Purposes, Goals and Objectives

The 1960’s witnessed the outbreak of African American civil unrest on a unprecedented scale. African Americans were demanding a position of equality in the United States family. They insisted that their voices, thoughts and ideals be heard and accepted as valid just as they were expected to accept the positions of others.

It was within this context, Black/Pan African Studies programs were born. African American students, faculty and community activists demanded colleges and universities provide learning opportunities in which their realities could be explored, taught, researched and written about. Black/Pan African Studies programs were designed to be the instrument in which this was to occur.

In 1974, Cleveland State University established the Black Studies Program. The purposes of the program were and remain the same as similar programs across the country. The purposes of the program are as follows:

- To make a definitive contribution to enhance humanity’s understanding of itself.
- To contribute to the United States society’s understanding of itself.
- As a logical consequence of the first two contentions, Black Studies has established its relevance as a contribution to the university’s realization of its claim and challenge to teach the whole truth, or something close to it as humanly possible.
- To make a contribution to the rescue and reconstruction of Black history and humanity.
- To be a critical contribution to a new social science and humanities which will not only benefit African Americans, but also the United States and the world.
- To make an invaluable contribution to the development of a Black intelligentsia and professional stratum whose knowledge, social competence and commitment translate as a vital contribution to the liberation and development of the Black community and thus as a contribution to society as a whole.
- To make a vital and relevant contribution to the critique, resistance and reversal of the progressive Europeanization of human consciousness and culture which is one of the major concerns of our times.

To achieve the listed goals, CSU Black Studies Program developed six instruments/components. Each component is designed to achieve a specific objective. The Black Studies Program consists of the following six instruments:

- Academic programs
- Howard A. Mims African American Cultural Center
- Black Aspirations Celebration
- Images Radio Program
- Jazz Heritage Orchestra
- Howard A. Mims Lecture, Arts and Media Series (LAMS)

Appendix A provides a more detailed description of each of the instruments listed. It also provides mission, goal and a brief history of each instrument.
The stated mission of the Black Studies Program is “to provide the University and Greater Cleveland communities with various opportunities to acquire greater knowledge, a broader understanding, and a deeper appreciation of the history, life, all aspects of the arts, culture, academics, and experiences of African people and people of African descent on the African continent, and throughout the African Diaspora.”

The vision statement of the Black Studies is as follows: “The Black Studies Program seeks to provide information, dialogue and experiences that contribute knowledge which serves to shape positive attitudes and behaviors necessary for living and working effectively and harmoniously in a multiracial, multietnic, and multicultural society by providing academic opportunities, activities and services for the enrichment, education and enjoyment of all Cleveland State University students, faculty and staff as well as Greater Cleveland communities.

Through the use of an interdisciplinary approach, the Black Studies Program and its various instruments are designed to achieve the following program and educational goals:

- To teach the Black/African Diaspora experience in its historical and current unfolding. This includes the social, economic, political and religious dimensions of the African/Black experience both within the United States and the remaining African Diaspora.
- To assemble a body of knowledge that contributes to the intellectual, economic, and political empowerment of students and the communities they serve and represent.
- To create and maintain a body of Black/African Studies scholars who are dedicated to community service and development.
- To cultivate, maintain and continuously expand a mutually beneficial relationship between Cleveland State University and the African/Black Diaspora community.
- To continue the ongoing efforts to establish Black/African Studies a permanent, legitimate, viable and respected discipline.
- To provide the Black Studies Program majors with education, skills, knowledge and training which make them highly sought after as employees and leaders in their various communities.

2. How well is each program meeting its primary goals and objectives? How is this determined?

The Black Studies Program has been successfully meeting its primary goals and objectives. The quality of Howard A. Mims African American Cultural Center’s programming has increased from its’ previous year levels (HAMAACC 2007-08 Activities Report is available upon request). “Images” Radio Program produced 52 weekly radio broadcasts. The Black Aspirations Week Celebration enjoyed high levels of student, faculty, staff and community participation. Jazz Heritage Orchestra performed in a variety of venues including the initial “Treasures of Jazz” Concert featuring Jazz legend Clark Terry. The Academic Programs witnessed an increase in minors and the advancement of the proposed major to near completion of the University review process. The Howard A. Mims Lecture, Arts and Media Series was successful in hosting a number of community and professional events.
The activities of the six Black Studies Program instruments have allowed the program to reach and serve a variety of constituents. Students were principle target of Black Studies Program activities. The Program activities also reached faculty, staff and community constituents. These populations were served within the vision, mission, goals and objectives of the Black Studies Program which fit within the mission and vision of Cleveland State University.

