

**Executive Summary of Report on Assessment of UMass Boston Department of
Africana Studies and William Monroe Trotter Institute**

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I. The Backdrop- A Convergence: A convergence of events and circumstances

led to this assessment:

- a. Over the past 10 years UMass Boston's Department of Africana Studies (the "Department" or "Africana Studies") has gone through significant periods of turmoil and overall decline. Twice the Department has been beset by substantial faculty attrition and internal discord. The number of majors in Africana Studies has declined significantly since 2012. Also, in 2016, after a highly negative academic review by a team of internal and external reviewers, the administration placed the Department in receivership. The receivership was strenuously resisted by influential members of the Department, and further turmoil ensued. At a time of budget cutting and fiscal crisis on campus, the University authorized three new faculty hires in 2018. Each of these new faculty members departed Africana Studies in the summer of 2021, after another period of intense internal acrimony. In 2020 and 2021, the University administration authorized the Department to conduct two separate sets of searches for tenure track faculty. Successive administrations cancelled the respective searches (in early 2021 and early 2022), expressing similar concerns about the objectivity of the search process. After the three faculty

- departures in the summer of 2021, and the cancellation of faculty searches in 2022, Africana Studies finds itself in a depleted state with 1.5 tenure or tenure track faculty.
- b. During the same period, UMass Boston's William Monroe Trotter Institute (the "Trotter" or "Trotter Institute") has seen a significant decline in its productivity, a challenging fiscal environment due to reduced University support for all institutes and centers, and very strained relations with Africana Studies. In the summer of 2021, a newly appointed director resigned after less than two years in the post. The Trotter Institute has been without a leader and largely inactive since August 2021.
 - c. A new administration installed in 2020 has committed the University to being a leader in anti-racism. The administration has been challenged, and challenged itself, to "prove it," by deeds as well as words, including by making a substantial investment of resources to revitalize these two units that are dedicated to the study and teaching of Black culture, history and thought. The administration has made a public commitment to do just that and has commissioned this assessment to help guide its investment.

II. The Assignment: In April of 2022, we¹ were retained to assess Africana Studies and the Trotter Institute from a number of critical perspectives: University support needed to enhance the reach and impact of the Department and Trotter Institute; the challenges to, and opportunities for improvement and growth in, the Department and Trotter Institute; and the shared vision between and among the Department, the Trotter

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Institute and the University. We were also charged with looking at the resources and opportunities available to new faculty who will fill the new faculty lines allocated to the Department and/or Trotter Institute.²

III. The Rationale: UMass Boston’s Provost, Joseph Berger, articulated the rationale for the Prince Lobel assessment:

“The critically important historic mission of the Department of Africana Studies (“Department”) and the William Monroe Trotter Institute (“Institute”) aligns directly with, and positions these units to be leaders in, Chancellor Marcelo Suárez-Orozco’s initiative to establish the University as an anti-racist and health promoting institution. [T]he University recognizes that for the Department and the Institute to achieve their critical role in the University’s academic and service mission, they will require additional resources. To inform decisions regarding how to invest these new resources, to ensure that the Department and the Institute are optimally positioned to recruit and retain highly qualified faculty and staff and to identify and address any organizational obstacles to the ability of the Department and/or Institute to support the University’s goals, the

² During our assessment, and in the public discussion of the assessment, the question was sometimes asked, in words or substance, “Why are Africana Studies and the Trotter being ‘lumped’ together?” We found the answer to this question in the comments of the members of the University community we interviewed, nearly all of whom articulated and embraced a vision of these units working closely to serve the larger University community and impact the intended constituencies outside of UMass Boston. Despite this widely desired goal, the assessment showed that Africana Studies and the Trotter Institute have not worked closely for many years. It was clear that the reasons for this disconnect, and how to address it, could only be found in an understanding of the challenges and opportunities for growth and evolution in both units.

