus on or address race in some way. A reiterated theme was a desire for a University-wide center to pull them all together. In this way, they could become greater than the sum of their parts. In particular, group members stressed the need

for opportunities to engage in multi-disciplinary research. Faculty members repeatedly spoke of coincidental meetings with colleagues with the same research interests that had been inspiring and sometimes became collaborative. It would be “good if the center can make those meetings more intentional” and “actively connect faculty to each other.” One participant said, “You shouldn’t have to be overly aggressive to connect up with other faculty working on race.” A particular request was for facilitation of cross-disciplinary connections; participants reiterated an institutional need for “portals to find people in other disciplines with interests in race.” One faculty member who could not attend the junior faculty member focus group shared the following thoughts:

“I think there are a lot of us whose work intersects with race, and it would be most useful if we could expand the ways it is treated. I’m thinking primarily about the pretty heavy humanities focus of many departments and programs of ethnic studies (e.g., African American Studies) to the exclusion of social, behavioral, and health sciences. It could be very fruitful to have more cross-pollination between the disciplines and a focus on problem solving around race rather than just descriptive or analytic scholarship. The institute could be a bridge between the disciplines, helping us to translate each other’s disciplinary “languages” and supporting collaboration.”

Other assistant professors present at the focus group agreed, expressing interest in learning about the “different meanings and languages of race” from their colleagues in other disciplines. A Medical School faculty member hoped a race and ethnicity center would “foster collaboration between the medical school and Danforth campuses. I am interested in racial disparities in joint replacement surgery, and it can be difficult to find potential collaborators easily.” Another colleague observed, “My home field doesn’t allow me to have impact on policy. This would stretch the boundaries between schools and allow me to reach faculty who have other expertise.”

One assistant professor stressed the need for a center to be visible and seen as a national leader in research on race: “I think it’s also important for the institute to have a prominent public face, not unlike the Danforth Center on Religion and Politics. We should bring scholars and public figures to Washington University to discuss the implications of race for our politics and

other aspects of national life. At such a pivotal moment in our country’s history, the University could emerge as a real leader in this space if done correctly and innovatively.”

A topic that generated significant discussion was how a center might support the range of needs Washington University faculty members have as they study race. Much of the group discussion focused on encouraging and supporting conventional social science and humanistic research. However, focus group members also expressed interest in support for research in the health sciences, with especial attention to our faculty members on the medical campus.

Assistant professors at the Medical School stressed their need for resources and supports for grantsmanship. For example, one said, “a biostatistician available for consultation within the center would be helpful to assist with analysis for our research projects. Down at the medical center, they have different models for this....sometimes centers/departments will employ someone, other times, the department of biostatistics will designate someone available for consultation solely for the center. The number of statisticians available will depend on how many people will be a part of or utilize the center. But I think such a center could be valuable, especially if it had support staff available, like biostats.” Other medical campus junior faculty members focused on resources to help access and engage the St. Louis community in their research. They reiterated the difficulty in making community connections to start and complete their research in the requisite time frames. One Medical School faculty member said emphatically: “I feel this is a very important issue, if not THE important issue of our time (in addition

to the shrinking middle class and global warming).”

The desire to connect with the St. Louis community resonated with Danforth campus junior faculty members, as well. Several expressed enthusiasm about how a race and ethnicity center could support an “institutional calling to the community.” The collective vision from junior faculty members on both campuses was that a center could serve as a portal into the St. Louis community and its institutions. Examples included facilitated partnerships with community anchor institutions (one faculty member raised Harris-Stowe State University as an opportunity); assistance in developing seminars to be held in the community; and facilitating introductions to key community stakeholders for new faculty members. Some encouraged that a center hire a community liaison to broker and facilitate community-engaged research.

Another medical campus faculty member noted that their track is primarily a teaching/clinical one without an expectation of peer-reviewed research. Discussion focused on whether a University-wide center should support the range of faculty needs and interest or develop discrete areas of excellence.

Focus group participants made a few recommendations about potential research emphases for a race and ethnicity center. Several scholars noted that, given Washington University’s depth in health disparities research, support for this work could be valuable, including from an early childhood or poverty approach. Others raised the possibility of a center creating an oral history project (one person expressed interest in doing one for Washington University’s own workers, perhaps with a focus on our Hispanic

groundskeepers.) Others expressed interest in themed short-term and long-term initiatives that would offer intellectual flexibility and permit different faculty members to direct center resources at various points.

The assistant professors were also deeply interested in structures that would bring scholars together across disciplinary and even generational differences. Examples included vertical seminars, regular meetings on themed work, opportunities to vet early drafts or “half-baked work.” One idea that garnered interest was a “think tank” weekend including both internal and external scholars to focus on a discrete set of ideas. Other participants expressed interest in an infrastructure that would support scholarly activities such as organizing a conference, noting that junior scholars can struggle to find support for such scholarly ventures.

Focus group members also expressed interest in curricular resources, to support teaching on race. This included existing and new courses. Examples given included syllabus banks and other shared resources for courses, as well as support to design new courses on race. Paralleling their enthusiasm for collaborative and multi-disciplinary research, there was also a strong desire to be able to collaborate in teaching, primarily through resources to support co-taught courses.

There was some discussion of whether and how a center could facilitate diversity in the academic pipeline, to encourage and train the next generation of scholars. The School of Engineering and Applied Sciences has expressed interest in this potential component of a race and ethnicity center and faculty members brainstormed various forms this might take, including developing innovative pedagogy for gateway courses (a potential alignment with The

Teaching Center).

Finally, a couple of participants highlighted the need for rigorous assessment to ensure a center was serving its purpose and actively benefiting faculty members and their research.

### Recruitment, Retention, and Community Building

Although there also was some discussion of how such a center could benefit Washington University’s students, the focus group conversation focused almost exclusively on how a center would support faculty members, and especially junior ones. Focus group members had a strong consensus that, depending on its design and structure, a race and ethnicity center could be a significant attraction, and retention mechanism, for faculty of color generally, as well as those specifically working on race. One participant summed up the discussion: a center would signal that “people are seeing the necessary connections that need to be made to work on race.” Focus group members stressed that a center could be a focal point of intellectual and professional community, both for faculty members working on race and ethnicity specifically and for faculty of color as well. Some stressed the need for a center to be truly interdisciplinary and to serve all of the schools, perhaps by ensuring representation from each school unit that meets regularly. Similarly, there was interest from these junior faculty members in ensuring

that senior faculty would be engaged and invested in such a center. In particular, focus group members believed a race and ethnicity center would benefit new faculty members.

One focus group member had a slightly different view, that recruitment was

not necessarily the top benefit (unless the scholar was doing research in the area of race). Rather, for this person the community provided would be great and very attractive.

There was also discussion of where to house a center and an expressed desire for a physical space to facilitate meetings and collaboration.

Finally, one or two participants raised the possibility of a race and ethnicity center serving as a home for training faculty members on bias. Vice Provost Davis explained that the University is trying to house these resources elsewhere and that, should there be interest in providing this resource, it might be more fruitful to explore as a partnership with The Teaching Center and other campus stakeholders.

In sum, there was deep interest in a University-wide race institute from African American and Hispanic assistant professors. They seek from a center support for research and teaching, and especially for collaborative and interdisciplinary exchanges. Resources to support research are especially attractive. There was also a deeply expressed need for resources to support community-engaged research on race and disparities and to facilitate connections to the St. Louis community. Finally, many believed that a race and ethnicity center would help to build community among both scholars working on race and ethnicity and also faculty of color. In this vision Washington University could emerge as a major research institution on race and a destination point for top scholars. At the same time, a University-wide race and ethnicity center could serve as a recruitment and retention mechanism for African-American and Hispanic faculty members, through both the research and community-building

functions.

Given the range of our faculty members' interests, disciplinary approaches, and scholarly "tracks," a key question and challenge will be how and whether a center can serve all of Washington University's faculty members who study race and ethnicity.

### TENURED PROFESSOR FOCUS GROUP OCTOBER 25, 2016

On October 25th 2016 Professors William Acree and Ignacio Sanchez-Prado convened a focus group of African-American and Hispanic tenured professors from both campuses. Twelve faculty members participated in the focus group, ranging from junior associate professors to very senior scholars. Faculty members who could not attend were invited to share thoughts via email or over the phone and one elected a phone call; their comments are incorporated in this summary.

All of the focus group participants expressed interest in and support for a University-wide race and ethnicity center. One said, "Yes; definitely. Of course it depends on what it looks like. But any faculty of color that see an institution has such a center, it would be a huge plus."

Beyond this strong consensus in support for a race and ethnicity center, associate professors raised questions and made recommendations. One said "A lot will depend on how useful faculty see it. There is a wide variety of methods and approaches. Right now each school has its own approach, etc. It would be great if experts came together to theorize about race and produce cutting edge scholarship."

Clinical Medical School faculty members queried what their involvement would look like beyond

a connection through the Institute for Public Health. Another Danforth campus faculty member expressed significant interest in making connections to the Medical School to discuss race, disparities, and health. One senior faculty member was especially interested in a place/initiative at the center for pipeline programs to help cultivate the next generation of minority faculty. Raised as an example was the Center for Comparative Studies in Race & Ethnicity at Stanford University, which was the result of student activism.

As far as structure, one participant emphasized that a center "should not duplicate what is out there." Instead it should be a "place to link things together and connect things and to create partnerships." It can help "all of us think about what we are working on how race plays out in different fields." This colleague expressed a desire for a center to help Washington University faculty members develop into thought leaders and influence shapers.

Several faculty members were interested in the intersection between race, health, and policy design. One senior faculty member suggested that some component of the center address methodology, specifically for how the space would work across disciplines. An associate professor said they were excited about a center as an "incubator" or a resource that stimulated "new ways of thinking about blackness and with new colleagues." They continued it would be valuable if it could bridge the global and domestic spheres and think about race and ethnicity broadly. This person hoped a center would have a strong critical theoretical component, to "be critical of mechanisms that reproduce structural inequality, even today." It would be great if the center would maintain "an unapologetically

racial lens" on the disciplines and research.

Four faculty members expressed their interest in the local impact such a center could have. "Where St. Louis becomes our partner." Regarding research with St. Louis, they were interested in "not just research but the science of implementation and assessment." They concluded, "Is it possible that the center could be a resource for the community?"

Another point of interest that came up was that a center could be a potential resource in intervening in bias incidents on campus. The colleague who raised this was intrigued by the possibility that a race and ethnicity center could partner with the Center for Diversity & Inclusion to put campus incidents in historical and cultural contexts. "Through a race center faculty could help dissect incidents as cultural phenomena."

Regarding resources, one associate professor stressed that funding opportunities are crucial. Faculty members need time and space to write and do research. They continued that they were enthusiastic about a space to go where they "could be part of a community to think and write from a specific angle." A center could be like "a little think tank." They elaborated they would welcome the opportunity for workshops, speakers, and making intellectual connections with colleagues.

One person hoped for support for teaching and courses. They recommended as a model the Gephardt Institute's framework for supporting and encouraging community-engaged teaching. A race institute could similarly facilitate courses and teaching with a racial emphasis or that incorporated race.

Several participants stressed that the University's commitment to the center must be substantial. First, it should be highly visible; this visibility brings credibility. Relatedly, some faculty expressed some reservations, given the abstraction of the center at this point. One senior faculty member was adamant about the center receiving a Chancellor's level endowment, with strong backing from the Provost, and not being dependent on the school deans for funding. Deans change, and

this faculty member did not want the center to be vulnerable to decanal shifts. Another colleague said, if it's just about "cookies and juice" then there isn't any point. Others agreed that this cannot be ornamental. If it is not a substantial research center, with corresponding resources, faculty member buy-in will be minimal.

One associate professor reiterated that much would turn on the design of such a center. "It depends on its

mission, the approach it takes, and its leadership. It will need a strong leader to manage all of these things." Regarding the leadership, this faculty person encouraged a national search for an external director. "It doesn't have to be a top producing scholar. But they would need a specific style—the ability to work with people, bring people together, get things off the ground, be entrepreneurial." They concluded, "I would love to be a part of it."

## STUDENT FOCUS GROUP CONVENED BY BIANCA KAUSHAL AND ITZEL LOPEZ-HINOJOSA OCTOBER 24, 2016

### Student Focus Group Questions

1. Wash U has made efforts to try to become an environment that is inclusive for various groups. Do you think a center on race and ethnicity would help with that?
2. Assuming this center is built, what type of relationship would you envision between staff and you? How would you see this center connecting to other institutions on campus working on issues related to race and ethnicity?
3. A race center might offer things like research opportunities, speaker series, and workshops. What could this center offer that would make it most useful to you?
4. Are there potential ways a center on race/ethnicity could provide research opportunities for students in your field of study? What would these look like? Which would be most useful for you?
5. Are there any other ways this center could be structured to be beneficial to students?

# Summary Notes

1. Contextualize history and racial relationships (how they have been created) but then work to understand how they exist on campus.
2. Provide academic accommodations for students who are affected by trauma on a local/national/global level.
3. Given that our institution focuses on STEM research, students identified the need to normalize research that is done in the humanities.
4. Acquire archives that focus on race and ethnicity and house them in the Race and Ethnicity Center for ease of access.
5. Mellon Mays is a great program with limited capacity. Thus, it should not be the only research centered opportunity for students, especially students of color.
6. With regards to hiring, the Race and Ethnicity Center creates an opportunity to bring influential/impactful people who are passionate about research in race and ethnicity.
7. Additionally, when hiring, expectations should be clearly communicated to the applicants, and the values and standards should be transparent to all applicants. These expectations include a dedication to race work and supporting students beyond academic support.
8. Furthermore, there is an immense need to increase faculty of color representation across schools and disciplines i.e. STEM and humanities.
9. Mentorship programming and opportunities between faculty and students should be present given that many students do not know how to obtain mentors.
10. A race institute must prioritize funding/resources to students of color or other marginalized identities because students of color on campus feel as though other opportunities are already geared towards or prioritize white students. Resources include programs/majors/classes/funding.
11. Students emphatically expressed that race research and curriculum has helped them understand themselves and their identities in both an American and global context.
12. One of the challenges students of color face is the two-faced burden of being tokenized or “other-ed” as a student of color in academically rigorous courses. Students feel as though scholarship is pursued in order to combat damaging narratives.

# Summary Notes

13. Mandatory trainings for professors in all disciplines to understand how to not tokenize, micro-aggress, and discriminate against students of color. BRSS is a tool that can be used to gather information regarding bias incidents and areas of opportunity in training.
14. For many students, success is facilitated by using academic resources including office hours. But, students of color and other marginalized identities, often feel uncomfortable and feel the immense weight of stereotype threat.
15. Programs/funding/allocations should not be prioritized on understanding and identifying privilege rather the focus should be on supporting students of color.
16. Academic curriculum should focus on power dynamics and how they manifest in our world. Special consideration should be given to how we advertise the Race and Ethnicity Center: It is not taking away space from white students, but creating additional support.
17. One of the hallmarks of Freshmen Orientation is the First Year Reading Program. Further programming can be created in partnership with the Center of Diversity and Inclusion.
18. When supporting students in research, there needs to be a critical understanding of the purpose, intent, and community they are choosing to focus on—what are they hoping to gain? This is an attempt to overcome the distrust with research felt by the communities and unethical actions.
19. The center should encourage students to develop action steps around their research and find ways to do engaged-research where community becomes a stakeholder in the success.
20. The Race and Ethnicity Center should be a major advocate for programs/ departments that focus on race to establish themselves as departments that are nationally recognized and producing critical scholarship.
21. Programing should include workshops, lectures, and conferences—these can be specific to professional development and how to engage in research and make it applicable to the community. Having the ability to attend conferences geared towards understanding the experiences of students of color is also important.

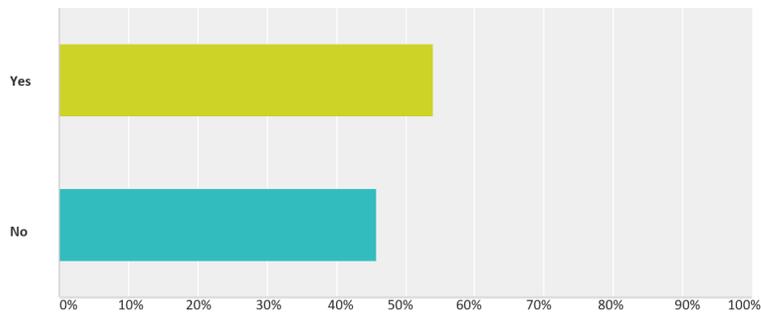
## APPENDIX D

### FACULTY SURVEY

The Task Force sent a survey sent to Danforth underrepresented minority faculty and faculty members we identified as working on race on both campuses. We identified faculty members working on race through a series of searches in the following system: <https://acadinfo.wustl.edu/Courselistings/Semester/Search.aspx>. We then vetted these lists with the school deans, who gave us names of additional members of their faculties working on race. The survey was sent to 89 faculty members and received 40 responses for a response rate of 45%.

