INTRODUCTION

This report is the result of the work of the Academic Quality Assessment and Development Review team, whose four members (two external and two internal) were charged with making a comprehensive evaluation of the Department of Africana Studies, University of Massachusetts Boston (UMB). The review team visited the department and campus on April 7th and 8th, and we continued our analysis through telephone calls and e-mails. Our chief conclusions are that Africana Studies is a department in crisis and that immediate administrative efforts must be taken to begin a process of reform and rejuvenation aimed at setting the department on firmer footing to realize its significant potential as an outstanding academic program serving UMB students and the broader community.

Our analysis and recommendations are advanced in the body of this report. The following paragraphs describe our process and some observations about the impressions formed during our visit.

The challenge of evaluating Africana Studies was made more difficult because materials that reviewers require before their visits to campus—a brief history of the program, the department’s annual reports, curricula vitae of faculty members, and syllabi of departmental courses—were not sent to the team in a timely fashion if at all. We received copies of the department’s AQUAD self-study report (dated March 1st, 2016) before our visit, but its disorganization, defensive tone, and absence of supportive documentation made it of limited use. Moreover, outside the fact that this review is a mandated periodic university process, we were given no indication of why the review was called for: the specific issues and concerns of the the department and the administration.

Aspects of those concerns became readily apparent in our meetings with administrators and faculty. From both parties we saw evidence of distance, distrust, and alienation—attitudes obviously antithetical to a productive academic relationship, collegiality, and transparency. While there were certainly some expressions of good will—a desire to build trust from
administrators, an aspiration to gain respect on the part of faculty, such sentiments were rare and unconvincing; while they may have been heartfelt, neither party conveyed much confidence in the other. On the contrary, administrators instructed us to concern ourselves not with what was past but only with the present shape of the department, while faculty members from the department went to great lengths to highlight their past accomplishments, especially those associated with the Center for African, Caribbean and Community Development (CACCD) and the Haitian Studies Program (HSP), and gave only scattered glimpses of the curricular matters that were our chief interests. (Tellingly, all our meetings with faculty were conducted in the CACCD office, while at no time were we given a tour of the Africana Studies department office). The diametrically opposed messages from administration and department faculty are but one example of a clearly dysfunctional relationship.

Getting to the heart of what went wrong in this relationship, the roots of which go back perhaps thirty or forty years, cannot be our charge. In the absence of documentation—annual reports on activities, evidence of institutional support, records of external fundraising and grants—this history might well require a team of forensic accountants, historians, and psychologists to unravel. Our task is simpler, and our approach and analysis proceed from the first principle that the Africana Studies is an academic department responsible for the education of its students, majors and non-majors. Africana Studies faculty and university administrators, then, must decouple the department from the CACCD, the HSP, and other heretofore aligned or otherwise more or less integrated academic and community programs in order to ensure that the department fulfils its academic mission. In this report, we had some trepidation about describing the relationship of the center and the department, much less proscribing a proper relationship between the units. We found their logistics of interaction and functioning simply beyond the scope of our mandate as reviewers. Nonetheless we offer some brief comments and recommendations about the CACCD and HSP at the end of this report.

Finally, it must be stated that amid all of the difficulties and challenges that became apparent to the review team, the strongest and most positive impression made on us during our visit came from the UMass Boston students who were gathered to discuss their views of the department. The students were articulate, intelligent, and ardent in their commitment to the Africana Studies department and, more broadly, to the field as a mode of inquiry that speaks deeply to who they are and what they want for themselves and their world. They told stories about departmental offerings that deepened their commitment to academic pursuits and opened their eyes to different ways of thinking about the world and themselves, and they articulated the desire that the department Studies have what it needs to become an exemplary academic program. Each of us was touched by these sentiments. That we find fault with the department and serious problems in its curricular offerings should not be misread as doubting its members’ sincerity or second-guessing their intelligence and contributions to the discipline. The students were deeply impressive; their stories poignant. We hope our report helps begin a process through which their aspirations, and those of the students who will follow them at UMB, will be vindicated.