University has engaged [the Prince Lobel attorneys] to conduct a review of Department and the Institute.”³

IV. The Assessment: We interviewed over 20 current and former UMass Boston faculty, administrators and staff.⁴ We reviewed email and other materials provided by interviewees (“participants”); a 2016 AQUAD report and responses thereto⁵; internal complaints and findings; studies and analyses; financial and enrollment data. Through this process, it became clear that there exists multiple perspectives about responsibility and culpability for the reduced state of these units. Additionally, we heard divergent recommendations about pathways to improve Africana Studies and the Trotter Institute. Where possible, we sought to reconcile these divergent perspectives. In other instances, we rejected certain views and narratives in reaching our own conclusions about causes and contributing factors for these events and circumstances. Ultimately, we sought to recommend ways to accomplish the following goals:

- a. To revive and enhance the ability of Africana Studies and the Trotter Institute to play a leading role in UMass Boston’s announced initiative to establish the University as an anti-racist and health-promoting institution.
- b. To build a relationship of mutual cooperation between the Trotter Institute and Africana Studies that honors Africana Studies’ tradition of community-based

³ From statement of UMass Boston Provost and Vice-Chancellor Joseph Berger in May of 2022.

⁴ The assessment, which began during the “finals crunch,” and continued after the spring semester concluded, made it impractical to interview students. Although students’ comments would have added another perspective, we are confident that we obtained a well-rounded understanding of the recent history and current circumstances of Africana Studies and the Trotter Institute.

⁵ The Academic Quality Assessment and Development (“AQUAD”) is a review process for assessing the core academic functions of each department or program at the University.

research, while respecting and advancing the scholarship and fundamental research pursued by the Trotter.

- c. To attract more students and academic majors to Africana Studies.
- d. To revive and enhance Africana Studies' capacity to recruit and retain highly regarded tenured and tenure-track scholars.
- e. To align the leadership of Africana Studies and the Trotter Institute with UMass Boston leadership along a common vision with respect to scholarship, research, and resources.

V. Overview of Findings and Conclusions: Based on all the perspectives we heard, and the information we reviewed, we arrived at the following findings⁶ and conclusions:

Africana Studies

- a. In 2016, an AQUAD review committee (2 internal and 2 external reviewers), found that Africana Studies was a department “in crisis,” that the Department’s flagging condition was due to “the department itself...missed opportunities by faculty members to step forward...the administration’s failure to support the department”; the report also stated “[O]ur most urgent concern is that...Africana Studies...has failed to make undergraduate teaching and curriculum development its top priority.” The AQUAD review committee urged the administration to make “immediate plans to hire senior as well as recently tenured faculty along with promising junior scholars...to develop a twenty-first century curriculum for twenty first century students...”

⁶ Where there is competing evidence, we applied the traditional preponderance of the evidence standard of proof to make our findings.

- b. Following the AQUAD report, the administration placed the Department in receivership under the leadership of an interim chair. The receivership and the interim chair were vocally and strenuously opposed by several influential members of the Department. A chaotic and unproductive period ensued.
- c. The University has committed resources to Africana Studies over a multi-year period; since 2017 – while facing a \$30M budget deficit, the University supported three separate efforts to recruit tenure/tenure-track faculty to Africana Studies.
- d. Two years after the first round of hiring (in 2018), three faculty members who had been recruited to Africana Studies (two full professors and one tenure track professor) left the Department: two left the University, one moved to a different academic department. From multiple sources, it is clear that the two faculty members who departed the University did not feel welcomed or supported by the Department leadership or its long-time members.⁷
- e. In 2020, before the departure of the three Africana Studies faculty members, the administration authorized a search for two additional tenure line faculty members. When one of the Department’s full professors objected to the then-Chair’s efforts to use these openings to promote two non-tenure track colleagues, he was excluded from the search committee, counter to custom and practice. One former administrator stated that the then-Chair’s efforts to keep this full professor off the search committee was “astonishing.” In the end, the administration canceled the searches (in early 2021).

⁷ The 2016 AQUAD report noted the Department had “failed to recruit, support, or retain promising faculty.”

