2019 Brock International Prize in Education Nominee

James D. Anderson

Nominated by Terah Venzant Chambers
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August 29, 2018

Dr. Ed Harris
Brock Prize Administrator
Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Dr. Harris and Brock Prize Jurors,

It is my honor to nominate Dr. James D. Anderson for the 2019 Brock International Prize in Education. According to the website, this award recognizes “educational ideas that will make systemic change and that can be useful to educators anywhere. We award the prize to people who have created innovative ideas and practices that make a demonstrable difference…The idea and its usefulness are the important considerations. We want to change the world.” To me there is no more deserving candidate than Dr. James D. Anderson, a “quiet giant” who has used his career to advance the idea that the African American community has relentlessly pursued and cherished learning despite facing (extra)legal, cultural, and structural barriers in a country that has demonstrated an indefatigable interest in showing the opposite. Over his 50 year career, the strength and conviction of Dr. Anderson’s contributions have provided critical counter evidence demonstrating that the Black community has represented nothing less than the full embrace of the promise of education.

In order to demonstrate the impact of Dr. Anderson’s work I will outline three separate areas where Dr. Anderson’s ideas have had particular resonance. In this letter of nomination as well as the packet that follows I will outline these three areas in greater detail: 1) Influence on the historiography of African American Education; 2) Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony; and 3) Influence on the pipeline of African American professors.
Area 1: The Historiography of African American Education
Dr. Anderson’s award-winning book, *The Education of Blacks in the South*, transformed the historiography of African American education after slavery. Until that point, prevailing narratives pointed to the efforts of White northerners who traveled to the South after the Civil War and helped establish a network of public education. Anderson painstakingly documented the Black community’s efforts not only to create and fund schools themselves, well before the end of the war, but also the impact these efforts had on the course of public education for all.

This nomination package provides a number of supporting documents for this contention. First, you will note that several of the letters of support describe this impact of Dr. Anderson’s work. As noted by Dr. William Tate in his letter, “the book represented a paradigm shift as the evidence presented suggests Blacks proactively sought better education-related opportunities, and then strategized to secure those opportunities.” He further notes that the work had a demonstrable impact on other noted scholars, including noted scholar Dr. Mary Beth Gasman who discussed the impact of Anderson’s book on her own perspective, noting “I had always been given readings about Black people being victims but I never got to see any readings about African-Americans being leaders and taking action.” Indeed, what a powerful idea. Dr. Anderson’s tireless work in this area of scholarship also spurred his invitation to give several prestigious lectures, two of which are linked in this package. The first is the 11th Annual AERA Brown Lecture in Education, which Dr. Anderson gave in 2014. The second is a distinguished lecture given at AERA. Famed historian Dr. Fox-Genovese wrote a review of Anderson’s book, which is also linked in this nomination portfolio. Finally, I have included a number of Dr. Anderson’s articles, published in such prestigious outlets as *Educational Researcher, Urban Education,* and *History of Education Quarterly,* where readers can review Dr. Anderson’s own words about the history of African American education and its implications for contemporary education.

Area 2: Expert Witness Testimony in Key Desegregation and Affirmative Action Cases
The second critical area of contribution I’d like to offer is Dr. Anderson’s influence on the course of desegregation and affirmative action jurisprudence. Dr. Anderson’s career spanned an important period in American racial history, as following the *Brown v. Board of Education* decision that held segregated schools unconstitutional, over the ensuring decades a number of critical legal cases came before various state and federal courts. Dr. Anderson served as a key expert witness in several key desegregation and affirmative action cases, including *Liddell v. Missouri, Jenkins v. Missouri, Knight v. Alabama, U.S. and Ayers v. Fordice,* and *Gratz v. Bollinger.* Dr. Anderson has always possessed a keen insight regarding the relevance of his research on the history of education for contemporary legal cases. That knowledge paired with an authoritative presence and knack for making complicated historical issues accessible to a lay audience made him a popular choice for these kinds of expert witness opportunities. In “Studying History to Shape the Future,” an article linked in this nomination packet, Dr. Anderson talks about his unlikely entrance into the world of expert witness testimony as well as his
perspective on the relevance of his research for this work. This theme is also taken up in several of the letters of support. For example, Dr. Tate notes, “many historians capture the past, yet too few move beyond the academy.” Tate also mentions Anderson’s involvement in a number of education documentaries that further exemplify his commitment to public scholarship. Indeed, he is, as Tate describes, a “citizen scholar”.

**Area 3: Cultivating a Pipeline of Black and LatinX Ph.D.s at Research-Extensive Universities**

The final critical area of contribution that must be addressed is Dr. Anderson’s work mentoring thousands of scholars of color. There is literally no parallel to that accomplishment, either in total number of graduates or overall time span (save perhaps at Howard University, an Historically Black University). I have included a link to an article by Dr. Christopher Span in the Journal of Blacks in Higher Education (JBHE) in this packet, where he addresses this legacy more expansively. In that article, Dr. Span notes the origin of that impact:

> Anderson, as a graduate student, was a member of the campus leadership team that envisioned and implemented Project 500, a campus initiative that lead to the recruitment and enrollment of nearly 700 African American undergraduates to the University of Illinois. Anderson traveled throughout the nation recruiting African Americans students to undergraduate, graduate, and professional programs at the University of Illinois. Few knew then that his efforts, as a graduate student, would turn out to be a continuous longstanding contribution to this campus. Case in point, for the past 20 years, he has either chaired or served on 66 dissertation committees for African Americans and 14 dissertation committees for Latino/a students. In the last 20 years, Dr. Anderson has either sat on or chaired 112 dissertation committees.