The Black Studies Program has historically determined how well it has been meeting its goals by the use of program evaluation forms and participant feedback (Forms are on file for review purposes). With introduction of the major and increased efforts to recruit additional minors, the existing evaluation process is inadequate. Black Studies have begun a more formal and comprehensive evaluation process (See Assessment Section). The new assessment process will review each program component and development appropriate measurement and evaluative measures. The process will then take the results to make component improvement/change recommendations.

3. What educational objectives are being considered for the program in the future, and what resources would be required to support those objectives?

The principle future program educational objective is to advance Black Studies Program to the top level of Black/Pan African/African/African American Studies programs. In order to accomplish this objective, two things must occur: 1) each of the program’s instruments will have to strengthen and 2) the newly proposed major must be supported as it expands.

The achievement of the goal outlined would that additional resources would have to be committed to the Black Studies Program. The existing budget would not be sufficient to accomplish the targeted objective. The current budget has $24,000 allotted for the obtainment of speakers, performances and honorariums. This amount has not been increased in twenty years. The cost of speakers alone has dramatically risen to the point where most speakers are beyond the range of Black Studies. It costs over $10,000 to have the Jazz Heritage Orchestra perform which does not include the cost of a guest artist.

To meet the existing and future programming needs the programming budget should be increased to a minimum of $50,000 with yearly increases as it is warranted. This would allow the Black Studies Program to obtain increased quality speakers and performers. It would also allow for greater levels of educational activities and events. The net result would be an enhanced educational learning opportunity for students, staff, faculty and community residents.

The introduction of a major will require additional resources as the major expands. It will require additional faculty to anticipated student demand. It would allow for courses to be developed that is not currently offered the major’s university and college units. For example, African languages are not currently offered by CSU. Additionally, there is a dearth of Latin and Caribbean course offerings. It is hoped that some of the revenues generated by increasing Black Studies Program majors enrollment will be reinvested in the Program to meet the needs outlined.
4. How does the program contribute to the full range of the University’s instructional needs: service, undergraduate, graduate, evening, weekend, etc.?

The Black Studies Program makes a unique and valuable contribution to Cleveland State University’s instructional needs. In the area of service, Black Studies is actively involved in the community. For example, Black Studies collaborated with the School of Social Work to take CSU students and community residents to New Orleans, Louisiana to assist in the clean-up and building operations after Hurricane Katrina occurred. The Jazz Heritage Orchestra has played with Nancy Wilson, Maya Angelou, Clark Terry and Benny Golson. They have played in many local venues which includes the CSU Moses Cleveland Presidential Black Tie Scholarship Dinner. Jazz Heritage Orchestra, playing with such notables has brought CSU valuable positive attention and acclaim.

Black Studies programming has given and continues to give CSU students, staff, faculty and community residents a variety of non-traditional and traditional learning opportunities. The “Images” radio program is the longest running African American radio program in Cleveland. It has been in existence for over 25 years. Each week it has reached into the homes of countless individuals providing them with a forum to hear topics of interest. In the last two years, “Images” has been placed on the internet, as well as on the radio, allowing the program to be heard locally, nationally and internationally.

The initiation of the major and existing minor affords students with additional educational choices. The minor and the major allow students to explore and develop their interests and career options. This allows CSU to be attractive to students who might go to other schools if this option was not available. It also allows for students to combine areas of interest with other possible majors.

Curriculum and Program Quality

The Black Studies Program minor and proposed major curriculum is centered and built on an interdisciplinary model. The curriculum is grounded in the liberal arts framework which is an important part of Black Studies’ mission, vision, goals and objectives. The College of Liberal Arts and Social Sciences General Education requirements helps ensure a strong liberal arts foundation for students.

The interdisciplinary nature of the curriculum is a major feature of the minor and proposed major. This feature allows students to explore a broad range of interests while at the same time being grounded in Black Studies. Students can tailor their course of study to suit their particular interests and career paths.