- f. Later in 2021, the University administration approved more “open” searches.⁸ These searches were canceled when the search committee did not follow the Dean’s instructions, and it appeared, once again, that the Department was trying to advantage two non-tenure track faculty members.⁹
- g. In light of these facts, we do not agree with the assessment of some participants that the period since 2017 has been one of “disinvestment” by the University in Africana Studies. Rather, we concluded that during an era of budgetary crisis and cost-cutting, Africana Studies’ needs have often been prioritized. The irreducible fact is that Africana Studies has failed to retain faculty, and has failed, on two recent occasions, to take advantage of opportunities to add faculty lines.
- h. It is undoubtedly true, as we heard from several participants, that at UMass Boston and other institutions of higher education, Black or Africana studies programs have struggled for legitimacy and respect within the “academe.”¹⁰ As a former director of the Trotter put it, “They were born out of contention and live with contention.” Nonetheless, we do not find this factor to be a substantial cause for the current reduced state of Africana Studies (or the Trotter Institute).

⁸ An “open” search is the academic equivalent of a comprehensive national search for the best available candidate.

⁹ According to the then-Chair, she approached the new Provost even before searches were authorized, to advocate once again for the promotion of the Department’s non-tenure track faculty as “opportunity hires,” i.e., without a search process. The new Provost, like his predecessor, rejected this approach. The then-Chair maintains there is some precedent (she pointed to 2 instances) for directly promoting (without a search) non-tenure track faculty to tenure track lines, however, there is little disagreement that this is neither the preferred nor typical way to build a department.

¹⁰ This history has been well documented in the literature regarding higher education. See, e.g., “The Beginnings of Black Studies,” by [Noliwe M. Rooks](#), appearing in the February 10, 2006, issue of the *Chronicle of Higher Education*. (<https://www.chronicle.com/article/the-beginnings-of-black-studies/>)

Certainly, with respect to Africana Studies, successive administrations have made substantial commitments of time and resources to supporting and advancing the Department.

- i. With that said, there is a historic legacy of distrust born of earlier struggles, and this is an ongoing factor in the Department's relationship with the administration. Also, while we readily conclude that the administration had legitimate reasons for cancelling Africana Studies' searches, we identified communication lapses by the administration, especially regarding the most recent cancelled searches. Most, if not all, communications from the administration were by email. We note that decisions announced by email often appear to the recipient as abrupt or peremptory, even if this is not the intent. We have no doubt that this unfortunate dynamic applies to some of the administration's written communications to the search committee and the Department about the searches. Despite the Provost's announcement of a plan to re-invest in Africana Studies, a sense of distrust still pervades the relationship.¹¹
- j. The Department views itself as a "service department," (i.e., a department with relatively few majors¹² whose primary value is providing important content for non-majors). "We are a service department for students in other majors looking for diversity and inclusion content," said one member of the Department.

However, this cramped understanding of its role on campus is not aligned with

¹¹ In a May 17, 2022, memorandum to all faculty, the Provost outlined commitments to making investments in Africana Studies and the Trotter Institute.

¹² The number of majors in Africana Studies has been consistently low and shows a significant decline since 2012.

the current administration's ambition for the Department and limits the ability of the Department to attract students to coursework, increase the number of majors, grow its research function and funding, and develop its scholarly reputation.¹³

- k. Current and former faculty members and administrators have described the recent leadership and long-time faculty of the Department as “unwelcoming,” if not hostile, towards scholars with views – whether they be about scholarship, research, curriculum or other facets of the Department or the academic field– that differ from their own. In response, the two most recent chairs of the Department attribute this criticism, and recent faculty departures to “personality” clashes and/or to scholars whose ambitions exceeded what they could achieve at UMass Boston.
- l. We do not accept the recent chairs' analysis of causes of the turmoil and turnover. The weight of the evidence we have reviewed leads us to find that Africana Studies is an unwelcoming, if not antagonistic, place for faculty and staff if they do not align their views with those of the Department's leadership (and their supporters).
- m. In sum, we conclude that the Department's problems are largely of its own making and that without a substantial change in culture and leadership, are likely to persist.