**Historical Context**

Founded in 1969, the Africana Studies Department at UMB is one of the oldest Africana/Black Studies departments in the nation. As such, in its early days the UMB Africana Studies department played a critical role in the development of a new academic discipline aiming to
study the experiences and cultures of African people in both their current and historical manifestations. In subsequent decades the department continued to expand disciplinary canons through its engagement with the Black intellectual tradition, developing new curricula that reflected the societal demands of the time, incorporating meaningful examinations and analyses of Black culture, teaching languages spoken by people of African descent in both the Caribbean and Africa, serving local communities, and opening access to African American and other Black students from throughout the African Diaspora. In that way the UMB Africana Studies department along with the CACCD contributed to redefining the contours of an academy that now takes seriously Africana/Black Studies as a legitimate discipline equal to more traditional disciplinary subjects.

The field of Africana Studies is now at a historically pivotal moment because most such departments nationwide are facing a number of challenges, including the need to address broad and pressing national and global concerns, such as teaching and learning about modern African governance, neoliberalism and human rights; keeping Africana Studies at the forefront of scholarship; teaching at a time of state-level disinvestment in higher education; and coping with a decline in the numbers of majors at the departmental level (as is also the case for many humanities and qualitative social science departments). Africana Studies departments must redefine their mission, goals, and directions to deliver the kind of research and teaching expected in the twenty-first century, or at a more basic level, to survive. Africana Studies at UMB finds itself at such a crossroads.

The generation of scholars who created Africana Studies departments are to be praised for their contributions, but we must also recognize that, for the most part, these faculty members are either retired or about to retire. We must also accept that the nature of the professoriate has changed and that attracting a new wave of top-notch scholars in Africana Studies departments can be difficult when both the departments themselves and university administrations have not always ensured the sustained growth of these programs or kept up with academic standards that are increasingly demanding.

Furthermore, there is much demand on the larger academic market for the new generation of tenured faculty and promising junior scholars who engage the Black historical and cultural traditions in research and teaching. Joining Africana Studies programs is no longer the only path to entering the academy. Increasingly this new wave of faculty members have been trained in interdisciplinary practices and analyses of the Black experience that take into account race, gender and sexuality; these scholars are familiar with new technologies and complex methodologies, and in many cases they are choosing to return to more traditional disciplines. This is especially the case on campuses where Black Studies/Africana Studies programs suffer from gross neglect by their own Africana studies faculty and from their administrations’ perennial refusal to offer resources necessary for hiring and retaining qualified academic and administrative staff who would propel these units forward. Again the UMB Africana Studies department is no exception.

If they are to survive and thrive in the future, both the UMB Africana Studies department and the CACCD must meet a new set of rigorous academic standards and be positioned to hire rigorously trained and sought-after faculty members, both senior and junior, to complement the
existing faculty. Meeting these demands requires a fundamental rethinking of these programs, a carefully considered FTE plan, a revamping of the curriculum and course offerings, proper advising for students, and adequate staff support for the department and the center, as well as differing modes of engagement with the community and the profession at large.

The current state of the UMB Africana Studies department certainly reflects failed moments on the part of the department itself and missed opportunities by faculty members to step forward. But we also note the administration’s failure to support the development and growth of the program and its faculty beyond the department’s and center’s earlier contributions. We perceive gross negligence, inattentiveness, and even dereliction in duties in enforcing standards that are now normative for the discipline and essential for running a full-fledged academic department at a public university. We hope that this review will help establish more effective communication between the UMB administration and the Africana Studies faculty and that it will also lead to an increased level of support and productivity for both units. Our report provides what we see as a foundation for re-envisioning and developing a thriving Africana Studies program that may once again become a national leader in the field.

1. Africana Studies

New curriculum
Our most urgent concern is that the Africana Studies department has failed to make undergraduate teaching and curriculum development its top priority. The 2010 AQUAD report recommended that the department conduct a “review of the curriculum to streamline the course of study by both deleting courses that cannot be taught or need to be rethought, designing new courses that are in keeping with the scholarship in field and the needs of a reformulated academic program of study [that meets both university requirements and community obligations,] and [that] create[s] a balance between the local and the global” (5-6). We are troubled that the department has not actually implemented the restructured major and minor its self-study describes. We have three areas of concern: curriculum, personnel, and management.

The current self-study outlines a new undergraduate curriculum for majors and minors and includes new courses; however, this new curriculum has not yet been implemented, and the new courses have not yet been offered. The department expects to begin this curriculum beginning in 2016-17, and by now most of the new courses have been approved by university governance, which is commendable. However, implementing a comprehensive, restructured curriculum with new courses and standards requires a commitment to engaging with current Africana Studies scholarship and teaching courses that engage students in courses that have kept pace with the field. The syllabi we have reviewed leave us unsure that the new undergraduate curriculum and its new courses meet those requirements.