The interdisciplinary curriculum serves to facilitate students’ development of critical thinking skills. Students are exposed to thoughts, theories, perspectives and views across the academic spectrum. This exposure facilitates students’ ability to challenge others and themselves thus creating a more informed individual.
Majors in Black Studies are required to complete forty-four (44) credit hours to earn the major. Twenty-eight (28) hours must be completed at the 300-400 level. The proposed major required courses include the following: BST 200: Introduction to Black Studies; Capstone Courses: BST 402 and 403. Additionally, students are required to take at least one course each of the designated sections and must complete a language requirement (See Appendix B).

Minors are required to complete a minimum of 24 credit hours. Twelve (12) hours must be completed at the 300-400 hundred level. Minors must also take one course in Sections a-c of the curriculum with the BST 200: Introduction to Black Studies as one of the three courses.

The Black Studies Program interdisciplinary curriculum is in line with the national trends for such programs. New Black Studies programs are increasing numbers are employing the interdisciplinary approach. While the vast majority of such programs are department based, Cleveland State University is one of the few that draws the vast majority of its’ courses from departments across the university-making it a true interdisciplinary program.

A unique feature of curriculum is its’ ability to draw upon the other components of the program to supplement student learning experiences. For example, the Jazz Heritage Orchestra allows students the opportunity to learn from world class musicians in master class settings. Students can meet outstanding speakers, such as Dr. Cornell West, through the Howard A. Mims Arts and Lecture Series. Students can participate in the taping of “Images” Radio Forum. They can participate and take an active role in the yearly Black Aspirations Week Celebration. They can participate in the variety of Howard A. Mims African American Cultural Center programming. In short, students have a variety of traditional and non-traditional engaged learning opportunities. The Black Studies Program is one of the rare Black/African/Pan African Studies to provide such a learning opportunity through its curriculum and supporting components.

Faculty

The Black Studies Program proposed major and minor courses are taught by over seventy-six (76) faculty members. These faculty members come from the colleges of Education; Liberal Arts and Social Sciences; Urban Studies; and Science. Twenty nine (29) individuals have requested to be designated as a Black Studies Program faculty member (See Appendix C).

The faculty that teaches Black Studies courses possesses a wide range of education, talent and skills. The vast majority of the faculty is recognized as experts in their respective fields of study. Many of the faculty, in addition to being scholars and researchers, are also heavily involved in community activities/service. Many have been honored for their community service and scholarly contributions (See vitas on file).

One of the many strengths of the Black Studies Program faculty is its interdisciplinary make-up. As listed earlier, the faculty is comprised of members who come from all the
colleges of the university—with the exception of Business. It is expected that in the future the Business College will have a faculty member/or a course that will be a part of the Black Studies major/minor.

The interdisciplinary make-up of the faculty affords students the opportunity to experience varying perspectives and views. It serves to expand the student’s information and knowledge base. This varied experience also facilitates the student’s critical thinking, research, and presentation skills.

While the interdisciplinary faculty is a strength of the Black Studies Program it is also the most difficult to manage and maintain. Constant attention and monitoring must be done to ensure that faculty and their course offerings are meeting the mission, goals, and learning objectives of the Black Studies Program. The Black Studies Curriculum Committee was established to monitor and review course offerings in the effort to keep the program focused and make changes where needed.

As the major is implemented the Black Studies Program will establish mechanisms that will recognize and reward faculty members. A subcommittee of the Black Studies Curriculum Committee will be created for this purpose. Faculty reward and recognition will assist in maintaining positive moral and serve as an encouragement to others to become active faculty members.

**Students**

Student advising will be a central part of the proposed major and existing minor. All current and new enrolling majors and minors will be required to complete a pre-admission application *(See Black Studies Major Proposal on file)*. These applications will be reviewed by the Director of Black Studies. The purpose of the pre-admission application is to gain a familiarity with the student and his/her interests.

Students will be required to meet with the Black Studies Director for initial advising purposes. During the advising session the student’s progress and course needs will be discussed. Recommendations will be made to facilitate the student’s academic needs.

The Black Studies Program has developed a working relationship with the CLASS Office of Advising. Black Studies provide the Office of Advising with information they can give to students when discussing course and major/minor options.