¹³ When asked about declining majors, and other negative trends, a long-time member of the Department cited the work of the “Center for African, Caribbean and Community Development” and the money it had generated over the past two decades. However, after we looked further into the history of this Center, it became clear that it has been largely inactive, and generated few funds, since 2016.

n. Our critique of the Department is not meant to overlook the important daily work that goes on in Africana Studies, whether it is teaching or advising, or community engagement. Each spring semester for many years the Department has run the highly regarded “Martin Luther King Jr. & Amilcar Cabral Commemorative Program.” Also, during a critical period since the murder of George Floyd, Africana Studies has played an outsized role in the continuing campus conversations about race and racial justice. An example cited by many is the Sankofa Conversations, led by the Department’s non-tenure track faculty. Furthermore, we heard from a few participants that the Department has played a significant and positive role in the lives of students, especially Black students. One professor put it this way, “Black students look to Africana Studies to help put together a sense of identity.” We acknowledge these contributions, while detailing the areas where the Department needs substantial improvement as shown by our assessment.

The Trotter Institute

- a. The Trotter, in recent years, has suffered from uneven support from the University, tensions between it and Africana Studies’ leadership, and inconsistent scholarly direction and productivity.
- b. During UMass Boston’s budgetary crisis of 2017-2018, the administration cut funding to institutes and centers across the campus. Also, the administration put all the CANALA Institutes¹⁴ on so-called “Glide-Paths,” which was a 3-year

¹⁴ The Trotter Institute is one of four institutes at UMass Boston that comprise the “CANALA Institutes.” This acronym is derived from “Collaborative of Asian American, Native American, Latino and African American Institutes.” We were told that UMass Boston is one of two

timeframe in which they were supposed to become self-sustaining through external funding. Although not borne out by subsequent events, many saw this move as a first step in eliminating the institutes.

- c. In Academic Year 2019-2020, the administration proposed the merger of the Trotter Institute and Africana Studies.¹⁵ According to the then-Provost, she saw several advantages to combining the units: it would help the Department recruit faculty who would be excited by the research opportunities; it would reduce competition between the units; and the units would share a space and this would foster their working together. Even if well-intentioned, the proposal was perceived by many as a disinvestment in the Trotter Institute.
- d. The Trotter also moved away from its original mission, which was to produce and support research on matters of public policy vital to Boston's Black community and beyond.¹⁶ As one former senior administrator said, the Trotter got away from its mission to "conduct research of great moment in the city." Its productivity declined over the past decade.
- e. For nearly two decades the Trotter Institute's relationship with Africana Studies has been either distant or contentious. A former Trotter director stated: "I was

universities in the country with free-standing research institutes dedicated to these four major communities of color.

¹⁵ The idea was to combine the Trotter Institute and Africana Studies by taking the money that goes to the Trotter and making Africana Studies into an "endowed" department, called the "William Monroe Trotter Department of Africana Studies." The endowed funds would create and fund "a research engine" within the Department run by the Department chair. In this event, the Trotter would no longer have an independent existence or a director.

¹⁶ The Trotter was established in 1984 at the behest of the Massachusetts Legislature and its then Black Caucus. The Legislature enacted an "earmark" system by which UMass Boston was required to provide a certain minimum level of funding for the Trotter, and, later, other CANALA Institutes. We heard from one former director that the original idea behind the Trotter was to create a "Black Think Tank," with a particular mission to connect UMass Boston with Boston's Black community.

not trusted. I was treated as an outsider.” Recent directors of the Trotter essentially gave up on trying to work with Africana Studies. The continuing tensions between the Department and the Trotter are limiting the potential of both entities, as well as the University’s ability to deliver on its commitment to the Boston community and to become an anti-racist institution.