#### Q1 Do you feel that Wash U offers you the institutional support that you need to do research on issues related to race and ethnicity?

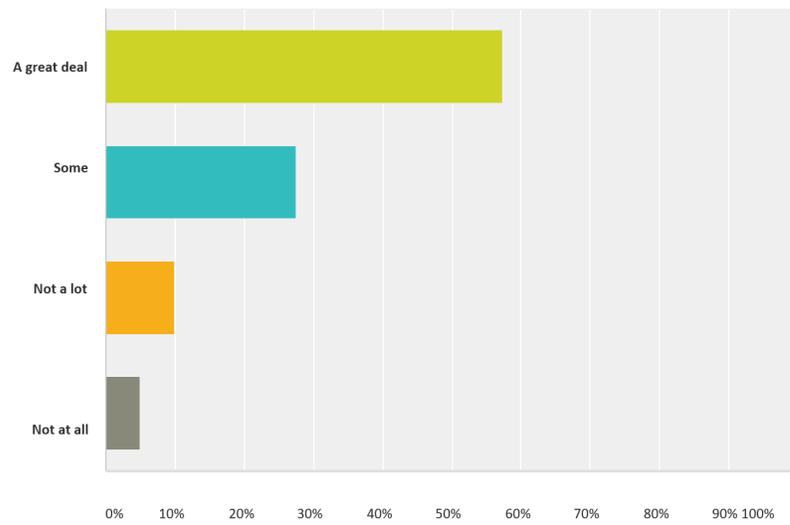
Answered: 37 Skipped: 3



Answer Choices	Responses	
Yes	54.05%	20
No	45.95%	17
<b>Total</b>		<b>37</b>

**Q2 How much do you think you would benefit from an on-campus center focused on issues related to race and ethnicity?**

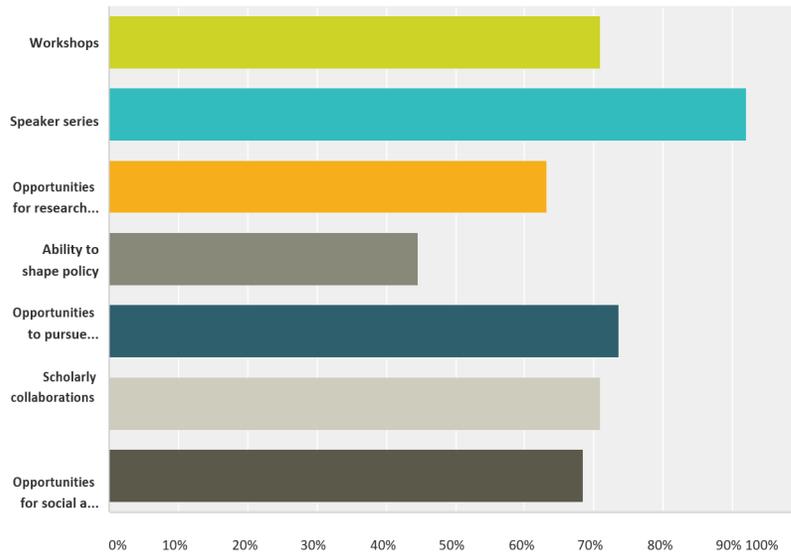
Answered: 40 Skipped: 0



Answer Choices	Responses	
A great deal	57.50%	23
Some	27.50%	11
Not a lot	10.00%	4
Not at all	5.00%	2
<b>Total</b>		<b>40</b>

**Q3 If such a center existed, how likely would you be to utilize any of the following (check all that apply)**

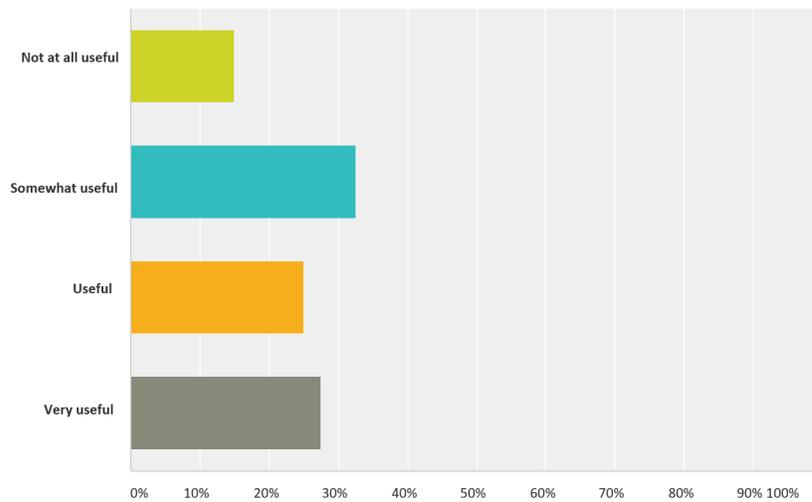
Answered: 38 Skipped: 2



Answer Choices	Responses
Workshops	71.05% 27
Speaker series	92.11% 35
Opportunities for research dissemination	63.16% 24
Ability to shape policy	44.74% 17
Opportunities to pursue external funding	73.68% 28
Scholarly collaborations	71.05% 27
Opportunities for social and community interaction	68.42% 26
<b>Total Respondents:</b>	<b>38</b>

**Q4 If one existed on campus, how useful would you consider a center on race and ethnicity to be to your professional development?**

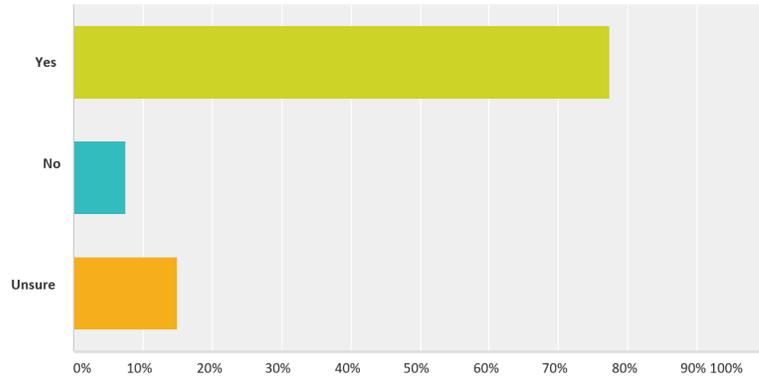
Answered: 40 Skipped: 0



Answer Choices	Responses	
Not at all useful	15.00%	6
Somewhat useful	32.50%	13
Useful	25.00%	10
Very useful	27.50%	11
<b>Total</b>		<b>40</b>

**Q5 Would you consider a campus center on race and ethnicity to be a signal of institutional commitment to race scholarship?**

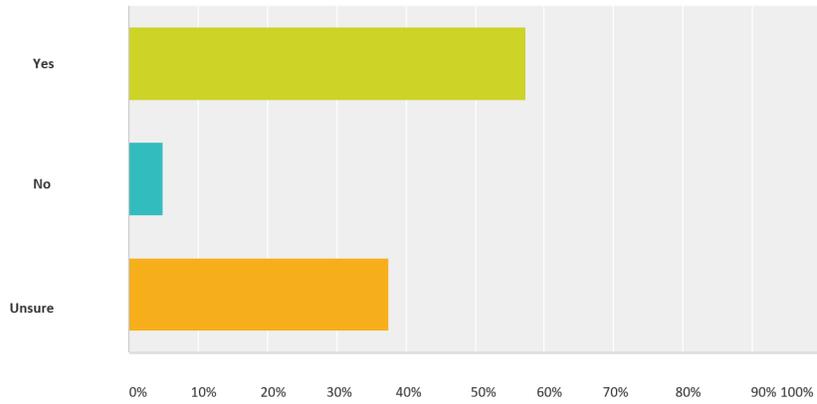
Answered: 40 Skipped: 0



Answer Choices	Responses	
Yes	77.50%	31
No	7.50%	3
Unsure	15.00%	6
<b>Total</b>		<b>40</b>

**Q6 Would you consider a campus center on race and ethnicity to be a signal of institutional commitment to faculty of color?**

Answered: 40 Skipped: 0



Answer Choices	Responses	
Yes	57.50%	23
No	5.00%	2
Unsure	37.50%	15
<b>Total</b>		<b>40</b>

## APPENDIX E

### STUDENT PRESENTATIONS

The Task Force invited its student members to present their views on and recommendations for race studies to the Task Force. On April 8, 2016 Bianca Kaushal, Kevin Lin, Dana Robertson, and Kiara Sample made presentations. They invited Alvin Zhang to join them. Itzel Lopez-Hinojosa was unable to attend the meeting and sent a statement read by Vice Provost Davis.

Bianca Kaushal, Kevin Lin, and Alvin Zhang (invited guest) read the following to the Task Force:

#### **Why the Institute Matters:**

All three of us were here in the Fall of 2014 and we saw, felt, and heard the voices of students, staff, and faculty in the wake of Michael Brown's death. The Asian American community struggled with finding a way into the conversation, with building solidarity, and with showing up to let others know we cared. If there was more knowledge about the history of Asian Americans in the United States available and even research reminding us of that history, what could be different? If students realized that we were also a part of the Civil Rights movement, if we knew the story about Vincent Chin, if we understood the way in which black lives, Chinese lives, and Japanese lives allowed for us to stand here today, maybe that would encourage and support us in finding a way to build solidarity and coalesce.

St. Louis is locked into a white-black binary and going to college here has thrust us into a space where we know that our voice as Asian Americans is not always recognized or needed, but this is an opportunity for WashU to change that. This is a time to recognize that Asian Americans are more valuable as

voices than as bodies.

If we're going to build an Institute, we need to think through this and build it intentionally. What if we create a model that prioritizes the voices of Asian, Latinx, Arab, and Native American students? If we have a chance to think big, let's think about how we can change the current racial conversation and be innovative when thinking about racial and ethnic diversity, support, and structure.

### INVISIBILITY AND REPRESENTATION

As a minority group, we are overwhelmingly invisible when it comes to representation in media and in social justice activism spaces. And we are not here to say that this invisibility is simply because external audiences never remember to include our voices or listen seriously to our needs. We recognize that this invisibility is also due to the fact that many members of our community never question the current status of Asian Americans or our racial politics in America. But that needs to change.

Our community lacks a way to talk critically about race and ethnicity and we believe that part of that has to do with the erasure of our history from the canon of "American History". If more students and faculty understood the relationship between Vincent Chin and Akai Gurley, we would have had a different moment in the spotlight.

Our quick second in the spotlight when an Asian cop, Peter Liang, shot an unarmed Black Man, Akai Gurley was about layers upon layers of histories intersecting to suddenly produce tensions between Asian communities and black communities. What was

highlighted were the Asian Americans protesting on behalf of Peter Liang—our moment in the spotlight was essentialized—there was one narrative shown, and what it did was further push away the dream of solidarity and coalition-building. There were others, like us who were in support of Akai Gurley, who recognized the impact of the criminal legal system on black and brown bodies—but we were a minority within our own community.

### MEETING MINUTES FROM STUDENT PRESENTATIONS TO THE TASK FORCE APRIL 8, 2016

- Bianca Kaushal, Kevin Lin, and Alvin Zhang (invited guest):

Alvin: 30% of WashU students are Asian or Asian American. These groups are the fastest growing minority population in the U.S. There are over 15 Asian interest groups on campus. Bianca mentions two ideas: the seamless transformation of self-discovery and identity development into powerful intellectual discourse, and integrating Asian American histories and current struggles into America's reality of race. The race institute will transform the activism and emotions into something that resonates with the intellectual community.

Bianca reads the following regarding why the institute matters:

"All three of us were here in the Fall of 2014 and we saw, felt, and heard the voices of students, staff, and faculty in the wake of Michael Brown's death. The Asian American community struggled with finding a way into the conversation, with building solidarity, and with showing up to let others know we cared. If there was more knowledge about the history of Asian Americans in

the United States available and even research reminding us of that history, what could be different? If students realized that we were also a part of the Civil Rights movement, if we knew the story about Vincent Chin, if we understood the way in which black lives, Chinese lives, and Japanese lives allowed for us to stand here today, maybe that would encourage and support us in finding a way to build solidarity and coalesce.

St. Louis is locked into a white-black binary and going to college here has thrust us into a space where we know that our voice as Asian Americans is not always recognized or needed, but this is an opportunity for WashU to change that. This is a time to recognize that Asian Americans are more valuable as voices than as bodies.

If we're going to build an Institute, we need to think through this and build it intentionally. What if we create a model that prioritizes the voices of Asian, Latinx, Arab, and Native American students? If we have a chance to think big, let's think about how we can change the current racial conversation and be innovative when thinking about racial and ethnic diversity, support, and structure."

Kevin notes that there is not a lot of involvement from the WashU Asian community in race and ethnicity issues. There are not a lot of spaces for the Asian American community for discussion and learning about Asian American issues. There are not many media outlets that discuss Asian American issues. These issues are not included in the political discourse in the country. There are resources available, like courses, but they are not on the radar of students.

Bianca reads the following regarding invisibility and representation:

"As a minority group, we are overwhelmingly invisible when it comes to representation in media and in social justice activism spaces. And we are not here to say that this invisibility is simply because external audiences never remember to include our voices or listen seriously to our needs. We recognize that this invisibility is also due to the fact that many members of our community never question the current status of Asian Americans or our racial politics in America. But that needs to change.

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What we can do through the institute:

- Academic support.
- Research opportunities for undergraduate students to engage issues of race and ethnicity in a way that builds solidarity and interdisciplinary approaches.
- Connecting academic needs with social needs.
- Deeper and broader base of knowledge. Maybe asking students to take a class from a list of courses that will help them analyze better the issues in our community.

Kevin mentions the following ideas:

- Specifically targeting programming for freshmen and sophomores as a way to expose students to new ideas and spark initial interest.
- Consistent outreach to students throughout their academic career
- Increase presence on campus of the resources we have.

Alvin notes that the WashU representation of Asian and Asian American faculty is small. The institute could push for growing the number of faculty.

Adrienne will request the percentage of students who double major in STEM fields and the humanities.

[- Dana Robertson and Kiara Sample:](#)

Ideas for curriculum through the center:

- Relevant courses could be publicized
- Intersectionality and interdisciplinary studies
- Access to courses to discuss issues

- National history course: thinking of US history and Black history not as two separate things.
- A foundational course on race is needed. Ideas for research:
- WashU does not have a lot of research opportunities in the humanities for undergraduates. Research needs to be more accessible. The Office of the Undergraduate Research is difficult to navigate. Students don't know what professors in the humanities are doing in terms of research. Dana and Kiara think that students could help professors with research, which could lead them to conduct their own research.
- A research course regarding methodology and processes that are not mainly scientific could be beneficial.
- Collaborating with the community. Getting community leaders involved. Having a liaison between the community and WashU.

#### - Notes from Itzel Lopez-Hinojosa:

Hello all!

My name is Itzel Lopez and I am a junior studying American Culture Studies and Biochemistry. Unfortunately, I cannot make any of the meetings due to class conflicts. However, I have gone through the notes and synthesized some thoughts that I would like to share.

#### **FEBRUARY 24TH- THE BREAKDOWN OF THE TASK FORCE**

In regards to Ignacio's point, I think that the growing Latinx applicant population is something to be very cognizant of, specifically some of the issues that pertain to this community. These include the issue of authenticity when it comes to appearance (outsiders believing that you are look white, therefore you are), and of support and resources for students that are the first generation to go to college. Yes, we have to focus on recruitment and building those numbers, but what happens when they get here? How do we retain these students and ensure that they can be successful?

It seems as if we are leaning towards an institute that has three main components; research, policy, and student engagement/support. It additionally includes subcomponents like professional development opportunities and faculty retention. These components all have the goals of engaging with the Saint Louis community, WashU community, and the larger national and international

community at large. Additionally, three major core values were identified; inclusiveness, adaptive, and forward looking.

I agree with Bianca's point that perhaps we should assess what structures are already in place, and build off of them, or formulate a relationship with them. Off the top of my head, I can think of the Office of Undergraduate Research, Center for Diversity and Inclusion, the Social Justice Center, and Student Involvement and Leadership. Additionally, we could consider how departments are addressing race and ethnicity in the academia world. Potentially, we can build a bridge between what knowledge is being produced and shared at WashU with the campus climate involving social justice and student involvement (particularly events that are sponsored by club organizations). Why does the academia and student engagement have to be different? Perhaps it might be helpful to look at these institutes and think about what purpose they serve, what resources they offer, and what gaps exist?