Second, the department must commit to restructuring its approach to its curriculum and its personnel management. The new courses named in the 2016 AQUAD self-study will need to be taught by faculty with updated research and substantive expertise in the relevant areas. With its only two junior faculty about to exit the department (presumably at the end of this academic year
or in Fall 2016), we are concerned that the remaining tenured faculty and non-tenure-track lecturers may not have the resources and expertise to deliver this curriculum.

Thus, we are, thirdly, concerned about how the department plans to implement the new curriculum in 2016-17 and beyond, and how they plan to supervise undergraduate capstone projects while recruiting and mentoring current and new majors. Balancing the tasks of recruitment, mentoring, project supervision, and teaching—all closely related, synergistic, and time-intensive processes—needs careful planning and the equitable sharing of responsibilities among the tenure-stream faculty with some support from the non-tenure-track faculty. We note the department’s troubling history of saddling junior faculty with the time- and energy-intensive work of mentoring students, especially women students, and with capstone supervision. In the Fall 2016 semester, the department needs to develop a comprehensive plan for sharing the work of recruiting, supporting, and graduating majors, which should be among its highest priorities.

Faculty
Our review of the tenure-stream faculty’s CVs reveals that most faculty members have not stayed current in their fields and that they lack the engagement with and expertise in current discourses in Africana Studies. We are deeply concerned by the impact of this intellectual stasis on the department’s ability to teach up-to-date, critically sophisticated courses and provide students with a solid foundation in the field. We recommend in the strongest possible terms that the administration makes immediate plans to hire senior as well as recently tenured faculty along with promising junior scholars qualified to develop a twenty-first century curriculum for twenty-first-century students, and that the university commit to additional tenure-track lines to replace current faculty when they retire. In the meantime we recommend that a department-specific faculty development program be established that will introduce the faculty to research technologies and other resources that will help them update their courses and revitalize their scholarly engagement. We also recommend that the department strengthen its connections with other departments that offer cross-listed and related courses to ensure that current majors and minors take courses that will allow them to fulfill their degree requirements while gaining current systems of knowledge and analysis.

Syllabus review
The committee is impressed with the diversity of courses the Africana Studies department offers. We are concerned, however, that in practice the content and requirements often fail to do justice to the subjects. The reading lists for many courses are outdated, narrow, and slight; workloads are either unarticulated or worryingly light; and some syllabi appear not to have been updated in ten years. A number of courses do not even require essays and other formal writing assignments befitting college-level work. Many syllabi fail to include basic information students need in order to know what is required of them or to plan their studies. Most syllabi lack assigned reading and topic schedules, paper deadlines, test dates, even articulations of course expectations and assessment systems. We recommend that the department initiate a major review of its course expectations and goals and its means of assessing student learning. We also recommend that faculty revisit their text choices, include more primary sources and up-to-date textbooks, and a wider range of critical and disciplinary perspectives. We encourage the faculty to take advantage of resources like the UMB’s Center for Innovative Teaching, online syllabus banks, and colleagues with expertise in outcomes assessment.
Cross-listed courses and relationships with other departments
The 2016 self-study report revealed that the department’s cross-listed courses are outdated and unclear. For example, some courses in other departments (e.g., English) are designated cross-listed Africana Studies courses when in fact they are not. We recommend that the department conduct a careful, thorough review of its course offerings, eliminate courses that are no longer regularly offered or appropriate to its revised curriculum, and collaborate with colleagues in other departments to review the state of current cross-listed courses and consider developing new ones. We also recommend that the faculty become familiar with other departments’ courses related to Africana Studies in order both to advise its majors and minors about classes to take and to promote its own courses to students in other majors. It is crucial that the department develop working relationships with other programs and departments in order to keep pace with advances in related disciplines as well as its own.

Course scheduling
As the department begins implementing its new curriculum, it must ensure that its majors and minors are able to complete their requirements. It is therefore essential that the department develop a two-year projection of courses that cycles required and elective courses through that period. Because many students juggle their work and college schedules, the department must rotate courses through Tuesday-Thursday and Monday-Wednesday-Friday schedules and offer classes throughout the day so that students have access to the courses they need. Course scheduling is a major departmental responsibility. We recommend that the dean and registrar work closely with the department to ensure that it schedules its courses sensibly. We also recommend that the department implement a policy that ensures that faculty teaching schedules (days and times) are fairly and equally distributed. These measures are particularly crucial in a small department, so we highly recommend that sabbaticals and other faculty leaves do not compromise student access to the courses they need to graduate.