As the number of majors/minors increase, the task of advising students will become too much for one person. The Black Studies Curriculum will develop an advising process that would include selected members of the Black Studies Program faculty. These faculty members would serve as faculty advisors.

An important part of the advising process is to make students aware of graduate, professional and career opportunities. The Black Studies Program works closely with Cleveland State University Career Services Program. Black Studies majors/minors will
be advised to participate in the services offered. A part of their capstone course will be
dedicated to professional and career opportunities.

One of the goals of the Black Studies Program is produce scholars who are interested
in teaching and researching in Black Studies. To this end, students will be advised of
graduate educational opportunities. Students will be given assistance in completing the
application forms and accompanying documents. Students interested in pursing other
types of professional/graduate education will also be assisted.

Assessment

The Black Studies Program has begun its' first comprehensive assessment process.
The Black Studies Program Faculty Curriculum Committee is the process examining the
mission, goals and objectives of the program. Each of the various components of the
program will be reviewed and evaluated as to how well they meet the program’s
objectives.

The initial component of the program to be reviewed is the proposed academic major
and existing minor (See Appendix D). Dr. Marius Boboc, Director of Assessment, is
working with the Black Studies Curriculum Committee to assist in the assessment
process. The initial assessment report is due in May of 2009.

Several methods will be used to evaluate the proposed major and existing minor. First,
student course evaluations will be used to evaluate students’ perceptions of the
courses, what they learned and recommendations they have to improve courses.
Second, the Black Studies Curriculum Committee will regularly review and evaluate
Black Studies courses and content in the attempt to ensure the highest level of student
instruction as possible. Third, the Black Studies Program will use the National Council
on Black Studies evaluation staff to review and make recommendations regarding
course content and major direction. Fourth, via the Black Studies Program Advisory
Committee, Black Studies will seek community perceptions and evaluation of the major
and the effects it is having within the community. Fifth, the Black Studies Program will
track majors and minors to determine their graduation rates and what careers they
pursue. Sixth, the Black Studies Program will conduct Employers surveys to determine
how graduates are perceived and how they function in the workplace.

An extensive assessment plan will be used to assess Black Studies Program majors’
skills, knowledge and attitudes. Each major will give a pre-test when they apply for the
major. The purpose is to measure the student’s understanding of Black Studies and
their existing skill, knowledge and attitudes levels. Prior to a student’s completion of the
major, the student will be given a post test. This test will be given during the final
Capstone course: BST 403.

Data gained from both the pre and post tests will be used as a part of the process to
evaluate the effectiveness of the curriculum. Curriculum changes will be made to ensure
that students are receiving the optimal educational experience and the Black Studies
Program is achieving its stated mission.
Resource Support

Library
The Cleveland State University Black Studies Program library holdings are currently sufficient to meet the needs of the proposed major and minor. CSU has supported the minor with the purchase of videos, journals, books and films. The library has a budget line of $4000 to purchase additional items as requested by the Director of Black Studies.

The CSU library has provided additional program support by assigning a library liaison. This individual, Mrs. Fran Mentch, works with the Black Studies Program to secure items and make suggestions for future academic support purchases.

As the proposed major and minor expands the CLASS Dean’s Office has agreed to provide additional support as warranted. In the major proposal, there are target student levels that would trigger a review for additional support. The Black Studies Program Curriculum Committee will closely monitor and access the need for additional library and financial support.

The holdings and materials of the Black Studies Program are readily accessible to students and faculty. This is also true for the other departments’ holdings and materials that are part of the interdisciplinary major and minor.

Instructional Media Services
The Black Studies Program has a solid working relationship with the Instructional Media Services Department (IMS). IMS provides Black Studies access to the latest electronic equipment and services. IMS also provides training and consultation services when needed.

The Computer Services Department provides the Black Studies Program with a variety of computer services. These services range from consultative services, computer diagnostics, trouble shooting, repair and maintenance of computers.

Access to Necessary Services
Students, faculty and staff have access to copy machines and computers through a variety of sources. The Black Studies Program provides a limited amount of copying to students on an as needed basis. Paper is provided by the program for both copying and printing items. Black Studies has student dedicated printers.

Students are provided computer access by one of the following methods: 1) use of the Black Studies mini computer lab (located in Black Studies); 2) students can use computers supplied by Campus 411; 3) students can use the various campus computer labs; and 4) student can use their own computers. Black Studies computers are upgraded as Student technology dollars are available.