- f. The Trotter experienced a short-lived revival, and a return to its public policy focus, under its most recent director, but he departed in August 2021, in part due to tensions with faculty in Africana Studies.
- g. Provost Berger’s 2021 suspension of the “Glide Paths” initiative and his more recent announcement of a plan to significantly reinvest in the Trotter Institute has not entirely dispelled the concerns about the University’s commitment to the Trotter Institute.
- h. In October 2021, the Provost asked a group of concerned faculty and other stakeholders to prepare alternative proposals for the future of the Trotter Institute. The resulting proposal (the “Trotter Proposal”) included recommendations that i) the Trotter return to its original mission to focus on public policy and social science research, ii) it remain independent and report directly to the provost, and iii) a new director have a tenure line in Africana Studies. The proposal also recommended the appointment of a transition committee to manage the resumption of operations.
- i. In response to concerns raised by the Black faculty association about the lack of action on the Trotter Proposal, in the spring of this year the Provost publicly detailed a commitment to re-staff and resource the Trotter. The Provost has

also appointed and supported a Trotter transition committee, which has re-started limited research activities. The Provost has indicated his overall acceptance of the Trotter Proposal with one notable exception: the Provost's position is that a new director need not necessarily have a tenure line in Africana Studies.

- j. The Trotter requires the sustained and visible support of the University for it to re-emerge as a force on campus and beyond.

Our recommendations for the revitalization and renewal of both units are discussed in the next section.

VI. Revitalization of Africana Studies and the Trotter: We are informed that 2023 marks the 50th Anniversary of the founding of Africana Studies. This important milestone presents the University administration with an opportunity to unite the community around a vision for the future of Africana Studies and the Trotter Institute that embraces a forward-looking role encompassing pedagogy, research, community service and a contributory force in the University's goal of becoming an anti-racist institution. To this end, and in light of our findings and the suggestions we heard from participants, we offer the below recommendations.

Africana Studies

New Senior Faculty

As discussed above, we concluded that the Department's problems are likely to persist without a substantial change in culture and direction. Clearly, this type of organizational change must start from above. For this reason, we recommend the University consider an immediate open search for a senior faculty member to join

Africana Studies.¹⁷ To enhance this senior scholar's ability to focus on the development of the Department, including recruitment and retention of additional faculty, we suggest hiring at the rank of full professor.

Additional Faculty Hires

In addition to a senior scholar, the Provost has committed to hiring, at least, two additional tenure track positions. We believe this is an appropriate starting point, especially considering the need to successfully integrate new hires and assess where the Department stands (and its additional needs) after doing so. To be clear, we agree with the predominant view of the participants in our assessment, that these additional faculty positions be filled following best practices for open searches.

Target Date

Our recommendations above might appear to be too open-ended, especially in terms of the all-important question of, "*When?*" Therefore, we believe there should be a goal or target date for making these additions to Africana Studies. Goals are important as a measuring stick and motivator. In terms of hiring a senior scholar, we recognize the difficulty in getting someone to join during an academic year. Nonetheless, we suggest a target date of January 2023 for a new senior scholar to join the Department. Further, we recommend, as a goal, that the University commence searches for additional Africana Studies faculty by the spring semester of 2023; upon completion, these hires would bring Africana Studies back to, at least, 4 tenure track faculty.¹⁸ These goals are just that, goals. We recognize the multiple

¹⁷ We note that the Provost has already announced a commitment to hiring a senior scholar.

¹⁸ We are not suggesting that 4 tenure track faculty is the "ceiling," but it is an important baseline. The objective here is to ensure that the Department returns to a solid footing with the unmistakable support of the administration.

variables that can occur, however, by setting target dates, it requires the Dean to meet with the Department chair on a periodic basis to monitor progress and to ensure regular communications. It also allows the Provost to assess the progress of the Department and the Dean's engagement with the Department.

Resources and Opportunities Available to New Faculty

Hiring talented faculty members is critical but just as important is creating the conditions for success for new faculty. We see this as involving departmental, College, and campus-level resources. We also see it as involving a commitment of monetary and non-monetary resources by the administration.