#### **MARCH 9TH—PRESENTATION OF SEVERAL CENTERS**

From the links being sent and the notes regarding the presentation I have compiled a list of thoughts and initial reactions. Some of these will be reiterations of what was mentioned in the notes.

John Hope Franklin Center at Duke: seminars and series that are focused on connecting and engaging the community with larger issues. I wonder if these can be student and faculty/ staff driven and if the themes of the seminars/series should reflect the issues at WashU and in STL.

Center for the Study of Ethnicity and Race (CSER) at Columbia University: reminded me that we have to be conscious of the name and also of the language used in the mission statement and the history of the center. This center hosts conferences regarding race and ethnicity, is that something we do for undergraduates, graduates, and faculty? Maybe, it might be helpful to have a summit or campus discussion about race and ethnicity on campus (this wasn't mentioned in the website but was an idea I had).

FedEx UNC: has divided its center into area studies, global, and other. I think it is interesting that these centers are divided, but I think we should also think about how we can establish a culture of collaboration and cohesiveness. I think that we should work towards an interdisciplinary or collaborative atmosphere. And I say this because I think students and faculty alike have multiple interests and identities that intersect, so the center should reflect that.

Georgetown University: brings a good point to light, when

we say engagement with the St Louis community to we merely mean addressing and learning about the issues, or do we also mean promoting service? If that is the case, we might want to look at the Gephardt Institute, and the Community Service Office.

University of Oklahoma: has a very activist and social justice tone. Given that many students have engaged with activism, perhaps there can be a program or subset that dedicates itself to conversations around activism.

Berkley: this is focused towards law student. But, I think it touches on a point brought up before, professional development. I think that one of our focus can be mentorship from faculty to students especially in understanding how to be civically engaged as a professional.

Overall, from the notes I gathered that the conversation also focused on the space and design of the building. Personally, I believe that it should not be an addendum to a current building like the CDI. The location should be purposeful and should communicate that the University cares about these issues and this institute and is dedicating time, money, and effort to establish it. I do agree that the CDI is a safe place and can see the student objections. Is this institute supposed to be a safe place or more of an institute dominated by faculty?

### MARCH 23RD—FACULTY RETENTION AND REPRESENTATION

These notes have not been sent out but I have included my thoughts on the interview (based on the email sent out).

Just a quick question, will these questions be used in an interview platform or a survey?

Additionally, it might be useful to strive for anecdotal pieces. Sometimes narratives are more powerful than simple answers, as they show rather than tell the current atmosphere. Perhaps, we can offer up a guiding question that offers an opportunity for narrative. I only mention it since some of the questions seem to be yes or no questions, or can be answered with declarative statements. This could be elaborated more in Prof Acree's question.

On a side note, given that the BRSS report system is 3 years old (I believe), is there data that can be used from that. Although, it is used primarily for student experiences, it can also highlight more on the culture on campus. We could choose to focus on the student to student or the student to faculty interactions. That being said, I believe it is mostly for undergraduates. But it might be a useful resource to understand the climate a little better. So that we might also understand how to better prepare staff for conversations and interactions with diverse students and faculty (i.e., training on how to talk to women in STEM, and people of color in education, etc.). I don't know if similar systems are offered for staff or graduates, but we might want to think about the potential need and use of them in these communities.

As a follow up, (and for my benefit, not for the survey) what is our harassment policy for staff, undergrads, and graduates in terms of race and ethnicity?

Additionally, in our questions are we aiming to flesh out intersectionality and how these identities have manifested as obstacles and/or points of celebrations? I mention this as there might be different needs and obstacles

for LGBTQ, women, race, nationality, and ethnicity as they cross over into the career field.

Lastly, I know that we are primarily thinking about research, retention, and education, but would it be beneficial to consider mental health needs and how these are being addressed in our community? It might be helpful to figure out if they did have issues or challenges based on their identity, where they sought help, and if there was a support group or resource available?

### APRIL 8TH- (EVEN THOUGH IT HASN'T HAPPENED YET) LATINO AND ASIAN STUDIES NEED

I was asked to speak about the needs, concerns, and suggestions for the curriculum and the institute. I want to start this section by offering a disclaimer that I am only one person that identifies as Latina, and in no way does my experience reflect the larger needs that need to be addressed by every Latinx individual on campus.

#### Faculty Representation:

One of the major frustrations that I have had while at WashU is that there aren't people like me that are teaching me. Perhaps, this is merely because I do not take classes that are taught by those professors. I can't say this with statistics, so excuse me if I am wrong, but it is my observation that most of the professors that identify as Latinx are either in the Spanish department or in the Latin American Studies department. I am particularly addressing a larger need for representation in my second major, biochemistry (and to some extent even American Culture Studies). Of course, I am inspired by each individual that has taught me, but I think there is something to be said about having mentors that identify,

to some extent, similarly to myself. Therefore, I would like to see Latinx representatives at this Institute and more Latinx professors.

### Emotional and Mental Support:

In addition to the statement above, I find that when a Latinx community member at WashU has an issue they are directed to the same person; Julia Macias. She is a phenomenal individual, but I think we need more than one person to support the whole Latinx community. Therefore, I would suggest hiring more staff to support Latinx members.

Additionally, I think that this particular community faces some challenges, which are not exclusive to this group, should be addressed. As a child of immigrant, I have had to negotiate and manage everything about my college life. I work two jobs on campus, applied to college myself, and will apply to med school by myself. There are some resources on campus that are available, but these resources are not specifically trained to deal with students that have are ESL, children of immigrants, first generation students, among other identities. I think that more formalized training for these resources is needed so that I do not have conversations with my advisor where I am told that I will be accepted into med school because I am a Latina.

Furthermore, I think that mental support on campus is treated as a blanket statement/process for all types of people. I believe that more awareness about how culture shapes our understanding of mental health

and illness is needed. I mention this because in my family, and in many other Latinx families, it is taboo to talk about mental illness.

### Issues of Stereotypes:

I thank this institution for giving me a plethora of opportunities and for allowing me to grow. However, in my three years, I have experience or heard of issues regarding sensualization of Latinx members. As

aforementioned, graduate admissions for Latinx includes a narrative of “you are going to get in because you are a part of this community.” Additionally, there are a lot of student-teacher interactions where the professor subjects the individual to a preconception or stereotype; I have been asked if I am a Pell Grant recipient after disclosing that my family are immigrants. Again, I think that this institute can serve as platform for students to discuss these issues, and for professor to receive training.

### Research and Academia:

Additionally, I think that in the seminars and series that could be hosted by the institute it is necessary to address the differences among Latinxs. Not every Latinx experience is the same, even though the media tries to portray that. I would like to see more research and seminars dedicated to the issues that this community faces. Often, I feel that conversations around race are very black and white. Due to this, I feel forgotten or marginalized, which is not a good feeling to have. Therefore, the community should emphasize and

promote conversations about race that articulate beyond black and white issues.

### Comments on Latinx Studies:

I agree that there is a need for these area of studies. To be honest, being Latina has shaped a lot of my choices in the classes I take, and the clubs I participate in. It is very difficult to talk about anything without paying tribute to where I come from. Therefore, I think it is only fair, that there is a space or academic world for me to engage with. I wouldn't say that I have had a poor education, but I do sense that in many ways, I am academically behind a lot of the students at WashU. I think a part of it is attributed to the fact that I know myself through my experiences but I do not know myself in a political, historical, and cultural context. One of the reasons that I am an AMCS major is because of the mandatory class for Rodriguez scholars; Latino/a Experiences in the US. It was through this class that I realized that I am not alone in a lot of my thoughts, and that I was lacking a lot of language to express my identity and my experience. Through this subset of Latino Studies, I was able to know more about myself, and to empower and motivate myself to continue to focus on this salient identity (and for me that also means giving back). I can't imagine that there are not others like me, and if one class can do that for me, imagine what an entire program can do. Now, this is an argument that is based on a personal experience. In the larger context, the argument for having a Latinx Studies is very similar to the one presented in Asian Studies.

## APPENDIX F

### DISCUSSION WITH THE FORMER DIRECTOR OF THE CENTER FOR THE STUDY OF RACE, POLITICS, AND CULTURE AT THE UNIVERSITY OF CHICAGO OCTOBER 18TH, 2016

Because of its impact, reputation, and longevity, the Task Force identified the Center for the Study of Race, Politics, and Culture at the University of Chicago (CSRPC) as one of the leading academic centers for the study of race. <https://csrpc.uchicago.edu/> We invited former Director, Professor Cathy Cohen, to share with the Task Force her thoughts about building a University-wide race institute (Cohen served as Director of CSRPC from 2002 until 2005). On October 18th Adrienne Davis, Linling Gao-Miles, and Vetta Sanders Thomas talked to Professor Cohen via Skype. Professor's Cohen's insights touched on several themes, including focus, organizational design and structure, undergraduate learning, and interaction with local community.

#### DESCRIPTION OF THE CENTER FOR THE STUDY OF RACE, POLITICS, AND CULTURE

To Professor Cohen, key pieces to the CSRPC include first, support for faculty members' research and, second, a vision for collective research and work. She also stressed creating opportunities for faculty members to engage with and support the local Chicago community through research and resources.

The CSRPC offers resources to encourage and support University of Chicago faculty members' research on race. Resources include up to \$4,000 seed grants, space for conferences and programming, and weekly workshops (which are now "curated each quarter by a different faculty member"). In

addition, there is office space available to house University of Chicago faculty members who are on leave. The CSRPC is funded by the University; it is not funded by donors. The Office of the Provost provides most of the funding with the Divisions of Social Sciences and Humanities also providing support. The CSRPC has applied for external grants, but these were "research driven, not operationally driven," grants.

When asked if there had been efforts to launch center-based projects, Professor Cohen said there had not. The CSRPC projects were faculty members' projects that were "housed" in the Race Center.

The CSRPC has eighty faculty affiliates and several dissertation and post-doctoral fellows (from the website it appears that most of the latter are designated as Provost's Career Enhancement Post- Doctoral Fellows). The CSRPC is led by a faculty director who serves a three to six-year term. Additional leadership comes from an Executive Committee of faculty members who meet when called by the director, as well as faculty affiliates who staff various committees in the CSRPC. In addition to a faculty director, the CSRPC has an associate director, student affairs administrator, and program coordinator, all of whom are staff. Doctoral students serve as a workshop coordinator, a media assistant, and a B.A. preceptor<sup>8</sup>.

Regarding its relationship to students, Professor Cohen offered a brief history

of race studies at the University. University of Chicago does not have undergraduate majors in the various fields of race studies; instead, these academic fields emerged as centers. Hence, the University had to "backtrack" and think about how to facilitate undergraduate learning and research in race studies. The CSRPC ultimately created a Comparative Race & Ethnic Studies major and minor, which is part of University of Chicago's Core curriculum (<https://collegeadmissions.uchicago.edu/academics/majorsminors/cres>). Within the program of study, students can pursue tracks in Africa Past & Present; African American Studies; Asian American Studies; Latino/a Studies; Native American Studies. Alternatively, they can design their own course of study. Professor Cohen noted that, in creating and staffing this curriculum, the CSRPC is constrained by its lack of faculty lines; without these resources, they are "constantly borrowing." She emphasized that a curriculum requires staffing power, which comes from dedicated faculty members.

Professor Cohen also described a set of requests CSRPC made for University funding to connect to the Chicago community. These requests included support to write white papers; create sabbaticals for local academics; create an artist-in-residence program; and create a fellowship for local activists. She noted the University funded all of the requests except for the fellowship for activists.

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<sup>8</sup> "The preceptor will work closely with about 8 to 12 fourth-year students enrolled in the CRES major along with some rising third-years during Spring Quarter. The preceptor will be responsible for guiding students in preparation of a bachelor's thesis. In addition, preceptors will assist undergraduates earlier in their program, providing thesis advice and program support." <http://csrpc.uchicago.edu/teaching/>

## RECOMMENDATIONS AND OBSERVATIONS

Professor Cohen offered several observations and recommendations about the optimal design of a University-wide race center.

Regarding organization and resources, Professor Cohen believes it is important that encouraging faculty engagement be at the core of any center design. In fact, she stressed that the initial vision for the CSRPC was as a faculty space. However, it has not facilitated faculty interactions across the disciplines as it was envisioned doing. She reiterated the importance of keeping faculty research and collaborations, and the physical space necessary to facilitate it, at the forefront of design and execution. In retrospect, Professor Cohen believes that faculty fellowships and course buy-outs would have been invaluable.

A second concern is that the CSRPC has been very director-focused, and each director has had their own agenda. This creates a lot of movement back and forth without a sense of longevity and vision regarding what the CSRPC

is supposed to do. She noted that this may be a product of the governance and advisory structure of the CSRPC. The Executive Committee of faculty does not focus as well on what the center could or should do, and hence the center becomes only about the director and their vision. She stressed that the more a center can involve faculty members in the formal functioning and staffing the better. In Professor Cohen's view, to be successful a center needs faculty members who are dedicated to it and whose lines are devoted there.

Regarding post-doctoral fellowships, Professor Cohen suggested to consider awarding them in under the auspices of a theme that links their research.

She also recommended that significant thought be put into institutional and national visibility for such a center. She noted that the faculty members associated with the CSRPC do highly visible work, but the work is not thought of as "CSRPC work." One initiative that was successful was a set of dissemination projects with Associated Press as a partner.

She recommended investing in someone to assist a race center with dissemination. She also encouraged being attentive to a center's relationship to University collections and archives, noting that the CSRPC had missed some opportunities that could have bolstered its portfolio and ability to support faculty members' research.

Fourth, the 2014 uprising in Ferguson prompted Professor Cohen to think about related events that have happened in Chicago. She does not think that the CSRPC has taken leadership in on-campus or off-campus struggles and advocacy for racial equality. She observed "a danger in creating an infrastructure is it then becomes an infrastructure and part of the University." This can make it "difficult to face the community."

Finally, Professor Cohen believes that opportunities for and ability to do fundraising is something that should be explored, as donors might be willing to support the work of a race center and sponsor innovative initiatives.

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## APPENDIX G

### NOTES FROM TASK FORCE MEETING WITH WASHINGTON UNIVERSITY CENTER DIRECTORS SEPTEMBER 27, 2016

Meeting with Dr. Jean Allman, J.H. Hexter Professor in the Humanities, Director of Center for the Humanities; Dr. Graham Colditz, Niess-Gain Professor of Surgery and Deputy Director of the Institute for Public Health; Dr. Marie Griffith, John C. Danforth Distinguished Professor in the Humanities and Director of the John C. Danforth Center on Religion and Politics; and Dr. Rebecca Wanzo, Associate Professor, Women, Gender, and Sexuality Studies, Associate Director of the Center for the Humanities.

Task Force Members introduced themselves.

Adrienne introduced the guests and reiterated the Task Force charge. The Task Force wants to hear about the challenges and needs of an interdisciplinary University-wide center.

#### Staffing:

- Recommend determining staffing structure after Institute is in place
  - The Danforth Center has a Director, an Assistant Director (professional administrator; in charge of communication and marketing), an Event Coordinator (professional person), an Administrative Coordinator, and a Managing Editor for their journal in Washington DC.
  - The Center for the Humanities has a Director, an Associate Director (a tenure-track faculty member), a full-time communication-PR person, a full-time grants

and budget person, an administrative coordinator who also plans events, and an academic coordinator for the Medical Humanities minor and the Kling seminar.

- IPH has a Director, an Assistant Director (staff), and a full-time budget/administrative person.

### Mission & Scope:

- For IPH, grants and degrees stayed in the schools.
- Having and communicating clear missions and narratives of centers are important because:
  - people are skeptical
  - scope needs to be clearly defined and communicated.
- A challenge is to navigate the different structures and cultures across the University, including unifying the two campuses.
- It is also important to have a clear sense of the local and national landscapes and how the center fits into these landscapes.

### Building a Narrative:

- The communications aspect is crucial (both communications and marketing are huge tasks and it is a challenge to get the word out).
- If programming is heavy will need event/marketing, etc.
- What are you fulfilling for the schools?
- Faculty buy-in is a challenge.
- One of IPH's core questions has been how to engage faculty members in a meaningful way. Faculty scholars were given 3-year appointments.
- Building relationships takes time.

### Faculty Relationship:

- IPH signed up 150 faculty members with 3-year appointments 8 years ago; how to refresh and renew?
- Think hard about governance (advisory versus voting power).