Continuing, Span discusses the impact these graduates have had on the field:

> These scholars who have earned their doctorates at the University of Illinois under the direction or mentorship of Dr. Anderson and Dr. Trent have gone on to become provosts, deans, associate deans, professors, vice chancellors, directors of programs, entrepreneurs, principals, superintendents, and leading educators and researchers in their respective fields of teaching, research, discovery, and innovation. Some have founded schools, started not-for-profit organizations, worked for NGOs, and have influenced education policy at the state and federal levels. Some have joined the faculty at their respective institutions and continue the legacy of these two pioneers in identifying, recruiting, mentoring, and graduating outstanding students of color to their colleges, departments, and doctoral programs.
In his letter, Dr. Span summarizes Dr. Anderson’s mentoring, stating, “The dedication he has given to graduate education is beyond belief; he has single-handedly produced the next generation of African American and Latina/o academicians in the fields of Education and History.” Indeed, the contention that Dr. Anderson’s work has impacted generations of scholars of color is represented in the “Appreciating Dr. Anderson” Facebook page – linked in this package – that was created a few years ago and is full of pictures, memories, and accounts of the impact Dr. Anderson has had on the lives of so many. Indeed, Dr. Siddle Walker, whose support letter is also included in this package, also noted the impact Dr. Anderson had on her career, even though they originally had no direct connections.

“While Dr. Anderson is well known for his research, he is less known for the quiet ways he has poured into a new generation of scholars and the ways those scholars are shaping the educational possibilities of children yet unborn…. For approximately 20 years, Dr. Anderson has quietly taught me. I broach ideas with him, share dilemmas of practice or research with him, seek his input on interpretations, and respond to his difficult and insightful questions. He has shared numerous stories of the ways in which his life experiences challenge historical records, and these very shared experiences have led me to raise new questions. For this investment, he receives no notoriety.” These letters help us understand the impact of his influence, especially since every one of the thousands of scholars he has influenced could all write similar letters about his impact on their lives.

If I were to try and succinctly describe the impact of Dr. Anderson’s work, I would suggest that he took a very powerful idea and translated it into critical research, legal, and practical applications. First, he used his powerful research to literally change the direction of a field of study. Once that was established, he used his expertise to counter legal action that sought to continue to place learning barriers in front of African American students by serving as a key expert witness in various legal cases. Finally, Dr. Anderson was able to directly put his assertion that the Black community was deserving of education by single-handedly cultivating a network of Black and Latinx scholars who matriculated through a rigorous, top-ranked program in education policy at a research-extensive, predominantly white university.

I invite you to closely examine the documents included in this nomination package, which begin with letters of support that I solicited from key education scholars who are strategically positioned to speak to Dr. Anderson’s contributions. Following the support letters, I provide brief biographical data for Dr. Anderson, including his biography and curriculum vitae. Finally, I have included a document with links to a variety of Dr. Anderson’s video lectures, news articles, and other relevant publications and professional works, many of which I have referenced in this letter.

However, as others have noted the personal impact of Dr. Anderson’s work in their lives, I will close this letter by doing the same. I can personally attest to the power of Dr. Anderson’s legacy as a scholar who directly benefited from him. A Black girl who grew up in Minnesota, I had few models of success who looked like me. A mentor (another of Anderson’s protégés) introduced me to the Educational Policy
Studies program at the University of Illinois. I will never forget my first meeting with Dr. Anderson and the quiet intelligence that radiated from him, as well as his certainty that I could earn a Ph.D and use it to make a difference. That meeting and my subsequent enrollment in the program truly altered the course of my personal and professional life. If at this point in the letter you are not compelled that Anderson’s idea that the African American community has relentlessly pursued and cherished learning is one that can change the world, I submit that it changed mine. To a young Black girl¹ who had never encountered a single teacher of color, who was always told she was smart (for a Black girl), who was never taught the history of her community – I submit that this is an incredibly dangerous idea. It is an idea that ignites hope and the pursuit of dreams. It is an idea whose power is captured by Langston Hughes, who said “America never was America to me, And yet I swear this oath — America will be!” Taking a collective sense of dispossession and turning it into profound hope – for me individually but also for an entire community – this is the power of Anderson’s contribution and why he is so deserving of this award.

Sincerely,

Terah T. Venzant Chambers, Ph.D.
Associate Professor

¹ I have previously written about the impact of my graduate school experiences for MSU Today https://msutoday.msu.edu/360/2018/terah-venzant-chambers-rooted-in-reform/
September 2, 2018

To Whom It May Concern:

It is with great enthusiasm that I nominate Dr. James D. Anderson for the Brock Prize. Dr. Anderson is the Gutsgell Professor and Dean of the College of Education at the University of Illinois at Urbana-Champaign. I have known Dean Anderson for nearly 25 years. I can say with the utmost confidence I have never met a person more committed to diversity or the advancement of excellence than James D. Anderson. For nearly 50 years he has been a stalwart advocate of enhancing society in these areas and countless others. He is the quintessential humanitarian, a believer in the transformative power of education, and approaches diversity and inclusion as a way of life. I am beyond honored to write this letter on his behalf and share some of the remarkable accomplishments he has made to society and life.