Faculty members are provided computer access via their various departments. The Black Studies Program provides computers to staff members via the CLASS Dean’s
Office. In the case of faculty and staff, computers are upgraded on a three year cycle depending upon fund availability.

Students, faculty and staff have ready access to CSU inter-library loans and accompanying data bases. Access may be restricted for one of the following reasons: 1) non-payment of fines and fees or 2) not being enrolled in school.

**Technology**

Since 2002 the Black Studies Program has steadily increased the use of technology into the program components. Through the use of Student technology funds, Black Studies has used technological purchases to upgrade the program. One example of the incorporation of technology into the program was the establishment of the mini-computer lab. Established in 2002, the mini-computer lab marked the first time in Black Studies Program history that it had student computer accessibility. A second example was the development of Mac Editing station. The Black Studies Program now has the capabilities to produce a variety of multi-media presentations including movies; podcasts, streaming, and elaborate slideshows. A final example is the recent upgrading of the conference room to have electronic classroom capabilities. The incorporation of technology into the program has afforded students learning opportunities they did not have before.

The technological needs of Black Studies are currently being met. As the program grows, the program needs will change.

**Other Support**

In March of 2008, the Black Studies Program was relocated into its' current facility-MC137. The new facility is an upgrade from its' former location. The program has enough office space to meet the immediate needs of its' non academic goals and objectives. Staff offices are well equipped.

Given the interdisciplinary nature of Black Studies there is enough support staff to meet the current needs of the program. As the major comes on board there will be a need to revisit this area.

**Statistical Trends Analysis**

Cleveland State University has had a minor in Black Studies for approximately thirteen years. Due to computer tracking issues CSU has not been able to adequately track minors in the same manner it has tracked majors. In a recent 2005 tracking attempt, the University Registrars Office found 74 students pursuing a Black Studies Program minor. This number is thought to be low due to the computer tracking issue cited and the number of students who have enough credits to obtain a minor but have not declared the minor.

Nine (9) students have either completed or are in the process of completing a personally designed major in Black Studies. These individuals were enrolled in the now suspended Personally Designed Major which was a part of the dismantled First College.
According to the Book of Trends, CSU has approximately 15,200 students, of whom 19% or 2,800 are African American. All undergraduate students are required to take courses in African American Experience and Social Diversity. Many students who complete these requirements are attracted to further study in the area, and consider a major and minor in Black Studies.

In the past there has been little effort to promote the Black Studies minor. As the effort to establish a major has progressed interest in the minor and major has risen. Students have expressed the need for the major and their willingness to support the major is high. Students, particularly minors, consistently inquire when a major will be available. In a recent 2007 CSU student orientation session over eighty (80) students requested information and expressed a desire to pursue the proposed major. Additionally, the Black Studies Program receives regular inquires from community individual and teachers seeking enrollment in such a major. Given the make-up of the CSU population and the community in which the University resides, there is little doubt the major will be well received and supported in the form of majors and minors.

The Black Studies Program has conservatively projected five year major enrollments. It is projected that the program will start in Fall, 2009 with twenty majors. Each of the next four years it is projected that the program will increase by twenty students. By Fall, 2012 it is projected that the program will have 80 majors and 100 minors.

**Internal and External Factors Influencing The Black Studies Program**

There are a number of internal and external factors which affect the Black Studies Program’s ability to fully carry out its mission, vision, goals and objectives. The first internal factor that affects the Black Studies Program is the current staff size. There are four individuals (one staff position has been vacant since August) that are charged with the responsibilities of carrying out the mission of Black Studies. A fifth person was scheduled to come on board in the form of a joint appointment with the Dramatic Arts Department (position has been placed on hold). Effectively, there are three individuals attempting to meet the Program’s goals and objectives.

The lack of staff serves to magnify tensions and strains as individuals attempt to meet the varying stated and unstated demands of the program. The Black Studies Program must meet the academic and cultural needs of students, faculty and the community while, at the same time, serving as mentors, role models and advocates for students. The program must also serve to meet the various needs of Black faculty and professional staff members, as well as, the African Diaspora community. The lack of staff results in some program items not being fully addressed, initiated or completed due the lack of staff.