### Funding:

- Models:
  - The Center for the Humanities is funded entirely by Arts & Sciences.
  - The Institute for Public Health started with a 7 million-dollar commitment from the Chancellor; \$250k annual operating budget; there is some fundraising as well (has raised 2 endowed chairs).
  - The Center on Religion and Politics started with 33 million dollars. It is a lot of money; however, the Center was also charged with many action items including senior faculty hires.
    - The vast majority of what the Center on Religion and Politics does is through endowment, with some fundraising.
- Fundraising expectations should be clarified up front.
- Clarify relationship with A&D (in some cases they attend centers' monthly meetings).
- IPH: grants stay in the schools.
- It is important to have someone on staff who knows budgets and numbers.

### Space:

- Important and never enough;
- A functional space that fosters collaboration is also important;
- Need space for offices, but also shared, common spaces;
- Consider faculty fellows offices;
- At the Center for the Humanities Graduate Fellows share one room;
- Community access is something to consider (was a key issue for IPH);
- During discussion: proximity to programming space;
- Hoteling space;
- Possible space to offer during sabbaticals or a J-term.

## APPENDIX H

### NOTES FROM TASK FORCE MEETING WITH DIRECTORS OF ARTS & SCIENCES PROGRAMS IN AFRICAN & AFRICAN-AMERICAN STUDIES AND LATIN AMERICAN STUDIES OCTOBER 10, 2016

Washington University currently has only two academic units dedicated to race studies, the Program in African & African-American Studies, which was created in 1969, and the Kathryn M. Buder Center for American Indian Studies in the Brown School. While not formally a race studies program, the Latin American Studies Program has been instrumental in articulating the need for a program of study in Latinx Studies. Accordingly, the Task Force invited the directors of both of these programs to share the strategic vision for the units and also to solicit their input about the potential value of a University-wide race institute. (Romance Languages and Literatures also has been a leader in the institutional discussion about Latinx Studies. Romance Languages and Literatures faculty member and Task Force Member Professor Billy Acree updated the Task Force on Romance Languages and Literature's proposal for a Latinx Studies program of study.) On October 10th, 2016 Professor Gerald Early, Director of the Program in African & African-American Studies (AFAS), and Professor Mabel Morana, Director of the Latin American Studies Program, met with the Task Force.

Professor Morana explained that Latin American Studies was recognized as a stand-alone program in Arts & Sciences three years ago <https://lasprogram.wustl.edu/>. It offers undergraduate majors and minors and a graduate certificate. Professor Morana noted that racial identity is an essential component of Latin American Studies. "It is impossible to teach Latin American Studies without attention to ethnicity." However, because of

resources, their efforts are limited to a few courses as well as some focus at an annual conference, South by Midwest International Conference on Latin American Cultural Studies. "We can't give enough attention to race now."

As Director of Latin American Studies, she "highly endorses" the University creating a Latinx/Chicano Studies program of study. She fears the lack of sustained research and student learning in race studies, and Latinx Studies in particular, is causing Washington University to fall behind our peers. She believes that such Latinx Studies would be best housed in a race institute. She encouraged careful thought about the structural support and resources needed to create such a program of study. She also noted that the design of a race institute depends on "on how you are defining race." Within Romance Languages and Literatures, the emphasis on ethnicity could align well with and become a part of a race institute.

Professor Gerald Early shared that African & African-American Studies has been working with the Dean of the Faculty of Arts & Sciences to be recognized as a department. He explained that departmental status is important for several reasons, including the need for the unit to hire its own faculty members and control its own curriculum. He also explained that part of the reason for combining African with African-American Studies was to teach African Studies from a Black Studies perspective, rather than a development perspective, as it is often taught.

As Director of African & African-American Studies Professor Early said

that he enthusiastically supported any institutional initiatives that would provide additional research opportunities and platforms for the AFAS faculty, including a University-wide race institute. He offered as an example that it would be extremely useful if a race and ethnicity institute offered faculty fellowships. He noted that, as AFAS expands, a University-wide race institute could help by adding structure to explore Latinx and Asian-American experiences and structures. It would be helpful to have a different set of people working on race and ethnicity for the AFAS faculty to engage with. "Broadening things would be great." He concluded by reiterating that he supports the comparative approach to race studies being envisioned: "I support anything that is going to enrich and deepen the study of race at Washington University."

Washington University also offers two other degrees in race studies. The Brown School offers an American Indian and Alaska Native concentration in its Masters of Social Work program <https://msw.wustl.edu/your-msw/curriculum/concentrations/american-indian-alaska-native-concentration/>. This fall (2016) the College of Arts & Sciences began to offer an Asian-American Studies minor, which is currently housed in the International and Area Studies program <https://ias.wustl.edu/asian-american>. The Task Force invited Professor Linling Gao-Miles, coordinator of the minor and a member of the Task Force, to explain the history of the minor and share her views on alignment with a potential race institute.

We note there are also several research initiatives at Washington University,

which have race as a central theme, including the Collaboration on Race, Inequality, and Social Mobility in America (described above in Appendix B) and For the Sake of All, both in the Institute for Public Health; The Divided City: An Urban Humanities Initiative in the Center for the Humanities, the Modern Segregation Program Initiative in the American Cultural Studies program, and the Center on Urban Research & Public Policy and the Urban Studies major, minor, and graduate certificate, all in Arts & Sciences; a doctorate in Sustainable Urbanism in the Sam Fox School. And of course,

many academic units have significant offerings on race. Finally, several programs and initiatives at WUSM and the Institute for Public Health address health disparities, including within the Division of Public Health Sciences in the Department of Surgery and the Institute of Clinical and Translational Sciences.

<https://csd.wustl.edu/OurWork/race-inequality-social-mobility/Pages/default.aspx>

<https://csd.wustl.edu/OurWork/ThrivingCommunities/CommEngmnt/Pages/For-the-Sake-of-All.aspx>

<https://cenhum.artsci.wustl.edu/Divided-City-Initiative>

<http://amcs.wustl.edu/initiatives/event.php?link=8&pi=modern%20segregation>

<https://urbanstudies.wustl.edu/>

<http://samfoxschool.wustl.edu/programs/drsu>

<http://publichealthsciences.wustl.edu/>

<http://icts.wustl.edu/>

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## STATEMENT FROM PROF. MABEL MORAÑA, DIRECTOR, LATIN AMERICAN STUDIES PROGRAM - OCTOBER, 2016

The Latin American Studies Program, which was constituted three years ago as a stand-alone program, resulted from the development and separation of one of IAS academic tracks. This program currently offers a dynamic undergraduate program of study (major and minor) and also a graduate certificate that students follow as a complement to the Ph.D. they pursue in various departments.

The ethnic/racial component related to these programs, as well as the issues of identity and social justice identified as the focus of the Race Institute Task Force, are essential elements for the study of the Latino/Hispanic/Latin American histories and cultures, which have their roots in the Iberian Peninsula and extend to 22 countries in Latin America and many other cultural spaces around the world.

In the USA, Latino/Hispanic cultures have already surpassed by far the status of a so-called minority. In the same manner, Spanish language cannot be considered anymore a foreign language in the US. It rather constitutes the second national language in this

country. According to the projections that emerged from the 2010 US Census, Latino population will reach 66.4 million by 2020, while African American population s will reach 49 million by the same year. The social, economic and political impact of these numbers is obvious, and give evidence of the changing profile of American society, a situation that undoubtedly requires, aside from new cultural policies, urgent and serious academic attention.

While many colleges and universities incorporated since the 1960s programs of study specifically focused on the study of race and ethnicity, WashU has barely responded to these challenges. LASP is limited to the offering of courses that concentrate on racial and ethnic issues, but its scope and resources are very limited. The lack of a Latino/Chicano Studies program and/or center, similar to those existing at peer institutions, constitutes an embarrassing fact that shows little sensitivity towards this fundamental component of American past, present and future cultural history.

In spite of the existence of a student

population of Latino origin interested in heritage courses, and of a general student population that constantly expresses interest in the development of Latino culture in the US from the perspectives of history, arts, politics, economy and anthropology, WashU has demonstrated no interest in hiring a specialist in Latino Culture so far. In the last few years the University has lost important Latino/Latin American faculty members in departments such as Music, History, the School of Social Work, etc., and efforts to replace them are still insufficient. Very few, timid, and failed attempts have been made in this respect, while peer institutions offer a wide array of courses, programs and activities related to Latino/Hispanic culture. Our University has fallen behind in this important academic and institutional aspect, something that places us at a disadvantage for the recruitment of students and faculty members and, more importantly, for the offering of a competitive and updated curriculum that incorporates the cultural and political characteristics of American society.

Julia Macias' efforts at this level have counted with very limited support and the courses offered in the field of Latino Studies from time to time, have been usually taught by colleagues with other specializations and even by graduate students who improvise an approach to a field that has received in our institution no academic and intellectual recognition.

In spite of the constant preoccupation with the issue of cultural diversity, this University does not offer, for instance, courses on nontraditional languages such as Quechua, Aymara, Guarani, Nahuatl, etc., some of which are regularly taught in most research universities. Courses of history, literature, political sciences, anthropology, and the like, touch on topics of race and ethnicity in passim, without sufficient time to develop these lines of inquiry with the depth and specificity they require. In this manner, we are transmitting to our students

the idea that race and ethnicity issues are of secondary importance in current society, and that we can get away without paying attention to the lessons of history and to the problems of the present time. In a city like St. Louis, marked by a history of segregation that still shows a painful presence, this negligent approach to the issues of race is simply unacceptable. In a research University like WashU, this academic policy is, as I indicated before, deplorable and embarrassing.

In my opinion, current efforts to seriously reflect on the need and possibilities to create a Center for the Study of Race, Ethnicity, Identity, and Social Justice, need to recognize one of the problems of diversity issues which has been disregarded so far: the fact that diversity confronts us with heterogeneity, inequality, and injustice at many levels and that it is highly inadequate to subsume a great variety of cultural histories under a

homogenizing categorization. Diversity is, in fact, diverse: it encompasses Afro Americans as much as Latino cultures, Asian societies as much as Native Americans, as well as a wide variety of Latin American indigenous cultures that our students have no opportunity to recognize and study during their years as undergraduate and graduate students at WashU. The challenge of diversity is the recognition of cultural difference and social inequality in a plural, non-discriminatory manner. In the confrontation of diversity issues, we cannot afford, in my opinion, to reproduce the segregation that we are trying to overcome, leaving aside cultures and ethnicities with no recognition, or applying homogenizing models of interpretation that render cultural and social sectors invisible and underrepresented in our curriculum. Latino and Indigenous cultures and ethnicities should be part of any serious effort to fill in academic and intellectual voids in our programs of study.

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## APPENDIX I

### DISCUSSION WITH VICE PROVOST ADRIENNE DAVIS AND THE DIRECTOR OF THE KATHRYN M. BUDER CENTER FOR AMERICAN INDIAN STUDIES NOVEMBER 2, 2016

The Kathryn M. Buder Center for American Indian Studies is one of Washington University's two academic units dedicated to race studies. (The other is the Program in African & African-American Studies, which is discussed in Appendix H.) The Buder Center was created in 1990 and is located in the Brown School.

Molly Tovar, director of the Buder Center, expressed enthusiastic support for a University-wide race and ethnicity center. She said that all of the race and ethnicity center's proposed goals fit with the Buder Center's own goals and mission. She identified at least five

points of specific alignment and was very interested in how the two centers could partner and collaborate.

First, she believes a race and ethnicity center would help recruit Native American faculty to Washington University. As it stands now, the only resource to support Native American faculty members is the Buder Center itself. A race and ethnicity center would offer a broader community of colleagues and scholarly engagement for potential members of our faculty. She also expressed hope that an interdisciplinary race and ethnicity center could help support recruiting

and admitting Native American graduate students to Washington University, which has been challenging.

Second, Tovar expressed enthusiasm about teaching and curricular development partnerships between a race and ethnicity center and the Buder Center. "That would be fabulous for our MSW students." Currently, the University has one Native American Studies program, a concentration for MSW students in the Brown School (Tovar coordinates the concentration). She believes that these MSW students would embrace a graduate certificate in race studies and the additional courses

and research opportunities it would bring. She offered as an example the popularity of Professor Steven Gunn’s law course. Tovar said the Native American concentration could cross-list any courses offered through a graduate certificate program; she predicted they would be full.

Tovar also noted that a race and ethnicity center could coordinate a Native American Studies undergraduate minor. She has identified a sufficient number of undergraduate classes that already exist; they merely need to be coordinated. Tovar believes that such an undergraduate minor could help Washington University recruit more Native American undergraduates.

Third, Tovar was very enthusiastic about alignment on policy design and community engagement. She gave as

an example the Buder Center’s current work on the Dakota Access Pipeline and their near-term plans to convene a national forum on the issues, linking the crisis to regional and local issues in Missouri and St. Louis. She noted “Now the Buder Center does everything by ourselves because we don’t have anyone to partner with.” She said a race and ethnicity center would be a terrific partner on policy work, as well as research, curriculum design, and community engagement. Another example was potentially partnering on white papers to address community needs: “We could take something happening in the world and move with it.”

Fourth, Tovar envisioned potential research partnerships on “urban community people and minorities” at

Washington University. She offered, as an example, veterans, asking are there ways to better understand our own student population? Could a race and ethnicity center’s research help support Buder Center students?

Finally, Tovar identified the arts as being a potential point of collaboration. “The arts are really critical; Indian Country are arts people.” She noted the importance of the arts for minority communities: “for all minority people the arts enable community, resistance, and social entrepreneurship.”

In sum, Tovar was excited to strategize about potential research, curricular, policy, and community engagement collaborations between a University-wide race and ethnicity center and the Buder Center.

## APPENDIX J

### INFORMATION ON UNDERGRADUATE MAJORS AND MINORS

The Task Force sought to understand the potential undergraduate interest in additional race studies majors and minors. Accordingly, we requested from the University Registrar regarding the numbers of undergraduate double majors and minors generally; STEM students who double major; and majors and minors in African & African-American Studies and Latin American Studies.

#### African and African American Studies

UNDERGRADUATE STUDENTS (Fall 10th week count)

Number of majors & 2nd majors

Number of minors

FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
29	29	20	23	21	24	20	12	11	18	18	10
2	2	3	1	7	6	6	6	10	7	4	4

#### Latin American Studies

UNDERGRADUATE STUDENTS (Fall 10th week count)

Number of majors & 2nd majors

Number of minors

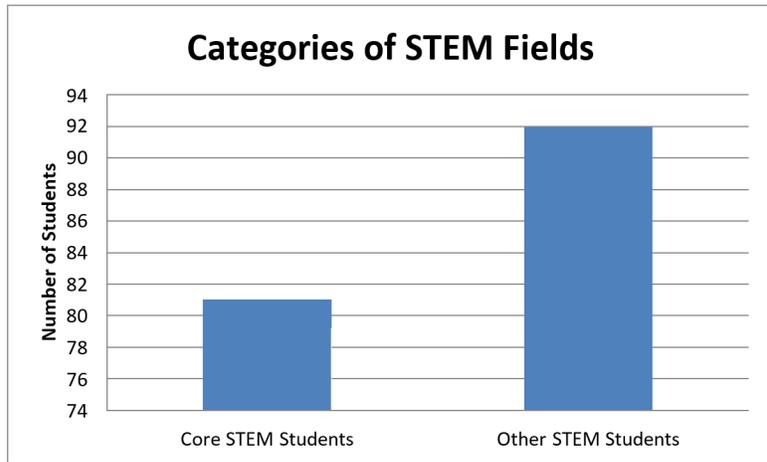
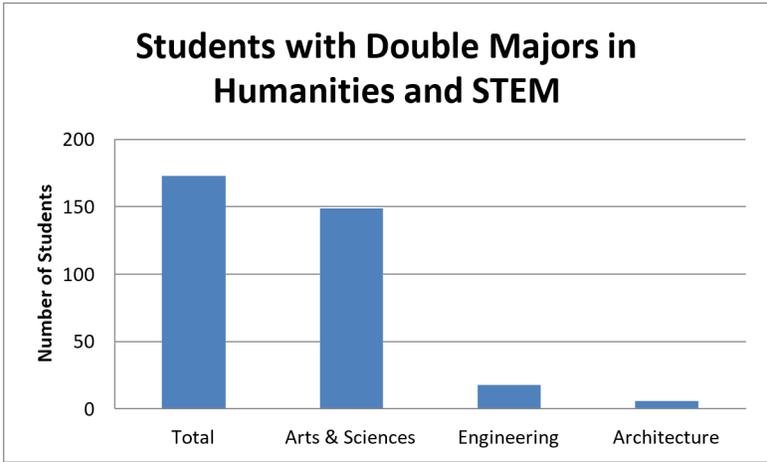
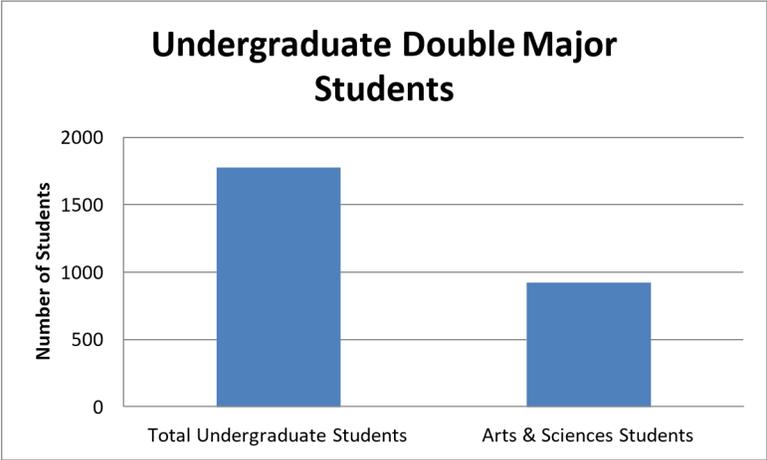
FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
										17	15
										2	4

<b>Double Major Students</b>	<b>Number of Students</b>
Total Undergraduate Students	1776
Total Arts & Sciences Students	924
Total Undergraduate Students with Double Majors in Humanities and Stem	173
Arts & Sciences Students with Double Majors in Humanities and STEM	149
Engineering Students with Double Majors in Humanities and STEM	18
Architecture Students with Double Majors in Humanities and STEM	6

<b>Double Major Students</b>	<b>Number of Students</b>
Total Undergraduate Students	1776
Total Arts & Sciences Students	924

<b>Students with Double Majors in Humanities and STEM</b>	<b>Number of Students</b>
Total Undergraduate Students	173
Arts & Sciences Students	149
Engineering Students	18
Architecture Students	6

<b>Category of STEM Field</b>	<b>Number of Students</b>
Core STEM – programs in Engineering, Natural Sciences, Physical Sciences, Computer and Information Technology, Math/Statistics	81
Other STEM – programs in Architecture, Social Sciences, Psychology	92



## APPENDIX K

### PEER BENCHMARKING

To understand how Washington University's existing racial studies landscape compares to other research universities, the Task Force benchmarked racial studies programs at several institutions. We focused on African American Studies; Asian American Studies; Latinx Studies; and Native American Studies.