Undergraduate advising
Even the most innovative and cutting-edge curriculum is rendered ineffective without a comprehensive advising system. Throughout their college careers Africana Studies majors and minors need advice on selecting and sequencing the courses they take in their home department as well as those offered in other departments. They need to be mentored, for example, on courses that complement their academic focus and fulfill the university’s general education requirements.

We are also concerned about the department’s lack of a clearly established committee structure. The absence of a committee dedicated to undergraduate courses and advising is particularly problematic, and access to faculty advisors appears to be inconsistent, given the frequency of faculty leaves and the impending loss of two (junior) faculty members. We recommend that the department form an undergraduate advising committee (perhaps a subcommittee of a general undergraduate committee) that tracks student progress through the major/minor, ensures that they meet all the requirements necessary for graduation, and offers them guidance for finding internships and other meaningful work experience and for applying to graduate and professional programs. We also recommend that this committee forge connections with the Office of Career Services and Internships and other resources so that faculty are familiar with the assistance and
support available to students. Such structured advising is a crucial step in attracting, retaining, and graduating students in the major.

Course evaluations
The department uses an unsystematic and outdated course evaluation that is not merely worthless for evaluating teaching but actually detrimental to faculty who teach rigorous courses. We recommend that the department replace the form it has been using with a new one, using other departments’ standard evaluation instruments as models that offer a fair, comprehensive means of assessing teaching and course content. For example, questions about what students expect their grade to be should not be assessed using a Likert scale (where 1-5 reflects grades of A-F, respectively) as it is in one question on the current teaching evaluation questionnaire. Similarly a student’s major, for instance, must not be weighted as part of the instructor’s classroom performance.

Junior faculty
We note that the department has failed to recruit, support, or retain promising faculty. While the department lays responsibility for these tenure decisions with the administration, the self-study demonstrates the department’s own negligence in preparing junior faculty for major reviews. Senior faculty appear to have failed to ensure that their junior colleagues prioritize building strong scholarly profiles and to enable them to focus their energy on that work. In order to provide junior faculty with crucial advice on scholarly publishing, professional engagement, and rigorous course development, we advise the department to assemble a mentoring committee comprising faculty outside the department (who are in junior colleague’s specific disciplinary fields) as well as faculty within the department. From our perspective, a single mentor inside and/or a single mentor drawn from faculty outside the department will not provide enough support and direction for junior faculty in a department that is very “top heavy” with tenured faculty.

Furthermore, we recommend that the department develop a comprehensive plan for substantive, timely reviews of junior faculty progress. We also urge the administration to do their part in these reviews with thorough follow-up reports on Annual Faculty Reviews and to make sure that tenured faculty members understand and fulfill their responsibilities to their junior colleagues. We recommend that the administration take steps to support tenure-track faculty participation in national conferences and other scholarly meetings devoted to the professional development of faculty of color. By “support” we mean: facilitate connections between departmental junior faculty and faculty in related programs at other universities who will be attending or organizing relevant conferences; advocating for junior faculty to apply for travel grants (from the university and beyond) to present at conferences; and funneling department funds, administrative assistant time, and organizational help towards junior faculty who may have an interest in planning a conference or a smaller speaker series to be held at UMB.

Administration’s responsibility
The self-study report describes the department’s frustrations with the administration for its lack of support and emphasizes its requests for expanded and additional programs including its desire for an M.A. degree program. Given the striking similarities between the current self-study and the previous one, we wonder whether the administration has made any effort, including follow-
up meetings or reviews, to ensure that the department would follow the previous report’s recommendations. We were concerned that the administration was unable to insist that the department include the information required in UMB departments’ self-study reports or provide that information when external reviewers requested it. We were troubled by the administration’s inability to hold the department to proper academic standards that, in turn, resulted in the external reviewers receiving the self-study document less than two weeks before our review was scheduled and less than the customary month AQUAD reviewers are given to prepare for their visit. We infer from the state of the self-study document that the administration must take stronger measures to hold the department to standards befitting an academic department. We are concerned that the department’s handling of its own major review may reflect a similarly haphazard approach to other administrative obligations, including how it conducts personnel matters. We recommend in the strongest possible terms that the administration reevaluate both its academic and fiscal commitment to this department as well as the level of oversight that will ensure the department’s success and advancement.