A secondary, but important related item of the first factor is the continual need to increase staff skills and productivity. Given that the program has only four staff members, enhanced computer skills and application of learned skills becomes
paramount in achieving the mission of the program. Staff has been strongly encouraged to improve and enhance their computer skills by taking sessions offered by CSU. The staff has been both mandated and encouraged to volunteer for various skill development workshops. The application of improved skills should result in increased staff productivity.

The recent resignation of the administrative coordinator and the upcoming retirement of the Program secretary provide an opportunity to begin to address some of the items cited above. Individuals with the necessary skills, talents and abilities can move the program towards more successfully achieving goals and objectives.

A second internal factor is the relationship between the Director and Coordinator. It is clear that both individuals are not on the same page. This has caused heightened tensions between them and within the Program. Mediation and Human Resource efforts have been made to resolve the situation. While tensions seem to be reducing in recent weeks it is apparent that the central issues are not resolved. Issues of Program direction, mission, goals and objectives seem to be at the heart of the matter. Secondary issues seem to be job reclassification and pay. This matter is under review by the CLASS Dean’s Office and Human Resources.

A third internal factor that affects the program’s ability to achieve its’ stated vision, is the lack of resources, most notably, funding and space. The Black Studies Program has not seen an increase in its operating budget in many years. The program operates with the same $25,000 honorarium budget amount that it had since the early 1980’s. Each year that the program did not receive an increase, it experienced a cut due to inflation. This lack of funding has seriously hampered the program’s ability to bring quality programming to the campus.

The costs of speakers, performers and materials have increased well beyond the program’s ability to afford such costs. Black Studies has addressed this lack of funding by seeking collaborations and searching for grants. Through the use of collaborations, Black Studies has been able to sustain the current quality of programming, but the program cannot go to next the level of programming without a substantial increase in programming dollars. For example, if the program had a $50,000 honorarium budget, with yearly increases when warranted, Black Studies could provide programs and speakers that would substantially raise the visibility of the program and give the students, staff, faculty and community an outstanding educational experience. This issue has been brought to the attention of the CLASS Dean.

Several attempts have been made to address this concern by encouraging staff to pursue grant and funding opportunities. Due to program demands and lack of staff, interest grants have not materialized. The lack of resources has prevented the hiring of a grants person to address the concern outlined. Black Studies is now attempting to partner with individuals and groups that can assist in the grant writing process.

A related program funding issue is that of the Howard A. Mims African American Cultural Center. While programming is done in the name of the Howard A. Mims African American Cultural Center there is no budget for such programming or a formal center. This situation has generated serious concerns within the Black Studies Program.
It has served to increase the tension between the Director and Coordinator of the program.

Again, if proper funding was provided it would reduce some of the strain that currently exists. With such limited funding it forces hard choices which does not allow for some artistic and academic expressions. This facilitates frustration on the part of the Director who has to make the decisions and those who are affected by the decisions.

With the university experiencing serious financial difficulties, it is apparent that outside funding sources must be developed. The Black Studies Program must develop a financially sound base through a combination of securing grants, university funding, research projects and donors. Black Studies must move in a direction that allows it to become less financially dependent upon the university. This may prove to be a difficult challenge due to existing economy, but it is a path that must be pursued if the program is to grow and prosper.

Physical space has always been a stumbling block in Black Studies reaching its goals and objectives. The new facility is an excellent upgrade from the old facility but like the old facility the current space is used to its' capacity. The various events, programming, and requests to use the facility the Black Studies’ space makes it probably one of the most used facilities within the university.

The Black Studies Program has in its possession over $250,000 worth of artwork and African artifacts that cannot be properly displayed or used due to lack of exhibition space. The display cases and the conference room art wall addresses some of the concern, but the facility lacks a true art gallery exhibition space and protections to properly display the various artists who loan their work to be viewed by the CSU community and community residents.

The need for additional space will become paramount as the program expands its academic focus and mission. As Black Studies add faculty and staff, more space will be required. As it stands, the new facility has no faculty office space. This concern can be addressed by identifying faculty office space as the program expands.