African American Studies at Peer, Regional, and Aspirational Institutions  
Prepared May 11, 2010 (Updated June 27, 2013)

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
1.	University of Michigan <sup>^</sup>	Department of Afroamerican and African Studies	Department	Yes	Full & Joint	Yes	Granted department status and graduate program in April 2010	<ul style="list-style-type: none"> <li>• Certificate in African Studies</li> <li>• Certificate in African American &amp; Diasporic Studies</li> </ul>	Lemuel Johnson Center for Students, Community Engagement, and the Arts (LJC)
2.	Indiana University <sup>^</sup>	Department of African American & African Diaspora Studies	Department	Yes	Full & Joint	Yes	PhD program started in 2008	<ul style="list-style-type: none"> <li>• MA</li> <li>• Dual MA/MLS w/ School of Library and Information Science</li> <li>• Dual MA/MPA w/ School of Public and Environmental Affairs</li> <li>• Dual MA/MFA w/ English (Creative Writing)</li> <li>• PhD</li> <li>• PhD Minor</li> </ul>	<ul style="list-style-type: none"> <li>• African American Arts Institute</li> <li>• Black Film Center/Archive</li> <li>• Archives of African American Music and Culture</li> <li>• Neal-Marshall Black Culture Center</li> <li>• Office of the Vice President for Diversity, Equity, and Multicultural Affairs</li> <li>• Commission on Multicultural Understanding</li> </ul>
3.	Northwestern University <sup>^</sup>	Department of African American Studies	Department	Yes	Full & Joint	Yes	Offers MA and PhD with plans to add a terminal Masters degree	<ul style="list-style-type: none"> <li>• PhD</li> <li>• Certificate in Gender Studies</li> <li>• Certificate in African Studies</li> <li>• Interdisciplinary Cluster Initiative (program designed to help graduate students by fostering connections with students and faculty in other programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Center for African American History (CAAH)</li> <li>• Melville J. Herskovits Library of African Studies</li> <li>• Kathleen E. Bethel, Librarian</li> <li>• Program of African Studies (PAS)</li> </ul>
4.	University of California, Berkeley (UC Berkley)	Department of African American Studies & African Diaspora Studies	Department	Yes	Full & Joint	Yes	Offered BA since 1973. Added PhD in 1997	<ul style="list-style-type: none"> <li>• PhD Options for Designated Emphasis (similar to an undergraduate's selection of a minor): <ul style="list-style-type: none"> <li>• Women and Gender Studies</li> <li>• Critical Theory</li> <li>• Film &amp; Media</li> <li>• New Media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• African American Student Development</li> <li>• Beatrice M. Bain Research Group on Gender</li> <li>• Berkley African Student Association</li> <li>• Black Recruitment and Retention Center</li> <li>• Center for African Studies</li> <li>• Center for Latin American Studies</li> <li>• Center for Race and Gender</li> <li>• Institute for the Study of Social Change</li> <li>• Institute for Social Justice</li> <li>• Townsend Center</li> <li>• Townsend Humanities Lab</li> </ul>
5.	University of Massachusetts	W.E.B. Du Bois Department of Afro-American Studies	Department	Yes	Full & Joint	Yes	Offered BA since 1970. Added PhD in 1996	<ul style="list-style-type: none"> <li>• MA</li> <li>• PhD</li> <li>• Certificate in African Diaspora Studies</li> </ul>	The African Studies Review

<sup>^</sup> This institution is currently a part of the Big Ten Conference. \* Rutgers and Maryland will join in 2014, and John Hopkins will become an affiliate member in 2014.

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
6.	Pennsylvania State University*	Department of African American Studies	Department	Yes	Full & Joint	No	Dept. split into AAS Dept. and African Studies Program in 2011		African Studies Program
7.	University of North Carolina at Chapel Hill (UNC)	African, African American, and Diaspora Studies Department	Department	Yes	Full & Joint	No		Certificate in African Studies	
8.	University of Pennsylvania <sup>1</sup>	Center for Africana Studies	Center	No	Joint only	Yes	New PhD program started in 2009	• PhD • Certificate in Africana Studies	Center for Africana Studies
9.	Princeton University	Center for African American Studies	Center	Yes	Full & Joint	No	Changed from program to center in 2006	Certificate in African American Studies	
10.	University of Wisconsin*	Dept. of Afro-American Studies	Department	Yes	Full & Joint	Yes	Offers a terminal MA and a PhD minor	• MA • PhD Minor in Afro-American Studies	
11.	University of Minnesota*	African American & African Studies	Department	Yes	Full & Joint	MA and PhD minors only		• PhD Minor in Africa and the African Diaspora • MA Minor in Africa and the African Diaspora	
12.	University of California, Los Angeles (UCLA)	Interdepartmental Program in Afro-American Studies	Program	No	Joint only	Yes	BA, MA and Joint MA-JD	• MA • Joint Afro-American Studies MA/Law JD	
13.	University of Illinois*	African American Studies	Department	Yes	Full & Joint	Yes	Became Dept. in 2008. Implementing PhD and MA programs	• Graduate Concentration for specific doctoral programs • Graduate Minor for any graduate program	• Center for African Studies • Africana Reading Room (Center for African Studies) • Black Women, Gender & Families (Journal) • African Diaspora Archaeology Network and Newsletter • African American Research Center • Latino/Latina Studies Program • Office of Minority Student Affairs • Bruce D. Nesbitt African-American Cultural Center
14.	Duke University	Department of African and African American Studies	Department	Yes	Full & Joint	Certificate only	Houses the Center for African and African American Research	Certificate in African and African American Studies	• Center for African and African American Research

<sup>1</sup>Note: Dartmouth is the only Ivy League institution (of eight) that does not offer a doctoral degree program in Africana/African American Studies.

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	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
									• Karen Jean Hunt, Librarian for African and African American Studies • The Research Network on Racial and Ethnic Inequality
15.	Rutgers University*	• Department of African American and African Studies (Newark College) • Department of Africana Studies (New Brunswick)	Department	Yes	Full & Joint	No	Undergraduate major and minor only		Institute on Ethnicity, Culture and the Modern Experience
16.	Ohio State University <sup>^</sup>	Department of African American and African Studies	Department	Yes	Full & Joint	Yes	MA only	• MA • Dual Degree Program	• Frank W. Hale Black Cultural Center • Office of Diversity and Inclusion • Center for African Studies • Multicultural Center
17.	John Hopkins University*	Center of Africana Studies	Center	No	Joint only	No	• Undergraduate Major and Minor only • Created center in 2004		
18.	Harvard University	Department of African and African American Studies	Department	No	Joint only	Yes	Created graduate programs in 1999	• MA in African American Studies • MA in African Studies • PhD in African American Studies • PhD in African Studies • Secondary Field (equivalent to PhD Minor)	• W. E. B. Du Bois Institute for African and African American Research • Committee on African Studies • Hiphop Archive
19.	University of Texas	African & African Diaspora Studies Department	Department	Yes	Full & Joint	Yes	Joint PhD with Anthropology & Doctoral Portfolio Program	• MA • PhD	• Institute for Urban Policy Research and Analysis • John L. Warfield Center for African and African American Studies
20.	Temple University	Department of African American Studies	Department	Yes	Full & Joint	Yes	Established MA and PhD in 1988	• MA • PhD	
21.	Brown University	Department of Africana Studies	Department	Yes	Full & Joint	Yes	Approved PhD program in 2007, admits began in 2011	• MA • PhD	
22.	Michigan State University*	Department of African American and African Studies	Department	No	Joint only	Yes	Established MA and PhD programs in 2008	• MA • PhD	• Sankofa Graduate Association • African Atlantic Research Team (AART)
23.	University of Virginia	Carter G. Woodson Institute for African-American and African Studies	Institute	No	Joint only	No	Undergraduate major and minor only		
24.	College of William & Mary	Africana Studies Program	Program	No	Affiliate only	No	• African American studies major initiated in 2009 • Undergraduate major and		

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	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
25.	University of Washington	<ul style="list-style-type: none"> <li>No free-standing African American Studies unit</li> <li>Department of American Ethnic Studies (African American Studies, Asian American Studies, Chicano/a Studies, and Comparative AES)</li> </ul>	Department	n/a	n/a	n/a	<ul style="list-style-type: none"> <li>minor only</li> <li>Undergraduate major only</li> <li>Diversity Minor Program</li> </ul>		

#### African American Studies at Washington Metropolitan Area Institutions

Added June 27, 2013

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Howard University	Department of Afro-American Studies	Department			No	Undergraduate major and minor only	Graduate Program in African Studies <ul style="list-style-type: none"> <li>MA</li> <li>PhD</li> </ul>	African American Studies Resource Center
George Washington University	Africana Studies Program (The Columbian School of Arts and Sciences)	Program			No	Undergraduate major and minor only		<ul style="list-style-type: none"> <li>Africana Research Center (Special Collections Research Center in Gelman Library)</li> <li>African Student Association</li> <li>Black Student Union</li> <li>Caribbean Student Association</li> <li>Multicultural Student Services Association</li> <li>Office for Diversity and Inclusion</li> </ul>
Georgetown University	African American Studies Program	Program			No	<ul style="list-style-type: none"> <li>Program founded in 2003</li> <li>Undergraduate minor only</li> </ul>		
Morgan State University	<ul style="list-style-type: none"> <li>No free-standing African American Studies unit</li> <li>Department of History &amp; Geography</li> </ul>	Department			Yes	Undergraduate major and minor in General History or African/African-American History	M.A. in African-American Studies with History concentration	<ul style="list-style-type: none"> <li>Benjamin Quarles History Club</li> <li>Phi Alpha Theta (National History Honors Society)</li> </ul>
American University	African American and African Diaspora Studies Program	Program			No	Undergraduate minor only		
University of	African American Studies	Department	Yes	Full & Joint	No	Undergraduate major and	Joint BA/MPM in African American	Society of African American Studies

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Maryland, College Park	Department					certificate <ul style="list-style-type: none"> <li>Undergraduate Joint Minor in Black Women's Studies w/ Women's Studies Department</li> </ul>	Studies and Public Management w/ School of Public Policy	<ul style="list-style-type: none"> <li>Harriet Tubman-Frederick Douglas Reading Room (departmental library)</li> <li>Otis Chadley, Librarian for African American Studies (McKeldin Library)</li> <li>Nyumburu Cultural Center</li> </ul>
University of Wisconsin, Milwaukee	Africology Department	Department	Yes	Full & Joint	Yes	PhD program granted in 2008	PhD in Africology with two concentrations, 1) Political Economy and Public Policy, 2) Culture and Society: Africa and the African Diaspora	<ul style="list-style-type: none"> <li>Africology Club</li> <li>Winston Van Horne Seminar Room</li> </ul>

#### African American Studies at the Remaining Institutions of the Big Ten Conference

Added June 27, 2013

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Iowa	African American Studies Program	Program			No	Undergraduate major and minor only	MA in African American World Studies is not accepting students at this time	Midwest Cultural Think Tank
University of Nebraska-Lincoln	<ul style="list-style-type: none"> <li>No free-standing African American Studies unit</li> <li>Institute for Ethnic Studies</li> </ul>	Institute			No	<ul style="list-style-type: none"> <li>African American and African Studies Program is one of three programs that make up the institute</li> <li>Undergraduate minor only</li> </ul>		
Purdue University	African American Studies and Research Center	Center			No	Undergraduate major and minor only		<ul style="list-style-type: none"> <li>NOMMO: Power of the Word (Newsletter)</li> <li>Black Cultural Center Library</li> <li>Diversity Resources Office</li> <li>Latino Cultural Center</li> </ul>

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Asian American Studies at Peer, Regional, and Aspirational Institutions

Prepared April 2016

	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
1.	University of Michigan	Asian/Pacific Islander within American Studies	Program	Yes	Full	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Ethnic Student Affairs</li> <li>Office of Academic &amp; Multicultural Initiatives</li> <li>Trotter Multicultural Center</li> <li>William L. Clements Library</li> </ul>
2.	Indiana University	Asian American Studies	Program	Yes	Joint	No	Program began 2008	<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Asian Culture Center</li> <li>The Asian Pacific American Faculty and Staff Council</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
3.	Northwestern University	Asian American Studies	Program	Yes	Joint	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>American Studies Program</li> <li>Newsletter</li> <li>Multicultural Student Affairs – Northwestern</li> </ul>
4.	University of California, Berkeley (UC Berkeley)	Asian American and Asian Diaspora Studies	Program	Yes	Full	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic Studies Library</li> <li>Center for Race &amp; Gender</li> <li>Haas Institute for a Fair &amp; Inclusive Society</li> <li>Student groups</li> <li>Center for Research on Social Change</li> </ul>
5.	University of Massachusetts								
6.	Pennsylvania State University	Program in Asian American Studies	Department	Yes	Full & Joint	Yes		<ul style="list-style-type: none"> <li>Ph.D. area of concentration</li> </ul>	<ul style="list-style-type: none"> <li>Student groups</li> <li>Funding opportunities</li> <li>Rock Ethics Institute</li> </ul>
7.	University of North Carolina at Chapel Hill (UNC)								
8.	University of Pennsylvania								
9.	Princeton University	Asian American/Asian Diasporic Studies-within American Studies	Program			Yes		<ul style="list-style-type: none"> <li>Undergraduate certificate</li> <li>Graduate research concentration</li> </ul>	<ul style="list-style-type: none"> <li>Fields Center for Equity and Cultural Understanding</li> <li>Student groups</li> </ul>

^ This institution is currently a part of the Big Ten Conference. \* Rutgers and Maryland will join in 2014, and John Hopkins will become an affiliate member in 2014.