Dr. Anderson began his career at Illinois as a graduate student in the College of Education. In 1968, as a doctoral student, he was an instrumental personality in the establishment of Project 500, a program designed to increase the enrollment of African American students at the University of Illinois. Anderson traveled throughout the nation recruiting African Americans students to this campus in undergraduate, graduate, and professional studies. Few knew then that his efforts as a graduate student would turn out to be a continuous contribution to this campus.


He has taught courses on these subject matters, but the course he is most known for is EPS 310, Race, Culture, and Diversity. The course has been offered since 1993, and despite his
responsibilities as Dean of the College of Education, he still teaches it. More than 2000 students have debated, discussed, and come to understand the history and evolution of race and its impact on the United States. In many ways, students who have taken this course (I took it in 1995) have walked away with a much better understanding of how to be better more conscientious citizens in a multi-racial, multi-ethnic global economy.

Perhaps Dr. Anderson’s greatest contribution to higher education has been his ever-constant pursuit to mentoring students, particularly graduate students of color. Case in point, for the past 25 years, he has either chaired or served on 70-plus dissertation committees for African Americans and nearly 15 dissertation committees for Latinx students. In the last 25 years, Dr. Anderson has either sat on or chaired over 125 dissertation committees. Since Fall 1995, he has had approximately 250 academic advisees (and this includes a current active advisee list of 30), again the majority being graduate students of color. The dedication he has given to graduate education is beyond belief; he has single-handedly produced the next generation of African American and Latina/o academicians in the fields of Education and History. I recently wrote about the remarkable success of Dean Anderson in an article published in the Journal of Blacks in Higher Education: https://www.jbhe.com/2016/06/creating-the-talented-tenth/, and another is forthcoming in the National Society for the Study of Education (NSSE).

Under Anderson’s leadership the department effectively recruited, mentored, and retained fellowship-quality students from underrepresented backgrounds, particularly African Americans and Latinas/os. For more than thirty years, as department head, this has been a foremost departmental priority, and the graduates of our department have helped to diversify colleges, universities, governmental agencies, and not-for-profit organizations across the nation. In 2015, 14 African Americans (9 females and 5 males), and five Latinx (3 Latinas and 2 Latinos) earned their doctorates in EPOL. In 2016, a total of 21 African Americans and 11 Latinx students earned their doctorate. By comparison, the rest of campus had a total of 41 earned doctorates by underrepresented students in 2016, 31 in 2015, and 21 in 2014. In the past half-decade, nearly 75% of all doctorates conferred in the department that Anderson led were earned by a person from an underrepresented or diverse background.

In 1986, the State of Illinois established the Illinois Consortium for Educational Opportunity Program (ICEOP) as an effort to diversify faculty in Illinois colleges and universities. The program, now called Diversifying Faculty in Illinois (DFI), offers a fellowship with a tuition and fee waiver (for up to four years) to recipients. Since its inception, both EPS and EPOL have been highly successful in aiding graduate students from underrepresented backgrounds in securing this fellowship. According to departmental records between 1986 and 2016, 107 graduate students (74 African American, 74 women, 31 Latinx, 2 Asian Americans) have earned this highly competitive fellowship. The fellowship aided them in earning a doctorate with minimal debt, and has resulted in producing 47 faculty nationwide, with 32 holding tenured faculty positions as of 2016; 12 directors of education programs; 11 senior administrators in higher education; 6 founders of schools or educational enterprises; 4 associate deans of education; 3 deans of education; one provost, and one president. There are currently 12 DFI fellows in the department as well.
With regard to the recruitment and retention of faculty, Dr. Anderson has been a difference maker here as well. When Anderson became head of Educational Policy Studies (EPS) in 1994, there were only eight tenure-system faculty members in the department. Today, there are 30 tenure-system faculty and it is extremely diverse. Of the 31 tenure-system faculty, 18 are women, and all but four are tenured or full (8 associate professors and 6 full professors); 12 faculty are African American, and all are tenured or full (5 associate professors and 7 full professors); one Latina and one Latino (full professor and assistant professor); 6 faculty are Asian or Asian American, two-thirds of whom are tenured (4 associate professors); and 14 of the 23 tenure-system faculty (60%) from these underrepresented and diverse backgrounds (African American, Asian American, Native American, and Latinx) have held a leadership position at the department, college, or university level. Nearly every faculty member in the department who has gone up for tenure under Anderson’s leadership has been promoted. As Dean, he recently led an initiative that brought in 10 new faculty in the College; 7 of whom are from an underrepresented background. He has worked collaboratively with African American Studies, Gender & Women’s Studies, Latino Studies, Native American Studies, LAS, and the Provost and Chancellor’s Offices to bring in expert scholars of color across the campus. Equally important he has unofficially “mentored” countless faculty and administrators as they have navigated their professional spaces in higher education. He is arguably the most selfless person I have ever met and he truly only wants to see the best for everyone without any degree of reward for himself.

I say without hesitation that very few people have done more than James D. Anderson in making a positive difference for humanity, diversity and inclusion, and higher education. He is the most humble person I’ve ever known and truly is a role model to me and countless others and I hope that I have the wherewithal and conviction to do ten percent of what he has accomplished in his illustrious career. It is for these reasons and many more that I have left unstated that I nominate James D. Anderson for the Brock Award. There are few people more deserving than James D. Anderson.

If you should have any questions or need any additional information please do not hesitate to contact me.

Sincerely,

Christopher M. Span, Associate Professor and Associate Dean for Graduate Programs  
Vice President of Division F (History and Historiography)  
Faculty Athletics Representative for Illinois and the Big Ten  
cspan@illinois.edu
August 29, 2018

Dr. Ed Harris
Brock Prize Administrator
Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Dr. Harris:

I am certain that most scholars in higher education in the United States are familiar with the seminal scholarship of Dr. James Anderson. Without question, his work has reshaped the terrain of educational history by introducing hidden actors and cycles of oppressive circumstances that were unknown one generation earlier. For his massive reshaping of historical knowledge, Dr. Anderson has been accoladed on numerous occasions. His work has been used in history classes, general education classes, teacher education classes; it has been introduced in witness testimony in federal trials; I even heard it referenced in a radio program this week. Thus, I join with other colleagues who applaud the articles, books, lectures, and other forms of publication that affirm his scholarship. I write, however, for a different reason.

While Dr. Anderson is well known for his research, he is less known for the quiet ways he has poured into a new generation of scholars and the ways those scholars are shaping the educational possibilities of children yet unborn. I do not speak of the routine advising he does as part of the professional commitment of scholars in higher education, although he certainly does this well as the plethora of professors in institutions across the country trained by him can attest. I speak instead of the extending of self beyond one’s students and impacting opportunities for children in ways that would be almost untraceable. I know he has done this for many as I see the appointments he maintains each year at professional meetings—young people who are eagerly and patiently awaiting their time alone with him. However, instead of reporting the experiences of others, I wish to use my own encounters as the exemplar.

“Talk to James Anderson,” a senior colleague instructed me when I was new to the academy and beginning a research project in an area similar to his own. I had read his book and was utterly intimidated at the thought of requesting a private time to meet with him. When I summoned the courage, he immediately said yes. He did not know me as anyone’s student, and we had never crossed paths at any professional meeting. Yet, Dr. Anderson took the time to
have lunch, offer archival suggestions, and push my preliminary thinking about the work. It was the first of many meetings with him at professional conferences.

For approximately 20 years, Dr. Anderson has quietly taught me. I broach ideas with him, share dilemmas of practice or research with him, seek his input on interpretations, and respond to his difficult and insightful questions. He has shared numerous stories of the ways in which his life experiences challenge historical records, and these very shared experiences have led me to raise new questions. For this investment, he receives no notoriety.

Please accept the following as examples of the ways his unseen teaching has paid off in another’s career. The book he first helped me conceptualize garnered the Grawmeyer Prize in Education. This prize is designed to elevate works which reflect the public interest. The ideas from this book and its sequel produced a network of community investment in an urban school community at Emory University that resulted in the creation of a program affectionally called TITUS (Teaching in the Urban South). The close relationships created between higher education, public schools, and parents though this program was deemed such a model that a book editor sought the students and faculty who worked to create TITUS and asked that a book be published as a model for other universities interested in community engagement. This spring that book was released: *Living the Legacy*. This summer, the patient insight he provided resulted in the publication of *The Lost Education of Horace Tate*, a massive historical accounting that embeds new actors in civil rights history, the *Brown v. Board of Education* decision, and school desegregation. In fewer than 30 days of publication, the work appeared on CSPAN and was effusively reviewed in a variety of venues, including the *Wall Street Journal* and *The Atlantic*. I share these selected examples of the reach of my work not for personal accolades but as evidence of the ways the right kind of engagement influences the public good in ways not visible on a resume.

Dr. James Anderson must be considered for the Brock Prize in Education because he is one of the few scholars in higher education I know who influences change using a model different from the more typical university centers or other forms of educational practice. I am arguing that I am but one of many people—connected to him in no documentable way—who are influencing communities as a direct result of the invisible network of support he provides. We lead centers, work in communities, produce cutting-edge scholarship, and are in ongoing conversation with political decision-makers. In every case, the public sees the particular author or community activism; it does not see the ways the work of these seemingly disconnected people share one similarity: they all reflect insights acquired from him.

What does it mean to generate educational ideas that produce systemic change? Clearly, Dr. Anderson’s own research ideas have done so. However, another way to produce systemic change is to influence the agents who will be the ones making the changes. I believe this is the work Dr. Anderson does for which he has never been recognized. I believe it is also time that he be recognized.
Along with other writers, I offer my full support of Dr. James Anderson for the Brock Prize in Education. I am available for additional questions.

Sincerely,

Vanessa Siddle Walker
Samuel Candler Dobbs Professor of Educational Studies
Dear Brock International Prize Selection Committee:

I support the nomination of Professor James D. Anderson for the Brock International Prize in Education. Considered one of the top scholars and leaders in the field, Professor Anderson ranks among the world’s most impactful and significant historians of education. A brief summary of his outstanding contributions follows.