RECOMMENDATIONS

We recommend that the dean appoint an external interim chair for two years to restructure and stabilize this department in crisis. We further recommend the appointment of an executive committee to assist the interim chair.

The interim chair’s responsibilities will include (but not be limited to) recruiting an outside senior scholar to chair the department. The dean will protect the recruitment process from disruption by or interference from current Africana Studies faculty members who have not been appointed to the recruitment committee.

The interim chair will appoint an executive committee to advise him or her and to serve on the recruitment committee(s), the department’s personnel committee, and its curriculum committee. This executive committee will consist mainly of faculty in fields related to Black studies but outside the Africana Studies department.

The interim chair will be authorized to hire an experienced full-time career administrative assistant, and the administration should commit to providing a permanent FTE to ensure such a hire.

With the guidance of the executive committee and the support of the dean, the interim chair will take the following action:

- Review the 2016-2017 course schedule to ensure that the new curriculum has been implemented. They will also make sure that the department has a two-year projection of courses so that students will be able to fulfill graduation requirements;
- Review every course syllabus to ensure that its requirements meet expectations of workload and rigor appropriate to its level (100-, 200-, etc.), and that it includes a clear instruction schedule and assessment process (paper assignments, exams, etc.);
- Create a course teaching evaluation form in accordance with other departments’ faculty assessment instruments;
• Require every faculty member to submit an annual faculty report (AFR) to the interim chair to be forwarded to the dean for review. The dean will provide comments for each report, with special attention to areas of teaching and scholarship;

• Review the student academic advising process to ensure that majors and minors receive the guidance they need to fulfill the curriculum requirements with courses offered by Africana Studies as well as other departments and to ensure that the number of majors and minors can rise steadily in the next few years;

• Increase the number of majors and minors with initiatives like a well-publicized “What Is Africana Studies?” event with short presentations by Africana Studies and affiliated faculty, current students, and alumni;

• Work to increase the intellectual prominence and prestige of the department on the UMB campus and beyond with events and programs such as 1) an intercollegiate undergraduate conference; 2) a symposium featuring prominent scholars and activists that focuses on Africana Studies in the twenty-first century; and 3) a well-funded (with support from other departments, the Center for Center for the Study of Humanities, Culture, and Society, and the Trotter Institute) lecture series that would bring to campus artists, writers, and public intellectuals (e.g., Elizabeth Alexander, Hilton Als, Charles Blow, Ta-Nehisi Coates, Gerald Horne, Jeniama Pierre, Gina Ulysse, Millery Polyné, Melissa Harris-Perry, Carole Boyce Davies, Roxane Gay, Eddy Glaude, and Claudia Rankine);

• Establish working relations with departments (e.g., English, American Studies) that have offered cross-listed courses with Africana Studies, and forge new connections with other departments in the College of Liberal Arts and the College of Public Policy. Develop curricular and research collaborations (e.g., co-taught and cross-listed courses, undergraduate research mentoring initiatives, internship programs, co-sponsored guest speaker events, a reading group that focuses on the concerns of black scholars in academia) with colleagues in other departments;

• Secure opportunities for faculty development and ensure mentorship of the junior faculty; and

• Organize two retreats yearly for the faculty—one to be held before the beginning of the school year to discuss vision and direction, the other mid-year to assess progress. In the continued interest of building a spirit of community and responsibility-sharing, the interim chair should hold meetings with faculty to gather from them topics they feel to be most urgent, challenging, and also changeable.

To demonstrate its genuine commitment to the rebuilding of the Africana Studies department, the administration must commit in writing to providing adequate funding to overhaul the curriculum, revamp initiatives, hire staff, and support faculty. The review team also recommends that generous release time and proper compensation be offered to the interim chair because what our review recommends to get the department back on course is an Herculean task. In the spirit of decoupling the concerns of the department from those of the CACCD, and recognizing that the top priority must be rebuilding an academic department that best serves students and contributes to the university and the profession, we wish to make clear that the interim department chair's job would not extend to the CACCD and would in no way involve sorting it out or advocating for it at the college or university level.
2. Center for African, Caribbean and Community Development

The 2016 Africana Studies self-study report describes the CACCD as the “research arm” of the department and further asserts that it is

a university-wide, interdisciplinary academically based program housed in the College of Liberal Arts that offers regional research programs in Africana Studies. The Center serves as clearinghouse for public programs and lecture series; as a center for programs and publications on African, Caribbean and community development scholarship; and as a locus for academic study and research in Africa, the Caribbean and urban communities. This center enriches our campus and urban community by creating a fertile intellectual environment for exploring sensitive historical, cultural and political issues. (36)

On the other hand, on the first day of our visit, the review team was informed that as far as the UMB administration is concerned, “there is no Center.”

Having spent the vast majority of our first (fourteen-hour) day conducting interviews and listening to faculty, staff, students, and community members in the center’s cramped office (McCormack 2-Room 211), we can attest to the physical reality of the CACCD; and the welter of program brochures and posters, binders and file cabinets (hard by past-their-prime computer equipment and amid general disorder) evince a real place of vibrant activity. That said, the administration’s view, as it was represented to us, has validity. We see no reason to dispute the administration’s assertion that the CACCD leadership failed to file paperwork years ago that would have made it a regular and official part of UMB’s system of centers and institutes. Indeed, the very self-study report describing the good works of the center—and we have no reason to question its veracity about these activities—contains no documentation: no references to or citation of budget proposals and reports, no receipts, not even a chronology of specific dates for CACCD activities and programs that would provide unassailable evidence of who did what and when, what the goals of particular programming were, and how results were assessed. The self-study report claims that the CACCD has brought as much as $3,000,000 to the university in recent decades (54). Again, we do not dispute the truth of this claim; however, it is not supported by the sort of documentation that would allow CACCD to go before the UMB administration with proof of its accomplishments. This absence is in keeping with a seemingly general disregard on the part of CACCD leadership for conventional reporting and accounting practices in academia.

We are persuaded that CACCD has inaugurated worthy programs in line with its mission. Notable among these are the Youth, Education and Sports With Africa Program (YES), and the Haitian Studies Project Initiatives (HSPI), especially its Haitian Creole Language and Culture Institute, which has substantial potential for growth in providing language instruction and immersion in Haitian Creole (thus benefitting both UMB’s and Boston’s growing Haitian community). Such programs, the latter in particular, surely deserve continuing, and, indeed, increased financial and staff support, but only if proper administrative and accounting controls are put in place.
We were favorably impressed by the work of Professor Marc Prou, whose efforts to support the HSPI were characterized by one of us as “heroic.” Prof. Prou was instrumental in founding the Journal of Haitian Studies, the only peer-reviewed scholarly journal in the field. The journal was founded in 1995 at CACCD with the university’s support, but within a year it was taken over by the Center for Black Studies Research at the University of California, Santa Barbara. We will not hazard a guess as to the hows and whys of this unfortunate development, but we wish to recognize the journal’s move as a lost opportunity for UMB to burnish its reputation.

The work of evaluating CACCD programming ultimately must fall upon the Africana Studies department and other UMB faculty and administrators, as well as students and community members. From the perspective of the review team, it is clear that the center’s future must be evaluated as a matter separate from the future of the African Studies department, not because the affinity and identification between department and center are somehow in error, but because their intertwined history has created a morass of mission shift and poor record-keeping and has exhausted the energies of devoted but overtaxed faculty members. We conclude, further, that the very vibrancy of CACCD has drained faculty time and energy from its primary duty and responsibility: curricular planning, teaching, and faculty development.

Ultimately, despite the real contributions the CACCD has made over the years and its continued support of the larger Black Boston community, neither the self-study nor our meetings made clear how the center is organized or what it desires besides more staffing and administrative support. Again, its careless overrepresentation in the self-study (lack of dates or a chronology, recycled materials from before even the previous AQUAD, and at times lack of coherence) suggests that the center needs to work on how it presents itself as a viable and vital part of the university.

We recommend that the director of CACCD meet with the dean and provost to go over precisely what paperwork (e.g., budget) and other requirements (e.g., advisory board and staff) it needs in order to be fully recognized and supported. It might also be useful for the director to consult with the directors of other research centers at the university about how they conduct business. If and when these conditions are met, the administration should commit to funding a staff position to support both the CACCD and the HSPI as well as offer a modicum of support for programming and community engagement.

To put it simply: the CACCD has a record of accomplishment despite the odds, and it has intellectual, social, and political relevance for the future. We therefore recommend that the university administration with the center’s directors develop a plan to help the CACCS realize its potential.