The Provost has already provided a \$75,000 "innovation fund" for AY 2021-2022. This is a good start, but we suggest a commitment of more money for a longer period, matched to benchmarks for measuring the success of investments. Predictability of resources is important for planning, attracting faculty, supporting research, building curriculum, and attracting students. For these reasons, we suggest a multi-year commitment of research and operating funds for Africana Studies that will provide the resources to support faculty research, travel to conferences, creating new courses, Department symposia and events, top-up funds for recruitment packages, and the like.

We also heard that, for a number of years, Africana Studies has had a part-time administrative assistant. This necessitates the faculty doing many routine administrative tasks. At the same time, we heard the service obligations fall especially hard on junior faculty in Africana Studies. This combination, of course, makes it difficult to devote time for research and scholarly activity. In the Provost's

May 17 memo to all faculty, he indicated the Department has been approved for a full-time administrative assistant. We understand that the Department has not yet taken advantage of this opportunity. We think it is important to have a full-time administrative assistant in place prior to bringing in new faculty. To this end, we encourage the administration to work with the Department to immediately fill this position.

Money is a part of the answer, but it isn't the entire solution. Many participants emphasized the need for mentoring, especially for junior faculty. In assessing the Department's leadership needs going forward, the administration should consider mentoring junior faculty as a key leadership responsibility. Beyond the Department, we understand the Provost has taken steps to enhance the resources of the Office for Faculty Development (increases in funding for leadership training, mentoring, and instructional budgets, among other opportunities) and created a Dean of Faculty position. We suggest that the Director of the Office of Faculty Development and the Dean of Faculty should be proactive in working with Africana Studies to assess how their resources might be incorporated into invigorating all components of Africana Studies.

Africana Studies 101

Some participants, including the current chair of the Department, advocated that Africana Studies 101 be approved as a required "diversity" course in the University's General Education Requirements. Other participants were not in favor of this idea. We are not in a position to assess the pedagogical merits of this proposal. Nonetheless, we understand that the Provost recently established a General

Education Steering Committee to review the existing General Education Plan and propose an updated plan to the Faculty Council. This committee is supposed to commence its work in September 2022. Given the University's goal of becoming an anti-racist institution, the administration should encourage the Steering Committee to include Africana Studies scholars (current and future) in the discussion of General Education Requirements.

More than a Service Department

The Chair of the Department describes Africana Studies as a “service department.” While we do not doubt that Africana Studies performs an important service function, we heard from many participants that it should aspire to more, especially by developing its major. This vision also aligns with the Chancellor's initiative to establish the University as an anti-racist institution. Shedding the perception (and, just as importantly, the self-perception) of being a “service department,” will help overcome a sense of isolation and limitation that inhibits the Department's growth and development. To accomplish this, the Department needs future-oriented leadership, with a demonstrated collaborative approach to developing a department, and a major that will be attractive to undergraduate students. The Department's leadership also must promote a substantial research environment that will be attractive to undergraduate and graduate students, and which will aid in the recruitment and retention of faculty.

The Question of Leadership

We have identified the need for a culture and directional change within the Department if it is to grow and thrive. Above, we have also outlined our view of the

key leadership qualities and skills necessary for a turnaround. In this connection, we recommend that the administration assess what changes are needed for the Department to evolve and grow.

Relationships and Communication

We heard from current members of the Department that the Dean and the Provost do not meet with members of the Department. Even if there is an element of hyperbole in this assertion, there is little doubt that relationships and trust are at a low point. Also, we observed that the communications from the Dean's Office about the recently cancelled faculty searches were largely, if not exclusively, through email, with its well-known limitations and risks of misunderstanding. Building or rebuilding trust and confidence is of critical importance. We do not suggest that the breakdown is primarily the fault of the administration, but as the stewards of the University, the administration bears responsibility for taking the lead in working with the Department's leadership to foster more communication and understanding. In sum, we recommend that the Dean and Provost (as appropriate) meet with members of Africana Studies on a regular basis.

The Trotter Institute

Independent Institute

We heard on-going concerns by some that the Trotter Institute's independence, and, indeed, its very existence are not assured. On the one hand, this apprehension seems misplaced given the Provost's recent public statements of support for the Trotter Institute. On the other hand, our assessment has shown that there is a history of uneven institutional support for the Trotter as well as a proposal from only

a few years ago to merge it with Africana Studies. In short, while the Provost's recent statements reflect a significant budgetary commitment, and, at least, implicitly, support for the Trotter's continued independence, the disquiet about the Trotter's future is understandable. For this reason, we recommend that the administration use every opportunity to state and demonstrate its commitment to an independent Trotter Institute as a vital part of the University.

A New Director

The Provost has announced a commitment to a national search for a new director for the Trotter. Participants broadly supported this approach. We do as well. We heard differing views on whether the director should have a tenure line in Africana Studies. Our review indicates reasons for and against this arrangement. In the end, we are agnostic on this question. Instead, we agree with those participants who advocated having a new director's scholarly focus and interest dictate the academic department where their tenure line will reside. Further, we agree with the observation of several participants that more important than what department the tenure line is in, is making it clear that the tenure line "belongs" to the Trotter Institute (and would follow a new director's departmental appointment).

We also recommend that the new director of the Trotter, and the chair of Africana Studies, make every effort to foster a culture of interdependence and mutual support. This can be achieved by supporting community based and fundamental research, co-creation of courses, sponsoring multi-disciplinary hires, joint sponsorship of programming (with each other and the other CANALA Institutes) and other initiatives.

Finally, we agree with the observation of some participants that the Trotter director's primary focus must be on the growth, development, and operations of the Trotter, and therefore, the director should have limited responsibilities to an academic department.

Sequenced Hiring

The Provost's May 17 memo to all faculty supports hiring a grant writer as part of a first tranche of staff additions. The grant writer will be supporting the Trotter and other CANALA Institutes. The University remains dedicated to broadening the funding sources for the Trotter and other CANALA Institutes; grant writing is an essential skill set for this to happen. Therefore, we see no reason to delay this hire until after a new director is appointed.

The Provost's May 17 memo does not explicitly address the timing of other hires. We recommend a new director take a lead role in prioritizing and hiring additional leadership, staff and research assistants for the Trotter Institute.

As with Africana Studies, we believe a goal or target date for hiring is in order. In light of the fact that a new director is likely to be a senior academic at another institution, we suggest January 2023 as a target date for on-boarding. Again, we understand this may be ambitious, but it will serve to focus the efforts of all involved. Also, this should allow the new director to shape searches for additional leadership and staff so that by AY 2023-2024, the Trotter Institute is able to, once again, fulfill its important role for the University and the Boston community.

Additional Support from University Advancement

As discussed above, the Provost has articulated a goal to broaden the funding sources of the CANALA Institutes. Yet, we heard about the challenges the Institutes face to accomplish this, especially for the Trotter, with its focus on “underserved communities.” Participants who were most familiar with the operation and funding of the CANALA Institutes said that the UMB’s Office of University Advancement needs to support the Institutes’ fundraising efforts more actively. We heard that some progress has been made in this respect; however, given the history of uneven support for the Institutes and the University’s on-going budgetary challenges, it is critical for the Institutes to find additional sources of funding. In short, we recommend the University continue to strengthen the support for the CANALA Institutes by the University offices (e.g., University Advancement and the Office of Research & Sponsored Programs) that have the expertise, relationships, and knowledge in this realm.

Budgetary Support

Our review has shown that Trotter Institute should be viewed as performing a core function at the University, as envisioned at its founding by the Massachusetts Legislature. The administration’s commitments and our recommendations are geared to revitalizing the Trotter to achieve this vision. The Trotter will continue to need substantial University financial support for the foreseeable future. The Provost’s May 17 memo to all faculty outlines a substantial initial commitment. We recommend the creation of dedicated funding streams with benchmarks to measure performance. Based on input from a new director, performance against benchmarks,

and other factors, the administration will be able to assess whether additional resources are needed for the Trotter to play its vital role.