For nearly five decades, Dr. Anderson has been a productive scholar and thought leader whose historical approach to the study of the American South offers insight into the political fabric and legal decisions associated with Black life and related opportunity regimes. In doing so, he provides a robust understanding of the political and economic history of the United States more broadly. His seminal scholarly treatment of the subject, *The Education of Blacks in the South, 1860-1935*, represents a major contribution to our field. He pulled back the curtain of the past and offered the world a view into the interrelationships between government, philanthropic organizations, and educational institutions during Reconstruction and into the early twentieth century. We gain a better understanding of how the blueprint for Tuskegee Institute shaped thinking and policy related to Black education. The book represents a paradigm shift as the evidence presented suggests Blacks proactively sought better education-related opportunities, and then strategized to secure those opportunities. Anderson documents this process; and his book requires any right-thinking person to pivot from stock stories suggesting that post-slavery Black political life lacked a focus on pro-social development and academic advancement. His research contributions transformed graduate education in the field. For example, the University of Pennsylvania’s noted historian, Mary Beth Gasman, described her own training, “Dr. John Thelin, a prominent historian of higher education, assigned a book called *The Education of Blacks in the South* by James Anderson…That book changed my whole perspective on education. I had always been given readings about Black people being victims but I never got to see any readings about African-Americans being leaders and taking action.” Many other scholars concur with the importance of Anderson’s contribution. His book received the Outstanding Book Award from the American Educational Research Association (AERA).

In the same genre of historical scholarship, Professor Anderson examined the origins and development of citizenship and equal rights by the Reconstruction Congress (1865-1875) to determine if it created a reformulated constitutional framework driven by tenets of colorblindness, and ultimately prohibitions on racial classifications in public policy including educational policies associated with school desegregation and affirmative actions. Using a multiethnic history, Anderson helps us see the variation and impactful ways in which racial ideology informed the values and decision-making of the Reconstruction Congress and the manner in which this congress crafted the conception and aims of citizenship and equality into a refashioned constitutional order. The design serves as the legal framework for modern
discussions relative to race-conscious education policies. Several years ago, I had the distinct honor of introducing Professor Anderson as part a lectureship delivered at the annual meeting of the AERA. As I listened to him speak on this topic, my mind erupted with many thoughts including the time involved in piecing this amazing American story together. His presentation of America’s political history and education embodied how the historical tradition tracks what might be lost over time and breathed new life into our understanding of contemporary debates. His intellectual investment captures our history and represents a signature contribution to the democratic project.

Many historians capture the past, yet too few move beyond the academy. Professor Anderson epitomizes the exception. He served as an expert witness in a series of federal desegregation cases, including, Liddell v. Missouri; Jenkins v. Missouri; Knight v. Alabama; Ayers v. Mississippi; and the University of Michigan affirmative action case, Gratz v. Michigan. He served as advisor to and participant in the PBS documentaries “School: The Story of American Public Education,” “The Rise and Fall of Jim Crow,” and “Forgotten Genius: The Percy Julian Story.” His contributions inform legal debates related to access and opportunity, while contributing to civic discourse associated with public education. As a citizen scholar, he excels.

Professor Anderson served in leadership roles at the University of Illinois for several decades. In his capacity as department chair, he created one of the most robust pipelines of policy scholars in education in the United States. I view him as arguably the most important and impactful academic department head of the past century in the field. His former mentees and students consist of many of the top junior, mid-career, and now senior scholars in the field.

Over nearly a 50-year period, Professor Anderson has contributed to education by providing thoughtful historical insight focused on (1) the relationship between political, economic, and education interests, (2) connections between past policy formulations and contemporary legal debates, and (3) the production of media products aimed to improve public understanding of education as central to democracy and opportunity. His status as an elected member of the National Academy of Education and a fellow of AERA indicate how peers view him. I enthusiastically endorse James D. Anderson’s nomination for the Brock International Prize in Education.

Sincerely,

William F. Tate
Brock International Prize in Education
Nomination Portfolio
Dr. James D. Anderson

BIOGRAPHY

James D. Anderson is dean of the College of Education, the Edward William and Jane Mary Gutgsell Professor of Education; and affiliate Professor of History.


In 2012, he was selected as a Fellow for Outstanding Research by the American Educational Research Association and received the Lifetime Achievement Award from the American Association of Colleges for Teacher Education. In 2013, he was selected Center for Advanced Study Professor of Education Policy, Organization and Leadership at the University of Illinois.

BROCK BIOGRAPHY

In his 50 years at Illinois, Dr. James D. Anderson, now Gutgsell Professor and Dean, has revolutionized the field in three ways. First, his award-winning book, The Education of Blacks in the South, transformed the historiography of education for Black people after slavery. The prevailing narrative suggested Black education resulted from white northerners’ efforts. Anderson painstakingly documented that the Black community not only created and funded schools, but their unwavering dedication also altered the course of public education for Whites. Second, Dr. Anderson served as an expert witness in several key federal desegregation and affirmative action cases. Finally, he recruited and graduated hundreds of Black and LatinX Ph.Ds. Anderson is a “quiet giant” whose impact on education is immeasurable.
Personal

Work Address: 1310 South Sixth Street, 38 Education, Champaign, IL 61820

Work Phone: 217-333-0960

E-Mail Address: janders@illinois.edu

Educational Background

University of Illinois at Urbana-Champaign -- Ph.D., 1973, Major Field: History of American Education; Minor Field: African American History

University of Illinois at Urbana-Champaign -- M.Ed., 1969, Major Fields: History and Social Studies Education.

Stillman College (Tuscaloosa, Alabama) -- BA, June 1966, Major Field: Sociology

Academic Positions

2017-Present: Dean, College of Education, University of Illinois at Urbana-Champaign

2017-Present: Affiliated Professor, College of Law, UIUC

2016-2017: Interim Dean, College of Education, University of Illinois at Urbana-Champaign

1994-2016: Head of Department of Educational Policy, Organization and Leadership, University of Illinois at Urbana-Champaign (UIUC)


1990-Present: Affiliated Professor, Department of History, UIUC
2013: Center for Advanced Study Professor of Education Policy, Organization and Leadership, UIUC

2012-Present: Interim Executive Dean of College of Education, UIUC

1996-1998: Interim Associate Dean of Graduate College, UIUC

1987-Present: Professor of History of American Education, Department of Education Policy, Organization and Leadership, UIUC

Acting Director of Afro-American Studies and Research Program, University of Illinois at Urbana-Champaign, January 1986 to August 1987

1978-1987: Associate Professor of History of American Education, Department of Educational Policy Studies, UIUC

1974-1978: Assistant Professor of History of American Education, Department of Educational Policy Studies, UIUC


Academic Honors and Awards


2016: Professor William H. Creswell, Jr. Leadership Award presented by McKinley Health Center, University of Illinois at Urbana-Champaign

2013: UIUC Center for Advanced Study Professor of Education Policy, Organization and Leadership

2012: AERA Fellow for Outstanding Education Research presented by the American Educational Research Association
2012: AACTE Lifetime Achievement Award presented by the American Association of Colleges for Teacher Education

2010: Larine Y. Cowan “Make a Difference” Award presented by UIUC

2008: Elected to the National Academy of Education

2008: General Program Chair of the American Educational Research Association

2008: AERA Distinguished Career Contributions Award from the American Educational Research Association’s Committee on Scholars of Color in Education

2006-2016: Senior Editor, *History of Education Quarterly*

2004-2007: Elected Member-at-Large to the Executive Board of the American Educational Research Association

1998-1999: Appointed Honorary Professor of Southwest China Normal University, Chongqing, P.R. China

1998-1999: Appointed Guest Honorable Professor of Yunnan University, Kunming, P.R. China.

1998-1999: Spencer Foundation Mentor Award

1992-1993: President of History of Education Society

1991-1992: Named Fellow at the Center for Advanced Study and Behavioral Sciences at Stanford University

1990-1991: Outstanding Faculty Member, Awarded by UIUC Black Graduate Student Association

1990-1991: College of Education Senior Scholar

1989-1990: Distinguished Alumni Award, Stillman College
1989-1990: Received the following recognition for the Publication of *The Education of Blacks in the South, 1860-1935*.

- Outstanding Book Award, American Educational Research Association, 1990
- Critics Choice Award, American Educational Studies Association, 1989

1977-1978: Fellow in Center for Advanced Study, University of Illinois at Urbana-Champaign, Fall Semester.

**Distinguished Lectures**

2015: Annual Martin Luther King Jr. Lecture, University of Southern Indiana (January 19, 2015)


2009: Chancellor’s Center for Advanced Study Lecture, UIUC Spurlock Museum (March 3, 2009)

2008: James P. Curtis Distinguished Lecture, University of Alabama (April 10, 2008)


2007: Simmons College/Beacon Press Lectures, (Boston: March 14 and 15; April 5 and 6, 2007)
2007: Tommy G. Thompson Educational Reform Lecture, presented at Marquette University (Milwaukee: March 28, 2007)

2004: Delmos Jones Visiting Lecturer, Graduate Center, CUNY.

2004: The Baldwin Lecture, Truman State University, Kirksville, Missouri


2002: Walter Prescott Webb Memorial Lecture (Keynote Address), History Department, University of Texas at Arlington.

1999: The President's Colloquium Series Lecture, Stillman College, Tuscaloosa, Alabama.


1992: Martin Luther King Jr. Lecture, Vanderbilt University, Nashville, Tennessee.

1992: Martin Luther King Jr. Lecture, University of Utah, Salt Lake City, Utah.

Dissertation


Publications

Books

The Education of Blacks in the South, 1860-1935, (Chapel Hill: University of


Articles


"Black Conjugations," The American Scholar, Volume 46, Number 3 (Summer 1977), pp. 384-392.


"Education" in John H. McClendon and Mary Blackstone (editors), The State of Black Champaign County (February, 1984), pp. 61-66, published by the Urban League of Champaign County.


"Race, Meritocracy, and the American Academy During the Immediate Post World War II Era," *History of Education Quarterly*, vol. 33. no. 2 (Summer 1993), pp. 151-175.


"School Reform and Educational Policies in USA," JIAOYU YANJIIU (Educational Research), China National Institute for Educational Research, Beijing, China, Volume 18, Number 12 (December, 1997).


“The Historical Context for Understanding The Test Score Gap,” Journal of Public Management & Social Policy, Volume 10, Number 1 (Summer, 2004), 2-22


“Race-Conscious Educational Policies Versus a ‘Color-Blind Constitution’: A
Historical Perspective,” *Educational Researcher*, Volume 36, Number 5 (June/July 2007), 249-257

“Past Discrimination and Diversity: A Historical Context for Understanding Race and Affirmative Action,” 75th Anniversary issue of the *Journal of Negro Education*, Volume 76, Number 3 (Summer 2007), 204-215


**Film Documentaries**

system. Film won a Gold CINDY in “Social Sciences” category and a Silver CINDY in “Documentary—Domestic Broadcast” category.

1997-2002: Member of Advisory Board and participant in “The Rise and Fall of Jim Crow.” A Four-Part Series Produced by Richard Wormser, Videoline Productions, New York, New York; Presenting Station WNET/New York. PBS, shown on Tuesdays, October 1-22, 2002


2001-2002: Advisor and participant in Percy Julian: Forgotten Genius; WGBH-NOVA; Steve Lyons, Project Director; Boston, MA


Papers Presented at National Conferences and Keynote Lectures


"Toward a History of the Black Professoriate in Education," paper presented at the Annual Meeting of the Society of Professors of Education, Detroit,


"How We Learn About Race Through History," The Martin Luther King, Jr. Lecture, presented at the University of Utah, Salt Lake City, Utah, Feb. 6, 1992.

"The Education of Blacks in the South," Guest Lecturer, Georgia Southern University, February 6, 1997


"African American Public Higher Education in the Twentieth Century South," paper Presented at the annual meeting of the Southern Historical Association, Atlanta, Georgia (November 6, 1998).


"National Identity and the African American Experience," Paper presented at the
Annual Meeting of the American Educational Research Association, Montreal, Canada (April 22, 1999).


"Division F---Fireside Chat," Invited presentation to the Graduate Students of the Division of History and Historiography, Annual Meeting of the American Educational Research Association, Montreal, Canada (April 20, 1999).


“Author Bestor’s Revenge: A Response to The Failed Promise of the American High School,” paper presented at the annual meeting of the History of Education Society, Atlanta, Georgia (October 15-17, 1999).


“Diversity in Education and Democracy,” presented at the University of South Carolina Bicentennial Conference on Democracy and Diversity in Education (Columbia, South Carolina, November 10, 2001).


“The Undiscovered University,” Convocation Speech to Entering Freshmen
Class, University of Illinois at Urbana-Champaign, Champaign, Illinois, August 26, 2002.


“Reform and Counter-Reform Movements in the History of African American Education in the South,” presented at the Texas A&M Conference on African American Education in the Urban South, Texas A&M University, (December 3-6, 2003).


“Liberal Arts for Liberation: The Proper Arts for a Free People,” The Baldwin Lecture, Presented at Truman State University, Kirksville, Missouri, (February 6, 2004).

“Brown v. Board’s Jubilee Anniversary: Perspectives on Race, Culture and
Academic Achievement,” Keynote Address presented at, RACE 2004 (annual conference on the Relevance of Assessment and Culture in Evaluation), Arizona State University, Tempe, Arizona (February 14, 2004).


“The Significance of Brown v. Board of Education,” presented at Prince George’s Community College, Prince George, Maryland, (Thursday, April 29, 2004).


“Brown v. Board of Education: Historical and Contemporary Realities,” Lecture in series “Race, Culture. Identity and Achievement,” sponsored by Wheelock College, Lesley University, Boston College and the Center for Leadership Development, Boston, Massachusetts (September 27, 2004).


“The Achievement Gap in Historical Context,” keynote address at the National Science Foundation, Division of Research Evaluation and Communications (REC) Principal Investigators Meeting, Washington, D.C. (October 18, 2004)


"How African Americans Reduced the Opportunity and Achievement Gap:


“From Looney Coons to Tacos and Tequila: The Aesthetics of Race in Middle Class America,” Chancellor’s Center for Advanced Study Lecture, UIUC Spurlock Museum (March 3, 2009)


Public Engagement:
Federal Court Cases


State and National Professional Service

1980-1983:  Member of Board of Directors of History of Education Society.
1983:  Member of Evaluation Panel of the National Academy of Sciences for the awarding of Ford Foundation Post-Doctoral Fellowships for Minority Scholars.
1988:  Chairperson of Illinois State Board of Education Subcommittee on the
Disproportionate Representation of Black Children in Educable Mentally Handicapped Classes.

1988: Member of Illinois State Board of Education and Illinois Board of Higher Education Joint Committee on Minority Student Achievement.


1990: Member of Organization of American Historians Elliot Rudwick Prize Committee.

1991: Vice-President and Chairperson of the Program Committee of the History of Education Society.


1997-1999: Member of Awards Committee for Distinguished

1998-2000: Member of Southern Historical Association Committee on Minorities.

1999-2002: Member of Advisory Board for UCLA study on “Understanding Race and Education,” a three-year project on the long-term effects of school desegregation through the eyes of people who lived through it. Amy Stuart Wells, Principal Investigator.


2001-2003 Member of Center for Education Board, Division of Behavioral, Social Sciences, and Education, National Research Council.

University

1975-present: Member of Advisory Committee for Afro- American Studies and Research Program.
1978: Member of YWCA-YMCA Friday Forum Committee.

1978: Member of Consultative Committee to Search for Dean of College of Communications.

1980: Member of Committee on Chancellor’s Conference at Allerton Park.

1980-1998: Member of Graduate College Fellowship Committee.

1982: Member of Center for Advanced Study Ad Hoc Committee on Campus Retrenchment.

1984-present: Member of Committee on Admissions of Student Athletes.

1986: Member of Committee on Chancellor’s Conference at Allerton Park.

1985-1988: Member of Faculty Advisory Committee.

1988: Member of Chancellor’s Task Force on Campus Priorities.

1988: Member of Chancellor’s Committee to Combat Discrimination.

1986-1990: Member of the Board of Directors of the University of Illinois Athletic Association.

1989-1990: Chairperson of the Athletic Board of the Division of Intercollegiate Athletics.
1988-1990: Member of Executive Committee of Graduate College.

1991-1994: Member of Athletic Program Audit Committee.

1992-1994: Member of George A. Miller Lecture Committee.

1993-1994: Member of Chancellor's Planning Subcommittee to Build a More Inclusive Community.

1993-2000 Member of Chancellor's Committee on Minority Affairs.

1993-2000: Chairperson of Black Faculty and Academic Staff Caucus.

1994-95: Member of Search Committee for Dean of College of Education.

1994-1995: Member of Consultative Committee to Assist in the Selection of the President of the University of Illinois.

1994-1997: Member of Graduate College Fellowship Board Central Committee.

1994-1997: Chairperson of UIUC Graduate College Fellowship Board's Subcommittee on Minority Programs

1997-1998: Chairperson of UIUC Graduate College Fellowship Board Central Committee.

1999-2000: Member of Search Committee for Dean of College of Education
1999-2000: Black Males in Champaign County,”
Keynote Address at the Parkland
College Black Male Symposium,
Champaign, Illinois (January 20, 2000)

2000-2001 Member of Search Committee for UIUC Chancellor

2001-2002 Chairperson of Chancellor’s Annual
Conference Planning Committee

1999-2003 Chairperson of UIUC Diversity Planning
Committee

College

1974-1975: Member of Committee on Graduate Programs.

1974-1980: Member of Committee on Equal
Employment Opportunity.

1977-1982: Member of Executive Committee.

1981-1984: Chairperson of College of Education’s Budget
and Planning Committee.

1989: Chairperson of College of Education’s Task
Force on Minority Recruitment and Retention.

1989-1990: Member of College of Education’s
Executive Committee.

1993-1994: Member of College of Education’s Graduate
Awards Committee.

1980-present: Member of Research Methodology
Area Committee (History).
1994-present: Member of College of Education’s Council of Department Executives.

Grants:

1977-1988: Co-Director of NIMH Research Training Program on Institutional Racism ($1,200,000)

1987: UIUC Research Board ($3,403)

1998-2000: Spencer Foundation Mentor Award ($50,000)

Editorial Boards:

1978-1983: Member of Editorial Board of History of Education Quarterly.

1979-1989: Member of Editorial Board of Journal of Negro History.

1983-1991: Member of Editorial Board of Journal of Negro Education.


1997-2000: Member of Editorial Board of the American Education Research Journal Section on Social and Institutional Analysis

2001-: Member of Editorial Board of Teachers College Record

2001-: Member of Editorial Board of the University of Illinois Press.

Membership in Scholarly Associations:
History of Education Society

Organization of American Historians

Southern Historical Association

American Educational Research Association

Association for the Study of Afro-American Life and History

Social Science History Association

American Educational Studies Association
I have organized these materials in alignment with the three foci areas of the nomination package: 1) Influence on historiography of African American Education, 2) Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony, and 3) Influence on the pipeline of Black doctorates.

**Area 1: Influence on the historiography of African American Education**


-  [Video of Address](https://www.youtube.com/watch?v=5igVpiY_MAQ)
-  [Transcript of Address](http://journals.sagepub.com/doi/10.3102/0013189X15601427)


-  [Video of Address](http://www.cmrgc.com/Media/Synch/270409/47/default.htm)


-  [Article](https://www.jstor.org/stable/368917?seq=1/subjects)


-  [Article](http://journals.sagepub.com/doi/abs/10.3102/0013189X07306534)


-  [Article](http://journals.sagepub.com/doi/pdf/10.3102/0013189X035001030)


-  [Article](http://journals.sagepub.com/doi/pdf/10.1177/0042085904265150)


**Area 2: Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony**

Dr. Anderson talks about the relevance of history as context for his expert witness testimony, “Studying History to Shape the Future”
  - [https://blogs.illinois.edu/view/6231/177659](https://blogs.illinois.edu/view/6231/177659)

**Area 3: Influence on the pipeline of Black doctorates**

Dr. Christopher Span writes about the Dr. Anderson’s legacy of matriculating African American students through Ph.D. programs, “Creating the Talented Tenth”
  - [https://www.jbhe.com/2016/06/creating-the-talented-tenth/](https://www.jbhe.com/2016/06/creating-the-talented-tenth/)

Dr. Anderson talks about his legacy of inspiring a generation of future scholars, “Dream Keeper”
  - [https://education.illinois.edu/about/news-events/news/article/2017/10/16/dream-keeper](https://education.illinois.edu/about/news-events/news/article/2017/10/16/dream-keeper)

Former doctoral students create Facebook page in honor of Dr. Anderson’s contributions to their success, “Appreciating Dr. James D. Anderson”
  - [https://www.facebook.com/pg/Appreciating-Dr-James-D-Anderson-117648394980436/posts/?ref=page_internal](https://www.facebook.com/pg/Appreciating-Dr-James-D-Anderson-117648394980436/posts/?ref=page_internal)