	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
10.	University of Wisconsin	Asian American Studies	Program	No	Affiliate	Yes	Program began 1991	<ul style="list-style-type: none"> <li>Undergraduate certificate</li> <li>Graduate research concentration</li> </ul>	<ul style="list-style-type: none"> <li>Asian Wisconzine</li> <li>Department of East Asian Languages and Literature</li> <li>East Asian Legal Studies Center</li> <li>Center for East Asian Studies</li> <li>Center for South Asia</li> <li>Center for Southeast Asian Studies</li> <li>Department of the Languages and Cultures of Asia</li> </ul>
11.	University of Minnesota	Asian American Studies	Program	Yes	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate certificate</li> <li>Graduate research concentration</li> </ul>	<ul style="list-style-type: none"> <li>Asian American Partners for Tomorrow (AAPT)</li> <li>Multicultural Center for Academic Excellence</li> <li>Office for Diversity in Graduate Education</li> <li>Student groups</li> </ul>
12.	University of California, Los Angeles (UCLA)	Asian American Studies	Department	Yes	Full & Joint		Department began 2004	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A.</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Asian American Studies Center</li> <li>Institute of American Cultures</li> <li>Student Groups</li> <li>Funding opportunities</li> </ul>
13.	University of Illinois	Asian American Studies	Department	Yes	Full & Affiliated	Yes	Department began 2012	<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Graduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Asian American Studies Reading Room</li> <li>Asian American Cultural Center</li> <li>Asian Educational Media Service</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>
14.	Duke University								
15.	Rutgers University								
16.	Ohio State University	Asian American Studies	Program	No	Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Diversity and Identity Studies Collective (DISCO)</li> <li>Multicultural Center</li> <li>International Affairs Scholars Program</li> </ul>

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
									<ul style="list-style-type: none"> <li>• Kirwan Institute for the Study of Race and Ethnicity</li> <li>• Student groups</li> </ul>
17.	John Hopkins University								
18.	Harvard University								
19.	University of Texas	Center For Asian American Studies	Department	Yes	Full & Affiliated	Yes	Department began in 2000	<ul style="list-style-type: none"> <li>• Undergraduate major</li> <li>• Undergraduate minor</li> <li>• Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Asian American Studies Databases</li> <li>• Asian American Studies Reference Librarian</li> <li>• Asian American Studies Research Guide</li> <li>• CAAS Library</li> <li>• The Briscoe Center</li> <li>• Harry Ransom Center</li> <li>• LBJ Library and Museum</li> </ul>
20.	Temple University	Asian American Studies	Program	No	Affiliated	No	Minor available 2000	<ul style="list-style-type: none"> <li>• Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>• Asian American History and Culture</li> <li>• The Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL)</li> <li>• Student groups</li> <li>• Funding opportunities</li> <li>• Study abroad</li> </ul>
21.	Brown University	Asian American Studies	Program	No	Affiliated	Yes		<ul style="list-style-type: none"> <li>• M.A. research concentration</li> <li>• Ph.D. research concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Third World Center</li> <li>• Brown University American Studies &amp; Ethnic Studies</li> <li>• Asia-Pacific in the Making of the Americas</li> <li>• Asian American Studies Reading List</li> <li>• VISIONS Magazine</li> <li>• Student groups</li> <li>• Funding opportunities</li> </ul>
22.	Michigan State University	Asian Pacific American Studies Program	Program	No	Affiliated	No	Minor began 2004	<ul style="list-style-type: none"> <li>• Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>• Asian Studies Center</li> </ul>

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
									<ul style="list-style-type: none"> <li>• Office of Cultural &amp; Academic Transitions</li> <li>• Newsletter</li> <li>•</li> </ul>
23.	University of Virginia								
24.	College of William & Mary								
25.	University of Washington								

#### Asian American Studies at Washington Metropolitan Area Institutions

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Howard University								
George Washington University								
Georgetown University								
Morgan State University								
American University								
University of Maryland, College Park	Asian American Studies	Department	Yes	Full & Affiliate	No	2000 AAS program began 2007 minor offered	<ul style="list-style-type: none"> <li>• Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>• AASP Resource Center</li> <li>• The Maryland Leadership Institute</li> <li>• Funding opportunities</li> <li>• Student groups</li> </ul>
University of Wisconsin, Milwaukee	Asian American Studies	Program			No		<ul style="list-style-type: none"> <li>• Undergraduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Multicultural Student Lounge</li> <li>• Student groups</li> <li>• Study abroad</li> <li>• Center for International Education</li> </ul>

Asian American Studies at the Remaining Institutions of the Big Ten Conference

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Iowa								
University of Nebraska-Lincoln								
Purdue University	Asian American Studies	Program	No	Affiliate	No	Program began in 2007	<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>The Asian American and Asian Resource and Cultural Center</li> <li>Student groups</li> <li>Funding opportunities</li> <li>Study abroad</li> <li>Office of Multicultural programs</li> </ul>
Amherst College								
Barnard College								
Bowdoin College								
Bryn Mawr College								
Caltech								
Carleton College								
Columbia University								
Cornell University	Asian American Studies	Program	Yes	Full	No	Program began in 1987	<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Asian American Studies Resource Center</li> <li>The AASP study lounge and conference room</li> <li>AASP Book Listing</li> <li>The AASP Internship Database</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Dartmouth College								
MIT								
Middlebury College								
Mount Holyoke College								
Oberlin College								
Pomona College	Asian American Studies	Department	Yes	Full & Affiliated	No	Department began in 1998	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Foreign Language Resource Center (FLRC)</li> <li>FLRC film collection</li> <li>Student groups</li> </ul>
Rice University								
Smith College								
Stanford University	Asian American Studies	Department	Yes	Joint	No	Department began in 1997	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Asian American Activities Center</li> <li>Center for Comparative Studies in Race</li> <li>Undergraduate Program in Comparative Studies in Race and Ethnicity</li> <li>The Stanford Journal of Asian American Studies</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
Swarthmore College								
Trinity College								
University of Chicago								
University of Rochester								

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Vanderbilt University								
Wellesley College								
Wesleyan University								
Williams College								
Yale University								

Latin American/Latino Studies at Peer, Regional, and Aspirational Institutions  
Prepared April 2016

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
1.	University of Michigan	Latina/o Studies under American Culture Dept.	Program	Yes	Joint	Yes	1984	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>PhD concentration</li> <li>Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Center for Latin American and Caribbean Studies (LACS)</li> <li>Quechua Language Program</li> <li>Funding opportunities</li> <li>Student groups</li> <li>Language Resource Center</li> </ul>
2.	Indiana University								
3.	Northwestern University	Latina Latino Studies Program under American Studies Department	Program	Yes	Joint	No	Began 2008	No	<ul style="list-style-type: none"> <li>American Studies Program</li> <li>Multicultural Student Affairs – Northwestern</li> </ul>
4.	University of California, Berkeley (UC Berkley)	Chicana/o and Latina/o Studies Program under the Ethnic Studies Department	Program	Yes	Joint	Yes	1969 Ethnic Studies department launched	<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Undergraduate major</li> <li>PhD</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic Studies Library</li> <li>Center for Race &amp; Gender</li> <li>Haas Institute for a Fair &amp; Inclusive Society</li> <li>Center for Research on Social Change</li> </ul>
5.	University of Massachusetts	Center for Latin American Caribbean and Latino studies	Center	No	Joint only	Yes		<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Undergraduate certificate</li> <li>Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Center for Multicultural Advancement &amp; Student Success</li> <li>Defined Residential Community: Nuance: Multicultural Student Community</li> <li>Latin American Cultural Center</li> <li>Multicultural Greek Council</li> </ul>
6.	Pennsylvania State University	Latin American Studies	Department	Yes	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Graduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Interinstitutional Center for Indigenous Knowledge</li> <li>Student groups</li> <li>Funding opportunities</li> <li>Rock Ethics Institute</li> </ul>
7.	University of North Carolina at Chapel Hill (UNC)	Latina/o Studies Program	Program	No	Joint	Soon		<ul style="list-style-type: none"> <li>Undergraduate Minor</li> <li>Graduate certificate awaiting approval</li> </ul>	<ul style="list-style-type: none"> <li>Office of Diversity &amp; Multicultural Affairs</li> <li>Student groups</li> <li>Latin Studies Workshop Series w/ Duke</li> </ul>

^ This institution is currently a part of the Big Ten Conference. \* Rutgers and Maryland will join in 2014, and John Hopkins will become an affiliate member in 2014.

	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
8.	University of Pennsylvania	Latin America and Latino Study Program	Program	No	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Graduate certificate</li> <li>Penn Law certificate</li> </ul>	<ul style="list-style-type: none"> <li>Greenfield Intercultural Center</li> <li>The Penn Cultural Heritage Center</li> <li>Van Pelt Library Latin American Collection</li> </ul>
9.	Princeton University	Latin American Studies	Program	No	Joint	Yes	Program began in 1967 Graduate certificate 2012	<ul style="list-style-type: none"> <li>Undergraduate certificate</li> <li>Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Lassen Fellowship in Latin America</li> <li>Fields Center for Equity and Cultural Understanding</li> <li>Student groups</li> <li>Paul E Sigmund Scholars Award</li> </ul>
10.	University of Wisconsin	Latin American Caribbean and Iberian Studies	Program	No	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>MA in LACIS</li> <li>Dual Law and LACIS</li> <li>Phd minor</li> </ul>	<ul style="list-style-type: none"> <li>Summer Intensive Program in Portuguese</li> <li>Lunchtime Lecture Series</li> <li>Brazil Initiative</li> <li>Student Groups</li> <li>Graduate funding</li> </ul>
11.	University of Minnesota	Chicano and Latino Studies	Department	No	Full & Joint	Yes	Department 1972	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>PhD in Hispanic and Lusophone Literatures, Cultures, and Linguistics Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Minnesota Historical Society</li> <li>CASA SOL Living Communities</li> <li>La Raza Student Cultural Center</li> <li>Multicultural Center for Academic Excellence</li> <li>Office for Diversity in Graduate Education</li> <li>Minnesotano Organizations</li> <li>Student groups</li> </ul>
12.	University of California, Los Angeles (UCLA)	Latin American studies under International and Area Studies Department	Program	No	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A. Latin American Studies</li> </ul>	<ul style="list-style-type: none"> <li>Latin American Studies Fellowships</li> <li>Summer Travel Study Programs</li> <li>Language Programs</li> <li>Student groups</li> <li>Centers for Southern Cone studies, Brazilian studies and Mexican studies</li> </ul>
13.	University of Illinois	Center For Latin American and Caribbean Studies	Program	No	Joint	Yes	1949 Major in Latin American Studies 1963 Center for Latin American and Caribbean Studies 2009 Lemann Institute for Brazilian Studies	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A.</li> </ul>	<ul style="list-style-type: none"> <li>Latin American and Caribbean Library</li> <li>Study Abroad opportunities</li> <li>Quechua Online</li> <li>Fellowship opportunities</li> <li>Affinity Groups</li> </ul>

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	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
14.	Duke University	Center For Latin and Caribbean studies	Center	No	Yes	Yes		<ul style="list-style-type: none"> <li>Undergraduate certificates</li> <li>Graduate certificates</li> </ul>	<ul style="list-style-type: none"> <li>Haiti Lab</li> <li>Brazilian Studies</li> <li>Hemispheric Indigeneity in Global Terms Project</li> <li>Consortium in Latin American &amp; Caribbean Studies @ UNC and Duke</li> <li>UNC/Duke working groups</li> <li>Study abroad</li> <li>Student groups</li> </ul>
15.	Rutgers University	Center for Latin American Studies	Center	No	Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Graduate Certificate</li> </ul>	<ul style="list-style-type: none"> <li>Center for Latino Arts &amp; Culture</li> <li>Student Groups</li> <li>International Latino in Service</li> <li>Center for Latino Arts &amp; Culture Small Grant Funds</li> </ul>
16.	Ohio State University	Center for Latin American Studies	Program	Yes	Joint	Yes	Center began 1962	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A.</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué pasa, OSU?</li> <li>Multicultural Center</li> <li>International Affairs Scholars Program</li> <li>Kirwan Institute for the Study of Race and Ethnicity</li> <li>Student groups</li> </ul>
17.	John Hopkins University	Latin American Studies	Program	No	Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Graduate research support</li> </ul>	<ul style="list-style-type: none"> <li>Student groups</li> <li>Targeted programming</li> <li>Funding opportunities</li> </ul>
18.	Harvard University	David Rockefeller Center for Latin American Studies	Department	No	Affiliated	Yes	1984	<ul style="list-style-type: none"> <li>Undergraduate Certificated</li> <li>Graduate Certificated</li> </ul>	<ul style="list-style-type: none"> <li>January Programs</li> <li>Summer Opportunities</li> <li>Study abroad</li> <li>Student groups</li> <li>Targeted programming</li> </ul>
19.	University of Texas	Teresa Lozano Institute of Latin American Study	Department	Yes	Full and Joint	Yes	Program began 1940	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>M.A.</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Latin America Center</li> <li>Student Groups</li> <li>Mexican Center</li> <li>Brazil Center</li> <li>Center for Indigenous Languages of Latin America</li> <li>Argentine Study Program</li> </ul>

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	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
20.	Temple University	Latin American Studies	Program	No	No	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Undergraduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>TU Press Books on Latin American and Caribbean Studies</li> <li>TU Press Books on Latino/a Studies</li> <li>Knudson Journalism Latin American Studies Award</li> </ul>
21.	Brown University	Center for Latin and Caribbean Studies	Department	No	Joint Only	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>M.A.</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Funding opportunities</li> <li>Student groups</li> <li>Botin at Brown</li> <li>CLACS Publications</li> <li>Globalized Area Studies</li> </ul>
22.	Michigan State University	Center for Latin American and Caribbean Studies	Program	No	Affiliate	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Graduate research support</li> <li>Graduate Certificate</li> </ul>	<ul style="list-style-type: none"> <li>RETANET - Resources for Teaching About the Americas</li> <li>International Ed.org</li> <li>Newseum</li> <li>Outreach World</li> <li>Seminar Series</li> <li>Latin IS America Music Festival</li> <li>Student groups</li> <li>Live Learn Latin America</li> </ul>
23.	University of Virginia	Latin American Studies	Department	No	Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>La Casa Bolivar</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>
24.	College of William & Mary	Latin American Studies	Program	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Atlantic Council of Latin American Studies (MACLAS)</li> </ul>
25.	University of Washington	Latin American and Caribbean Studies	Department	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate essay contest</li> <li>Student Groups</li> <li>Study abroad</li> <li>Funding opportunities</li> </ul>

Latin American/Latino Studies at Washington Metropolitan Area Institutions

	Institution	Name	Unit Structure	Tenure/ Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
	Howard University								
	George Washington University								
	Georgetown University	Center for Latin American Studies	Department	Yes	Full & Joint	Yes	Program 1959 Graduate studies 1985	<ul style="list-style-type: none"> <li>Undergraduate certificate</li> <li>M.A.</li> <li>Graduate Certificate</li> </ul>	<ul style="list-style-type: none"> <li>Biblioteca</li> <li>Student groups</li> <li>Internships</li> <li>Funding opportunities</li> </ul>
	Morgan State University								•
	American University								•
	University of Maryland, College Park	Latin American Center	Center	Yes	Full & Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Graduate research support</li> </ul>	<ul style="list-style-type: none"> <li>Courses on Latin America and the Caribbean and related topics, taught in both English and Spanish</li> <li>Spanish, Portuguese, and Nahuatl language instruction</li> <li>Outreach programs in nearby Latino communities</li> <li>National and international conferences and symposia</li> <li>Internships in public, private, and non-governmental organizations</li> <li>Study abroad programs throughout Latin America and the Caribbean</li> </ul>
	University of Wisconsin, Milwaukee	Center for Latin and Caribbean studies	Department	Yes	Full & Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>M.A.</li> </ul>	<ul style="list-style-type: none"> <li>The North Central Council of Latin Americanists</li> <li>Brazil Initiatives</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>

Latin American/Latino Studies at the Remaining Institutions of the Big Ten Conference

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Iowa	Latin American Studies	Program	No	Joint	No	Program began 1978	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Undergraduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Charles A. Hale Lectures</li> <li>Cultural training</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
University of Nebraska-Lincoln	Latin American Studies				No	Program began 1993	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	
Purdue University	Latin and Latino American studies	Program	Yes	Full and Affiliate	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Study abroad</li> <li>Student groups</li> <li>Office of Multicultural programs</li> </ul>
Amherst College	Latin and Caribbean American Studies via The Five College Certificate in Latin American, Caribbean, and Latino Studies	Program			No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>The Lorna M. Peterson Prize</li> <li>Multicultural Resource Center</li> <li>Targeted programming</li> </ul>
Barnard College	Spanish and Latin America Cultures	Department	Yes	Full & Affiliate	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Centro Virtual Cervantes</li> <li>Todoele</li> <li>Student groups</li> </ul>
Bowdoin College	Latin American Studies	Department	Yes	Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Student Center for Multicultural Life</li> <li>Student groups</li> <li>Edward Pols House</li> <li>Latin American Studies Research Award</li> </ul>
Bryn Mawr College	Latin American, Latino and Iberian peoples and Cultures	Department	Yes	Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Pensby Center</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
Caltech							<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Carleton College	Latin American Studies	Department	Yes	Full & Affiliate	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter</li> <li>Student groups</li> <li>Foro Latinamericano</li> <li>Targeted programming</li> </ul>
Columbia University	Latin American studies and Iberian people	Program	Yes	Joint	Yes	Founded 1999	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>M.A.</li> </ul>	<ul style="list-style-type: none"> <li>CSEER Library</li> <li>Student Life Enrichment Grant</li> <li>Newsletter</li> <li>Student groups</li> </ul>