A third internal factor that affects Black Studies ability to reach its goal is the internal university attitude that seems to marginalize programs such as Women’s Studies, Liberal Studies, etc. In some measures, it appears that such programs were created to appease racial and gender demands, as opposed to seeing such programs as valuable additions to the academic family. There seems to be a persistent questioning of the legitimacy of programs, such as Black Studies, that does not appear in regards to other departments or programs. The questioning and/or marginalization of Black Studies often manifest itself in resource allocation decisions made within the university.

An external factor that affects the Black Studies Program is how the program is viewed in the greater Cleveland community. Because Cleveland has the dubious distinction of being the nation's second most segregated community, racial views and prejudices often drives how the university is perceived. Black Studies is challenged to dislodge the notion that its academic and cultural programming is not just for members of the African Diaspora community, but rather the program exists to serve all of the community.
White, Asian students and community members have equally vested interest in understanding peoples of the African Diaspora. By gaining an understanding of the Diaspora, they can gain a greater appreciation of themselves and the need to work with differing people and perspectives. The Black Studies Program has made great strides in developing a community reputation of being a program that welcomes the participation of all individuals.

Despite the challenges outlined, the Black Studies Program has made and continues to make strides towards fulfilling its’ mission, visions, goals and objectives. The Program has established solid working relationships on the CSU campus and in the community. Black Studies have become a sought out partner for many community organizations, student groups, and campus departments/programs. These partnerships and collaborations has allowed Black Studies to bring programs/events to the campus that we could not have afforded with our existing budget. For example, Dr. Cornell West, Reverend Al Sharpton Taylor Mali and others have made no cost presentations on campus as a result of our collaboration efforts.

The Black Studies Program has increased its’ visibility and acceptance among a variety of diverse student groups. A wide range of ethnic and cultural groups frequent and make use of Black Studies Program facilities. Groups such as the Muslim Student Association, Latino Unidos, and the Black Student Union hold their monthly meetings in Black Studies Program facilities.

The Black Studies Program has been a good steward of the dollars it receives. The Program has been in the financial black since 2002. The Program has managed to have carry-over dollars five out the past six years. The financial records have been well maintained and concise.

The short and long term future of the Black Studies Program rests in the successful implementation of the academic major. The implementation of the major will firmly ground Black Studies in the fabric of the university. It will move Black Studies from a basically non-revenue generating program to a revenue generating one. This would greatly facilitate the Program’s ability to have greater input into decisions made concerning its future direction.

CSU students and the community would benefit from the implementation of the major and the minor. Students would be given another option to pursue their educational and life’s work ambitions. The community would benefit because it would receive individuals who are well-equipped to address the challenges communities face.

The Black Studies Program is poised to take the next step in its development. With the proper personnel and CSU support, the Program can become a center of academic and cultural excellence. It is in the position to become a model interdisciplinary Black Studies Program.
Selected Appendices
Appendix A: Black Studies Program
Instrument Descriptions

Six instruments comprise the Black Studies Program. Those instruments are as follows: 1) Academic Programs, minor and proposed major; 2) Howard A. Mims African American Cultural Center; 3) Black Aspirations Celebration; 4) Images Radio Program; 5) Jazz Heritage Orchestra; and 6) Lecture, Arts and Media Series. Each instrument has been designed to fulfill the overall Black Studies Program mission and vision.

Black Aspirations Celebration

Mission: The mission of the Black Aspirations Celebration is to provide students, faculty, staff and community members with educational and cultural experiences that highlight contributions of African Americans/African Diaspora people to this society and the world.

Goal: Each year, to plan and implement a series of events which are consistent with the mission of Black Aspirations Celebration. The planning for the events commences in September with the event to be held during the third week of April.

History: Black Aspirations Celebration became an instrument of the Black Studies Program three years ago. The Student Life Department requested that Black Studies take over the planning and implementation of the program. The Student Life Department provides a representative to sit on the planning committee.

Images

Mission: The mission of Images Radio program is to provide students, faculty, staff and the community educational information regarding what is happening on CSU campus and the community.

Goal: Each week, record and air an educational radio program that enhances students, faculty, staff and community listeners knowledge of important issues, activities and events concerning CSU and the community.

History: Images is the oldest continuous running public information radio program in Cleveland. It was founded by the late Howard Mims to serve as a mechanism that the Black Studies Program could inform and educate students, faculty, staff and community regarding various relevant societal events and items occurring on the CSU campus. Images is aired Sundays at 6am on WZAK 93.1; WCSB 89.3 on Wednesdays at 12 noon and the internet.
Jazz Heritage Orchestra

Mission: The mission of the Jazz Heritage Orchestra is to preserve the legacy and history of Jazz music.

Goal: Through a series of master classes, presentations and performances, the Jazz Heritage Orchestra will teach the history of Jazz from its' African roots to jazz’s modern day expressions. The target population is CSU students, high school and middle-school children, music teachers and interested community residents.

History: The Jazz Heritage Orchestra was founded in 1998 by the late Dr. Howard A. Mims. Dr. Mims developed the Orchestra as an instrument of the Black Studies Program. The mission of the Orchestra was to preserve the history and legacy of jazz music as an original African Art expression. Over the years JHO has represented CSU in a variety of venues. JHO has conducted master classes with CSU students and the Music Department Jazz Band members. JHO has conducted master classes at various private and public schools including University School and East Cleveland Schools.

JHO has performed in many impressive venues and events. In recent years, JHO has performed at the Moses Cleveland Scholarship Dinner, Tri-C Jazz Fest, Nancy Wilson and Maya Angelou concerts. Various components of JHO have performed at many local and state venues.

In 1998 JHO recorded its' initial cd: “Stepping Out”. A second cd was recorded live at the East Cleveland Library in October, 2006. JHO has been well received in the community and the jazz community. Reviews of the band’s work have been excellent.

In 2007, Jazz Heritage Orchestra established the “Treasures of Jazz Concert and Master Class Series.” Jazz legend Clark Terry was the initial performer. He conducted the Jazz Heritage Orchestra and held master classes for elementary, high school and college students.

Howard A. Mims African American Cultural Center

Mission: The mission of the African American Cultural Center is to serve as a support to the academic arm of Black Studies. Programming is conducted with the mission of educating and increasing students, staff, faculty and community knowledge and appreciation of African American/African Diaspora culture.

Goal: To continue to increase the quality of programming offered to students, faculty, staff and community residents. An important component of this goal is stressing the academic and educational significance of programming efforts.

History: The Howard A. Mims African American Cultural Center has been a fixture of the Black Studies since its inception. Over the years, the programming has greatly enhanced student, faculty, staff and community learning opportunities. The level of
programming has also enhanced CSU’s image in the community both locally and nationally.

Howard A. Mims Lecture, Arts and Media Series (LAMS)

Mission: LAMS’ mission is to bring to CSU quality African Diaspora scholars, artists, performers and media individuals to enhance the educational experience of students, faculty, staff and community residents.

Goal: Each semester, provide a quality lecture, arts or media presentation concerning African American/African Diaspora issues.

History: LAMS has been an important part of the Black Studies Program since its inception. LAMS has brought many notable individuals to CSU. Individuals such as Dr. Saba, Dr. Chambas, Spike Lee, Dr. Tricia Rose, Dr. Delores Alridge, Dr. Asante and performances by Sweet Honey and the Rock, Akil Marshall, Cleveland School of the Arts, etc. have greatly contributed to CSU student, faculty, staff and community educational experiences and knowledge base.

Academic Programs

Mission: The academic mission of the proposed major and minor is to prepare students to be active productive global citizens who are empowered to transform themselves and the communities in which they live.

Goal: To complete and implement the Black Studies major during the 2007-08 academic year.

History: The Black Studies Program has had a minor for the past twenty plus years. Work is being completed on the establishment of a major with implementation scheduled for Spring, 2008. Reviews of the proposed major has been excellent and a number of universities are seeking to emulate what CSU is doing.
Appendix B: Black Studies Program

Proposed Major and Existing Minor Curriculum

Black Studies (B.A.)

At-a-Glance

Mission: The mission of the Black Studies Program major is to prepare students to function and be productive in a global community. Majors and minors will be equipped with knowledge, critical thinking, research and communications skills necessary to facilitate their ability to make significant contributions to local, state, national and world affairs. The major places a special emphasis on ethics, human dignity, self-determination, and empowerment. Economic, political and social justice is stressed as concepts to improve human conditions. Additionally, the major will focus on race, class, age and gender concerns as they affect people of the African Diaspora.

The Black Studies Program major/minor provides a firm foundation for students seeking further graduate and professional education. