

**African American Studies Program
FY 22 Annual Report & FY 23 Planning Document**

Introduction:

I. Accomplishments and Productivity for FY22

A. In bullet points, succinctly highlight 3-5 FY22 accomplishments to be included in CAS's annual report.

- Organized Talks:
 - 11/05/2021: AAS Fall Lecture, Dr. Byron Craig
 - 01/24/2022: AAS Spring Talk, Tiffany Mathis and Angela Allen
 - 01/25/2022: Martin Luther King Jr. Keynote, Jemele Hill (Planning Committee)
 - 02/28/2022: Black History Month Keynote, Dr. Zine Magubane (Co-sponsored with History)
 - 04/15/2022: AAS Spring Lecture, Cedrick-Michael Simmons
- Awarded Scholarships and Grants
 - 03/08/2022: AAS Merit Scholarship: 2 recipients, \$500 each
 - TBA: AAS Summer Research Initiative Grant, 1 recipient, \$1500
- Social Media Page
 - Maintained an *active* Twitter page with significant engagement from followers
 - Continued to share material on Facebook
- Co-director Activities
 - Banks invited guest for ISU's Theta Delta DST sorority's *Love is Just Poetic* Event
 - Reed Supporting Opportunity, Actualization, and Realization (SOAR) Scholars Mentor

B. List the unit's goals and how the goals support *Educate•Connect•Elevate*.

- **Continued Growth of the Minor:** We aim to continually increase the number of enrolled students in the minor. To accomplish this, we have: (a) tasked our graduate assistants to facilitate programming intended to appeal directly to students; (b) built our social media presence; (c) facilitated strong relationships with Registered Student Organizations to increase our visibility and connections with students, faculty, and staff; and (d) use specific recruitment efforts to expose students to the minor.
- **Nurture a vibrant academic environment for our faculty and students that will contribute to improving the campus climate at ISU:** We aim to achieve this goal by: (a) offering our Summer Research Initiative Grant and Merit Scholarships; (b) co-sponsoring with other units (e.g., Latin American and Latino Studies; Women and Gender Studies) lectures by prominent scholars and political activists; (c) working collaboratively with departments to pursue cluster hires; and (d) nurturing relationships with faculty colleagues, particularly recent hires.

The above goals contribute to Educate•Connect•Elevate as they aim to foster a diverse and inclusive intellectual environment intended to shed light on both the lingering inequalities and the progress African American people have made over time. For example, guest speakers have (a) come from myriad disciplines, highlighting the centrality of interdisciplinarity to AAS; (b) offered insights into the root causes of disparities as well as the political and conceptual barriers to remedies; and (c) emphasized both the unique challenges confronting African American people and the diversity of experiences that comprise Black life.

Further, the AAS Fall lecture series, which is bound with the Summer Faculty Initiative, highlights the scholarship of disproportionately Black and Brown faculty to help create a more hospitable environment. By highlighting the humanity of Black Americans, AAS promotes respect for Black people and other people of color. Finally in an effort to encourage students to view learning as a lifelong process that extends beyond the classroom, AAS sends targets programming to AAS minors.

C. List major accomplishments for each goal. Please consider reflecting on teaching, research, and service accomplishments.

- **Continued Growth of the Minor:** To achieve the above goals, we (a) began a mentoring program with our graduate students and undergraduate students that was initially successful, but has proven more difficult this year given the context of the COVID-19 pandemic; (b) have sustained active Facebook and Twitter pages where we post program announcements, faculty accomplishments, and share other campus initiatives that may be relevant to our students and faculty; (c) sponsored or cosponsored multiple talks:
 - 1) *Can America be Redeemed* - Byron Craig;
 - 2) *Black Women Rising: From the Classroom to the Board Room* - Angela Allen and Tiffany Matthis;
 - 3) *The Uses and Abuses of Jim Crow* - Zine Magubane (co-sponsored with History); and
 - 4) *The Challenges of Diversity Management* - Cedrick-Michael Simmonsand (d) asked undergraduate advisors to consider discussing our program with student during registration meetings and remind program affiliate faculty to mention the minor to undergraduate students who are enrolled in their classes.
- **Nurture a vibrant academic environment for our faculty and students that will contribute to improving the campus climate at ISU:** To achieve these objectives, we (a) awarded a Summer Research Initiative Grant and Merit Scholarships; (b) collaborated with History, School of Communication, and Latin American Latinx Studies to bring speakers campus (c) are in the process of submitting requests for clusters hires with the departments of Philosophy and Criminal Justice Sciences; and (d) have fostered ongoing relationships with faculty affiliates, particularly junior scholars via engagement via email, in person, and on social media.

D. Provide specific accomplishments related to academic program development

- Offered HIS 328: The Modern Civil Rights Movement, 1933-1968 for the first time.
- Partnered with Philosophy and Criminal Justice Sciences on MOUs for joint hires.
- Fall Speaker Series.

E. Provide specific accomplishments related to equity, diversity, and inclusion.

- All of our invited talks and lectures have specifically focused on issues related to equity, diversity, and inclusion, specifically relevant to the experiences of African American people.
- All mentoring activities (e.g., SOAR, minors, RSOs) have been specific to engagement of Black undergraduate students.
- Scholarships and grants were awarded to faculty and students invested in either producing scholarship related to African American Studies or learning about the politics, life, history and cultural expression of Black Americans.

- Collaboration with units for joint hires have been focused on potential colleagues who will contribute rigorous scholarship surrounding the study of African American people's experiences.

F. Provide specific research accomplishments

- Ama Oforiwaa Aduonum, *Walking with My Ancestors: Elmina Castle*, Spring 2022
- Charles Bell, *Suspended: Punishment, Violence, and the Failure of School Safety*, Johns Hopkins University Press, Fall 2021
- Brea Banks, Research Initiative Award, Fall 2021

G. Provide specific accomplishments related to student success

- Merit scholarship awarded to two students, Spring 2022
- Allen and "Mathis Black Women Rising" talk organized with specific focus on student future success, Spring 2022
- Reed mentor for the SOAR Scholars Program
- Reed and Banks mentorship of AAS minors

II. Internal Reallocations and Reorganizations in FY22

A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

N/A

B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars.

N/A

C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.

N/A

III. Major Objectives for FY23

A. Describe the unit's most important forward-looking objectives related to academic program development, Equity, Diversity and Inclusion, Faculty Success, and Student Success. Outline how the objectives support the mission/goals of the Unit/Department/School, College and *Educate•Connect•Elevate*.

- Following the COVID-19 pandemic, we plan to (re-)implement the following in-person strategies to boost enrollment and target student and faculty engagement:
 - On campus invited speakers (from a myriad of disciplines who can offer insights into the root causes of disparities as well as the political and conceptual barriers to

- remedies and emphasize the unique challenges confronting African American people and the diversity of experiences that comprise Black life)
- Program socials with students, GAs, and faculty and faculty affiliate mixers (to foster a vibrant and inclusive academic and social environment)
- Mentoring program with GAs and minors (to foster student success)
- Opening of a vibrant office with space for students and faculty to interact (to foster student success)
- We will continue discussion of reducing minor requirements to 15 credit hours.

IV. CAS Specific: Briefly Indicate *Tentative* SBC Amounts / Plans (Officially Due 5/2/22 in the CAS Budget System)

N/A