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Cornell University	Latin American Studies	Program	Yes	Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Graduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Funding opportunities</li> <li>Multicultural Living Learning Communities</li> <li>Multicultural Resource Center</li> <li>Student groups</li> <li>Study abroad</li> </ul>
Dartmouth College	Latin American, Latino and Caribbean studies	Program	Yes	Full & Affiliate	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Cesar Chavez Postdoctoral Fellowship</li> <li>Agencia Latino Americana de Informacion</li> <li>Development and Human Rights in Latin America</li> <li>Resource Center of the Americas</li> </ul>
MIT	Minor in Latin American Studies	Program	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Center for International Studies</li> <li>Student groups</li> </ul>
Middlebury College	Latin American studies	Program	Yes	Full and Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>Latin American Network Information Center</li> <li>Middlebury International</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>
Mount Holyoke College	Latin American studies	Department	Yes	Full	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Undergraduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Community Based Learning</li> <li>Internships: Domestic and International</li> <li>Study Abroad</li> <li>Targeted programming</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
Oberlin College	Latin American Studies	Department	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>La Casa Hispánica</li> <li>Study Abroad</li> <li>Student Groups</li> <li>Oberlin College Language Lab</li> <li>SITES (Spanish in the Elementary Schools)</li> </ul>
Pomona College	Latin American Studies	Department	No	Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>Foreign Language Resource Center (FLRC)</li> <li>FLRC film collection</li> <li>Student groups</li> </ul>
Rice University	Spanish Portuguese and Latin American Studies	Department			No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Smith College	Latin American studies	Department	No	Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Undergraduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Economic Commission for Latin America and the Caribbean</li> <li>Student groups</li> <li>Funding opportunities</li> </ul>
Stanford University	Latin American Studies	Program	Yes	Full & Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>M.A.</li> </ul>	<ul style="list-style-type: none"> <li>Stanford Latin America National Resource Center</li> <li>Newsletter</li> <li>Office of Multicultural Affairs</li> <li>Study Abroad</li> </ul>
Swarthmore College	Latin American and Latino Studies	Department	Yes	Full & Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>PRISMA: Publicaciones y Revistas Sociales y Humanísticas</li> <li>Study Abroad</li> <li>Multicultural Affairs</li> <li>Student groups</li> </ul>
Trinity College	Caribbean and Latin American Studies	Department	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>President's Fellow</li> <li>Study Abroad</li> <li>Student groups</li> <li>Targeted programming</li> <li>Multicultural Affairs Office</li> </ul>
University of Chicago	Center for Latino American Studies	Program	No	Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A.</li> </ul>	<ul style="list-style-type: none"> <li>Funding opportunities</li> <li>Latin American Collections at the Library</li> <li>The Latin American Briefing Series</li> <li>Study Abroad</li> <li>Office of Multicultural Student Affairs</li> </ul>
University of Rochester	Latin American Studies	Program	No	Affiliated	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Tournées Film Festival</li> <li>Student groups</li> </ul>
Vanderbilt University	Latin American Studies	Program	Yes	Full & Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>M.A.</li> <li>Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>Ecclesiastical and Secular Sources for Slave Societies</li> <li>Latin America Public Opinion Project</li> <li>Institute for Coffee Studies</li> <li>Voices from Our America</li> <li>Student groups</li> <li>Funding opportunities</li> <li>Study abroad</li> </ul>
Wellesley College	Latin American Studies	Program	Yes	Full & Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>Office of International Study</li> <li>Latin American Studies Senior Celebration</li> </ul>

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
								<ul style="list-style-type: none"> <li>Funding opportunities</li> </ul>
Wesleyan University	Latin American Studies	Department	Yes	Full and Joint	No		<ul style="list-style-type: none"> <li>Undergraduate major</li> </ul>	<ul style="list-style-type: none"> <li>The Latin American Studies Majors Committee</li> <li>Study Abroad in the Americas</li> <li>The Center for the Americas</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>
Williams College	Latina and Latino	Program	Yes	Full * Affiliated	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Graduate concentration</li> </ul>	<ul style="list-style-type: none"> <li>The Davis Center</li> <li>Smithsonian Latino Center</li> <li>Williams College Museum of Art</li> <li>Williams College Center for Learning in Action</li> <li>The Berkshire Immigrant Center (formerly known as the New American Citizenship Coalition)</li> <li>Funding opportunities</li> <li>Student groups</li> </ul>
Yale University	Latin American Studies	Department			Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Graduate certificate</li> </ul>	<ul style="list-style-type: none"> <li>The Council on Latin American and Iberian Studies (CLAIS)</li> <li>MacMillan Center for International and Area Studies</li> <li>Ballet Folklórico Mexicano de Yale College</li> <li>La Casa Cultural at Yale</li> <li>Reach Out: The Yale College Partnership for International Service</li> <li>Beinecke Rare Book and Manuscript Library</li> </ul>

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Native American Studies at Peer, Regional, and Aspirational Institutions

Prepared April/May 2016

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
1.	University of Michigan	Native American Studies	Department	Yes	Joint only	Yes	1983 Program in American Culture	<ul style="list-style-type: none"> <li>Undergraduate Minor</li> <li>PhD research opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Ethnic Student Affairs</li> <li>Office of Academic &amp; Multicultural Initiatives</li> <li>Trotter Multicultural Center</li> <li>William L. Clements Library</li> </ul>
2.	Indiana University	Native American and Indigenous Studies	Department	Yes	Joint only (Committee on Native American and Indigenous Studies)	Yes		<ul style="list-style-type: none"> <li>PhD Minor</li> <li>Undergraduate Minor</li> </ul>	<ul style="list-style-type: none"> <li>First Nations Educational and Cultural Center</li> <li>American Indian Studies Research Institute</li> <li>Lilly Library</li> <li>The Mathers Museum of World Cultures</li> <li>The Glenn A Black Laboratory of Archaeology</li> <li>Native American Graves Protection &amp; Repatriation Act Program</li> </ul>
3.	Northwestern University								
4.	University of California, Berkeley (UC Berkley)	Department of Ethnic Studies-Native American Studies	Department	Yes	Full	Yes	1984 Graduate program in Ethnic Studies	<ul style="list-style-type: none"> <li>PhD</li> <li>BA</li> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic Studies Library</li> <li>Center for Race &amp; Gender</li> <li>Haas Institute for a Fair &amp; Inclusive Society</li> <li>Native American Student Development</li> <li>Center for Research on Social Change</li> </ul>
5.	University of Massachusetts	Native American & Indigenous Studies	Department	Yes	Joint only	Yes		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Coquille Indian Tribe Native American Higher Education Program and Information</li> <li>Commonwealth of Massachusetts Commission on Indian Affairs</li> <li>Health Equity Scholars Program (HESP)</li> <li>Institute for New England Native American Studies</li> </ul>

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
6.	Pennsylvania State University								
7.	University of North Carolina at Chapel Hill (UNC)	American Studies: American Indian & Indigenous Studies	Department	Yes	Joint Only	Yes	"Program" 1998 Minor in 2003 Major in 2008	<ul style="list-style-type: none"> <li>PhD</li> <li>BA</li> <li>Undergraduate Minor</li> </ul>	<ul style="list-style-type: none"> <li>UNC American Indian Center</li> <li>Office of Diversity &amp; Multicultural Affairs</li> <li>Southern Oral History Program</li> <li>Carolina American Indian Caucus</li> <li>Carolina Indian Circle</li> </ul>
8.	University of Pennsylvania <sup>1</sup>	Native American Indigenous Studies	Program	No	Joint only	No	Minor launched 2007 remodeled 2014	<ul style="list-style-type: none"> <li>Undergraduate Minor</li> </ul>	<ul style="list-style-type: none"> <li>NAIS Museum</li> <li>The Penn Cultural Heritage Center</li> <li>Digital Repatriation at the Amer. Phil. Society</li> </ul>
9.	Princeton University								
10.	University of Wisconsin <sup>6</sup>	American Indian Studies	Program	No		No	Program in 1972 Certificate 1997	<ul style="list-style-type: none"> <li>Certificate in American Indian Studies</li> </ul>	<ul style="list-style-type: none"> <li>AIS Library</li> <li>American Indian Student &amp; Cultural Center</li> </ul>
11.	University of Minnesota	American Indian Studies	Department	Yes	Full & Joint	Yes	Department 1969 Recaptured tenure lines 1997	<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>Undergraduate minor</li> <li>Undergraduate teaching certificate</li> <li>PhD</li> </ul>	<ul style="list-style-type: none"> <li>Minnesota Historical Society</li> <li>Anishinabe Academy</li> <li>Grtto Foundation</li> <li>Dakota &amp; Ojibwe Lang. Revitaliation Alliance</li> <li>American Indian Families Project</li> <li>Metropolitan Urban Indian Directors</li> </ul>
12.	University of California, Los Angeles (UCLA)	American Indian Studies	Department	No	Joint only	Yes	M.A. 1982 Undergraduate minor 1995 B.A. 2002	<ul style="list-style-type: none"> <li>M.A. American Indian Studies</li> <li>Joint M.A./J.D.</li> <li>B.A. American Indian Studies</li> <li>Undergraduate Minor</li> </ul>	<ul style="list-style-type: none"> <li>American Indian Studies Center</li> <li>Ctr for American Ind/Indigenous Research and Education</li> <li>Tribal Legal Development Clinic</li> <li>Native Nations Law &amp; Policy Center</li> <li>Indigenous Peoples Journal of Law, Culture and Resistance</li> <li>Project HOOP</li> </ul>

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
13.	University of Illinois	American Indian Studies Program	Department	Yes	Full & Joint	Yes	Native American House 2002 Program in 2005 Undergrad minor 2008 Graduate minor 2009	<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Graduate Minor</li> <li>Postdoc program</li> </ul>	<ul style="list-style-type: none"> <li>Native American House</li> <li>American Indian Studies Library</li> <li>Newberry Consortium in AIS</li> <li>Affinity Groups</li> </ul>
14.	Duke University								
15.	Rutgers University								
16.	Ohio State University								
17.	John Hopkins University								
18.	Harvard University								
19.	University of Texas	Native American Indigenous Studies	Program	No	Advisory Council	Yes		<ul style="list-style-type: none"> <li>MA Portfolio</li> <li>PhD Portfolio</li> <li>Undergraduate Certificate</li> </ul>	<ul style="list-style-type: none"> <li>The Bernard &amp; Audre Rapoport Ctr for Human Rights and Justice</li> <li>Ctr for Indigenous Languages of Latin America</li> <li>Division of Diversity and Community Engagement</li> <li>Honoring Generation: Developing The Next Generation of Native Librarians</li> <li>Native American and Indigenous Collective</li> <li>The Mesoamerica Center</li> </ul>
20.	Temple University								
21.	Brown University	Native American & Indigenous Studies	Program	No	Joint Only	No	Ethnic Studies Concentration under Amer. Studies Dept.	<ul style="list-style-type: none"> <li>Undergraduate Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Native American &amp; Indigenous Student Assoc</li> <li>Rhode Island Indian Council</li> <li>Heffner Museum of Anthropology</li> <li>Indian Mariner's Project</li> <li>Mashantucket Pequot Museum &amp; Research Center</li> <li>Massachusetts Center for Native American Awareness</li> </ul>

3

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
22.	Michigan State University	American Indian Studies	Program	No	Joint only	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> </ul>	<ul style="list-style-type: none"> <li>Native American Institute</li> </ul>
23.	University of Virginia								
24.	College of William & Mary	American Indian Resource Center	Program	No	Affiliate only	No	<ul style="list-style-type: none"> <li>Program 1998</li> </ul>		
25.	University of Washington	<ul style="list-style-type: none"> <li>American Indian Studies</li> </ul>	Department	Yes	Full & Joint	Yes	<ul style="list-style-type: none"> <li>1970 Center</li> <li>2003 Program</li> <li>2008 Major</li> <li>2009 Department</li> </ul>	<ul style="list-style-type: none"> <li>M.A. Native American Documentary Film, Video, New Digital Media</li> <li>B.A. American Indian Studies</li> </ul>	<ul style="list-style-type: none"> <li>wə́təbʔəlxw Intellectual House</li> <li>Indigenous Wellness Research Institute</li> <li>First Nations</li> <li>Indian Health Pathway</li> <li>Medicine Wheel Society</li> <li>Student Groups</li> </ul>

Native American Studies at Washington Metropolitan Area Institutions

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Howard University								
George Washington University	Native American Political Leadership Program	Program	No	No	Yes		<ul style="list-style-type: none"> <li>One semester program for Native American, Alaska Native and Native Hawaiian students</li> </ul>	<ul style="list-style-type: none"> <li>Full scholarship</li> <li>Mentor program</li> <li>Richard Milanovich Fellowship</li> </ul>
Georgetown University								
Morgan State University								
American University	Washington Internship for Native Students	Program	No	No	Yes		<ul style="list-style-type: none"> <li>Summer program for Native American, Alaska Native and Native Hawaiian students</li> </ul>	

4

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Wisconsin, Milwaukee	American Indian Studies	Department	No	Joint Only	No		<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Certificate</li> </ul>	<ul style="list-style-type: none"> <li>Electa Quinney Institute</li> <li>American Indian Student Services</li> <li>American Indian Community Research Center</li> </ul>

Native American Studies at the Remaining Institutions of the Big Ten Conference

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Iowa	American Indian Studies	Department	No	Yes	Yes	Began 1993	<ul style="list-style-type: none"> <li>Undergraduate minor</li> <li>Certificate-undergraduate and graduate</li> </ul>	<ul style="list-style-type: none"> <li>Newberry Consortium in American Indian Studies</li> <li>Native American Council</li> <li>Native American Student Association</li> <li>Center for Diversity &amp; Iowa First Nations Information</li> </ul>
University of Nebraska-Lincoln	Native American Studies	Department	No	Joint Only	No	Institute of Ethnic Studies began 1972	<ul style="list-style-type: none"> <li>Undergraduate individualized major</li> <li>Undergraduate minor</li> <li>PhD specialization</li> </ul>	<ul style="list-style-type: none"> <li>The Native American Public Broadcasting Consortium</li> <li>Lincoln Indian Center, Inc</li> <li>Institute for Ethnic Studies</li> <li>Studies in American Indian Literatures-journal</li> <li>Native American Studies Scholarship Fund</li> </ul>
Purdue University	Native American Educational & Cultural Center	Center	No	No	Yes	Center began 2007	<ul style="list-style-type: none"> <li>Native American and Indigenous Studies Minor for undergraduates</li> <li>PhD research specialization</li> </ul>	<ul style="list-style-type: none"> <li>Eiteljorg Museum</li> <li>SLOAN Foundation Indigenous Graduate Partnership</li> <li>Office of Multicultural Programs</li> <li>Diversity Resource Office</li> <li>Indiana Native American and Indian Affairs Commission</li> <li>National Congress of American Indians</li> <li>American Indian Center of Indiana</li> </ul>
Amherst College	Five College Consortium-Amherst College Hampshire College	Program	No	Joint Only	No	Program began 1965	<ul style="list-style-type: none"> <li>Certificate Program in Native American and Indigenous Studies</li> </ul>	<ul style="list-style-type: none"> <li>Multicultural Resource Center</li> <li>Diversity fellowships</li> </ul>

5

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
	Mount Holyoke College Smith College UMass Amherst							
Barnard College								
Bowdoin College								
Bryn Mawr College								
Caltech								
Carleton College								
Columbia University	Center for the Study of Ethnicity and Race	Department	No	Joint only	Yes	Department began 1999	<ul style="list-style-type: none"> <li>Graduate and undergraduate specialization in Native American/Indigenous Studies</li> </ul>	<ul style="list-style-type: none"> <li>Student Life Enrichment Grant</li> <li>Native American/Indigenous Studies Project</li> <li>Indigenous Studies Summer Program</li> <li>CSEI Library</li> <li>CSEI Archive</li> </ul>
Cornell University	American Indian Studies Program	Department	Yes	Full and Joint	Yes	Department began 1983	<ul style="list-style-type: none"> <li>Undergraduate minor in AIS</li> <li>Graduate Field Minor in AIS</li> </ul>	<ul style="list-style-type: none"> <li>Student Organizations in AIS</li> <li>Newberry Consortium in AIS</li> <li>Graduate Student Conferences</li> <li>AIP library</li> <li>Huntington Free Library Native American Collection</li> </ul>
Dartmouth College	Program in Native American Studies	Department	Yes	Full and Joint	Yes		<ul style="list-style-type: none"> <li>Undergraduate major and minor in Native American Studies</li> <li>Pre-doctoral Fellowship</li> </ul>	<ul style="list-style-type: none"> <li>Tribal Scholar Fellowship Program</li> <li>Dartmouth's Hood Museum Native American Collection</li> <li>Dartmouth's Baker/Berry Library Native American Resources</li> </ul>
MIT								
Middlebury College								
Mount Holyoke College	Five College Consortium-Amherst College Hampshire College Mount Holyoke College Smith College UMass Amherst	Program	No	Joint Only	No	Program began 1965	<ul style="list-style-type: none"> <li>Certificate Program in Native American and Indigenous Studies</li> </ul>	<ul style="list-style-type: none"> <li>Zowie Banteah Cultural Center</li> </ul>

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Oberlin College								
Pomona College								
Rice University								
Smith College	Five College Consortium- Amherst College Hampshire College Mount Holyoke College Smith College UMass Amherst	Program	No	Joint Only	No	Program began 1965	<ul style="list-style-type: none"> <li>Certificate Program in Native American and Indigenous Studies</li> </ul>	<ul style="list-style-type: none"> <li>Fellowships and Internships</li> </ul>
Stanford University	Native American Studies Program	Program	Yes	Full and Joint	No	Program began 1997	<ul style="list-style-type: none"> <li>Undergraduate Major and Minor</li> </ul>	<ul style="list-style-type: none"> <li>Student Native American Cultural Center</li> <li>Muwekma-tah-Ruk</li> <li>Center for Comparative Studies in Race and Ethnicity</li> <li>Undergraduate Program in Comparative Studies in Race and Ethnicity</li> </ul>
Swarthmore College								
Trinity College								
University of Chicago	Center for the Study of Race, Politics and Culture	Program	No	None	No	Center established in 1996	<ul style="list-style-type: none"> <li>Undergraduate Major and Minor</li> </ul>	<ul style="list-style-type: none"> <li>Funding and fellowship opportunities</li> </ul>
University of Rochester								
Vanderbilt University								
Wellesley College								
Wesleyan University								
Williams College								
Yale University	American Studies-National Formations Concentration	Program	No	Joint Only	Yes		<ul style="list-style-type: none"> <li>Undergraduate major</li> <li>M.A.</li> <li>Ph.D.</li> </ul>	<ul style="list-style-type: none"> <li>Native American Cultural Center</li> <li>Newberry Consortium</li> <li>Student Groups</li> </ul>

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Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Yale University								<ul style="list-style-type: none"> <li>Howard R Lamar Center for Study of Frontiers and Borders</li> <li>Yale Indian Papers Project</li> <li>Yale Program in Agrarian Studies</li> </ul>

8



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## ARTS & SCIENCES

Department of Education  
Faculty of Arts and Sciences

October 28, 2016

Adrienne D. Davis, Vice Provost  
William M. Van Cleve Professor of Law  
Washington University  
One Brookings Drive  
Campus Box 1120  
St. Louis, MO 63130

Dear Adrienne:

On October 26, I was hosted by the Urban Institute (UI) in Washington DC to learn about their operations. This brief report will convey information on meeting objectives, who participated in the meetings, the organization of the UI, and some key points that might be helpful as you draft the task force report.

### MEETING OBJECTIVES

I requested to have meetings with researchers and research support staff (or their directors) to understand how the organization disseminates research from both view-points. The questions below were prepared in advance of the meeting and can give you an idea of the key points of interest, and of the kind of information that warranted the meeting. These questions I felt took priority over others because a supportive infrastructure of research and dissemination is especially important to policy relevant research and broadening the impact of the work that could be done at a race center at WUSTL.

#### Researcher questions included:

1. What steps do you take to increase the likelihood that your research will inform policymaking?
2. Describe a few ways that UI helps you disseminate the results of your research.
3. Are there professional development opportunities at UI that equip you with the skills related to engaging policy audiences? If so, what are they?
4. What aspects of UI infrastructure are most helpful in broadening the audience and impact of your research?
5. Is there anything else that is important to research and dissemination that I have not asked about?

### Administration/Staff Questions included:

1. Could you name the UI positions and the roles they serve in disseminating research results? Total number of people?
2. What role do you play in communicating the work done at UI to policymakers, agencies and media outlets?
3. What do you ask researchers to do to prepare their study results for dissemination?
4. Are there particular methods or kinds of communication that are preferred by policymakers and media outlets?
5. Could you describe the technological and online mechanisms that help make research results publicly available?

### MEETING PARTICIPATION

I had two meetings at UI, the first with a group consisting of senior research associates and administration, and a second individual meeting with another research associate. One of the senior researchers, Nisha Patel, is a WUSTL alumna with a MSW from the Brown School. Amy Elsbree's area of specialization is in research dissemination while Dawn Dangel oversees the recruitment and placement of professional researchers and interns. The remaining individuals (Margaret and Erica) are senior researchers.

#### Nisha Patel

Executive Director

US Partnership on Mobility from Poverty

<http://www.urban.org/author/nisha-g-patel>

#### Margaret Simms

Institute Fellow

Director, Low-Income Working Families Initiative

<http://www.urban.org/author/margaret-simms>

#### Amy Elsbree

Director, External Affairs

<http://www.urban.org/author/amy-elsbree>

#### Dawn Dangel

Senior Human Resources Associate

<http://www.urban.org/author/dawn-dangel>

#### Erica Greenberg

Research Associate I

<http://www.urban.org/author/erica-greenberg>

### URBAN INSTITUTE ORGANIZATION

#### Research Organization

The Urban Institute (UI) is a major non-partisan policy research organization with over 500 employees. A description of research positions at UI, provided by Dawn Dangel, accompanies this report. Its website includes many other facets of

Washington University in St. Louis, Campus Box 1183, One Brookings Drive, St. Louis, Missouri 63130-4899

(314) 935-6791, Fax (314) 935-4982, [www.wustl.edu](http://www.wustl.edu)

organizations (<http://www.urban.org/>) that could provide us useful information on a policy fellows program, seminar series and public events. UI is organized into centers that focus on particular social institutions and problems (e.g. Criminal Justice, poverty, etc.). These center foci are fairly fixed and determine human resources hiring priorities (as opposed to varying over time according to funding or the changing interest of researchers). Whether a center at WUSTL should have foci, and if so, how should foci be determined are important questions to consider as we move toward planning a center/institute.

### External Relations Organization

Approximately 40 employees of UI are within the external relations group that oversees research dissemination, publication editing, online communications, media relations and outsourcing contracts. Fifteen of these individuals are funded by external grants. Amy Elsbee describes their work as one of “matching their research products to audiences.” The figure provided to me during this meeting summarizes this process and accompanies this report. In it, 10 different communications mediums are juxtaposed with the appropriate depth of the research report and size of the audience.<sup>1</sup> There are a few organizational strategies that came up during our discussion that are not captured in the figure they provided.

- Dissemination strategies were rarely used in isolation. For example, blogs often included briefs, and briefs often included some sort of data visualization. In all dissemination mediums, a link to the research in its most complete form (journal article or technical report) is also included.
- Communication occurs between the researcher and external relations before dissemination mediums are selected. At this juncture, external relations will request that a strategic brief be completed by the researchers once a study is ready for dissemination. This brief will inform external relations of the likely or intended audience for the research, what key points should be emphasized, what is the most important take-away, and whether the researcher would be available to talk with media or the intended audience about the work. In some instances, external relations will engage with researchers at the grant writing stage about the specification of the kind of dissemination mediums they hope to use and have funded.
- Social media relations often requires sub contracts. For example, a company would be hired to target information about UI research to the twitter users most likely to be interested in research.
- UI often relies on what I call “purposeful dissemination” to policymakers and other scientists to “vet” the findings of recent research. In this case, experts are provided the paper and asked to read, comment or attend a seminar about the research before the research is made available to the public.
- UI communications (e.g. newsletters) were considered apart from research dissemination.

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<sup>1</sup> The list of mediums are in grayscale on the original document and may be difficult to read. They are from top to bottom: 1) Social media, 2) media interviews, 3) blogs, we features, data visualizations, 4) Op-eds and commentaries, 5) Exchange with advocates and practitioners, 6) roundtables and policy convenings, 7) Policy briefs and fact sheets, 8) congressional testimony, 9) peer-reviewed journal articles, 10) technical reports with methodological details.

## KEY DISCUSSION POINTS

UI representatives answered most of the questions that I mentioned earlier in the report (except for the question about professional development for engaging policy audiences) and shared other ideas that I will briefly summarize below.

1. UI noted that a WUSTL-UI collaboration could occur through the WUSTL Policy Office in DC. I was not aware that this existed and thought that this possibility deserved further investigation.
2. UI was interested in gaining access to WUSTL post-bacs and PhD graduates since those are the two groups it tends to hire.
3. Even though UI does not favor policy degree holders in its hiring practices, it was interested in a potential WUSTL certificate program that placed students with UI for a practicum. I mentioned the practicum in case a certificate from the race institute, perhaps having a policy focus, would include a practicum experience. However, this partnership would not necessarily be limited to a certificate program if there is some other mechanism through which WUSTL students could satisfy an internship requirement. UI is currently seeking to formalize a standing internship program.
4. UI expressed to me that diversity and inclusion is an important and renewed priority of the UI leadership. A race focus to an entity that emerges on campus would find a willing partner in UI to the extent that policy crystalizes as a shared interest.
5. Scale was also discussed given that WUSTL will likely have a much smaller dissemination team in whatever center emerges. It was also clear that most of the 40- member external relations team had expertise in one (or more) of three areas: media relations, scientific translation and technology. Grant writers were not mentioned as being part of this team. A smaller institute/center at WUSTL could accomplish on a much smaller scale what UI achieves with one staff person in each area: media relations, technology, and scientific translation. The last of these three professionals (scientific translation) could also assist with the preparation of grant proposals. Of course, these research support resources could be solicited from elsewhere on campus if a resource sharing agreement could be established.

Sincerely,



Odis Johnson Jr., PhD.  
Associate Chair, Department of Education  
Associate Professor, Departments of Sociology, Education  
Faculty Scholar, Institute of Public Health  
Washington University in St. Louis

## Opportunities in Research

The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and delivered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Our objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

The Research Assistant is responsible for assisting senior researchers by conducting literature reviews, performing analyses and programming tasks, as well as participating in reporting research findings and presenting data. Qualified candidates should have a B.A. in Economics, Mathematics, Statistics, Public Policy, Computer Science, or other social science field with strong quantitative and analytical skills, library and internet-based research experience. Proficiency with spreadsheet and presentation graphics software skills, familiarity with data analysis software packages (such as SAS, STATA or SPSS), and experience with survey data analysis preferred.

Many graduate-level opportunities also exist.

The Research Associate II is responsible for assisting in all phases of empirical policy research including performing literature reviews, designing and administering data collection instruments, analyzing quantitative and qualitative data, writing reports, and assisting with project management and budgeting. Incumbent may also participate in field research and present research findings. Qualified candidates should have an M.A. in Economics, Public Policy, Sociology, or other social science field. This position requires strong quantitative and qualitative skills with demonstrated skills in research methods, preferably through course work or experience in a relevant research position. Also requires proficiency with statistical software packages (such as SAS, STATA or SPSS), exposure to policy related issues, and excellent communication skills, both verbal and written.

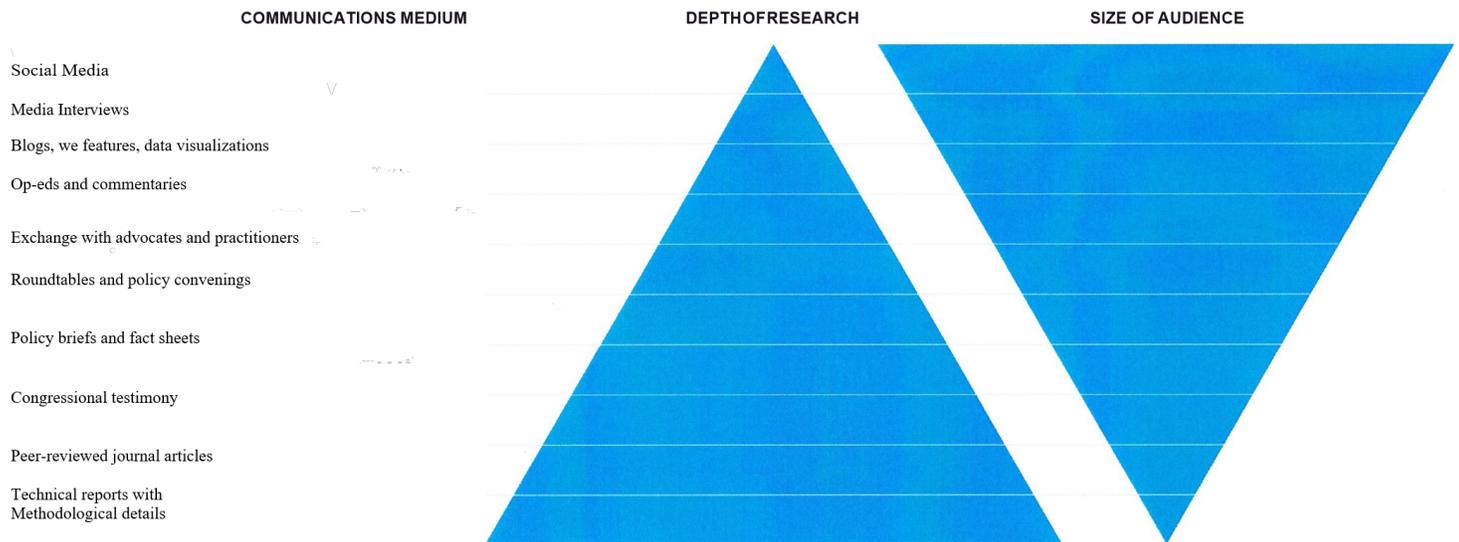
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To learn more about the Urban Institute and its work, please visit [www.urban.org](http://www.urban.org).

# AUDIENCE AND PRODUCTS:

The bigger the audience, the more accessible the product must be.



## RACE/IDENTITY/SOCIAL JUSTICE INSTITUTE TASK FORCE

### William Acree

Associate Professor of Spanish, School of Arts & Sciences

### Douglas Char

Professor of Emergency Medicine; School of Medicine

### Graham Colditz

Niess-Gain Professor in the School of Medicine; Chief, Division of Public Health Sciences; Deputy Director, Institute for Public Health

### Adrienne Davis

Vice Provost; William M. Van Cleve Professor of Law, School of Law

### Michelle Duguid

Associate Professor of Organizational Behavior, Olin Business School

### Gerald Early

Merle Kling Professor of Modern Letters, Department of English; Director, African and African-American Studies, School of Arts & Sciences

### Linling Gao-Miles

Lecturer, International and Area Studies, Arts and Sciences

### Adia Harvey Wingfield

Professor of Sociology, Arts & Sciences

### John Inazu

Sally D. Danforth Distinguished Professor of Law and Religion, School of Law; Professor of Political Science (by Courtesy), School of Arts & Sciences

### Odis Johnson

Associate Chair, Department of Education; Associate Professor of Sociology, School of Arts & Sciences

### Peter Kastor

Chair, Department of History; Professor of History and American Culture Studies, School of Arts and Sciences

### Bianca Kaushal

Undergraduate Student, School of Arts & Sciences; Class of 2017

### Kevin Lin

Undergraduate Student, School of Arts & Sciences; Class of 2017

### Itzel Lopez-Hinojosa

Undergraduate Student, School of Arts & Sciences; Class of 2017

### Mark Rank

Herbert S. Hadley Professor of Social Welfare, The Brown School; Professor of Sociology, School of Arts and Sciences

### Dana Robertson

Undergraduate Student, School of Arts & Sciences; Class of 2016 (Dec. 2015 – May 2016)

### Kiara Sample

Undergraduate Student, School of Arts & Sciences; Class of 2018

### Linda Samuels

Associate Professor in Urban Design, College of Architecture / Graduate School of Architecture & Urban Design, Sam Fox School of Design & Visual Arts

### Ignacio Sánchez Prado

Professor of Spanish, Latin American Studies, and Film and Media Studies, School of Arts & Sciences

### Vetta Sanders Thompson

Professor of Social Work, The Brown School

### Lori Setton

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering, School of Engineering & Applied Sciences; Professor of Orthopaedic Surgery, School of Medicine

### Henry Webber

Executive Vice Chancellor for Administration; Professor of Practice, The Brown School & Sam Fox School of Design and Visual Arts

### Cecilia Hanan Reyes, Staff

Administrative Lead for the Commission on Diversity and Inclusion

To view the full report click [here](#);  
to view the Executive Summary of the report, click [here](#).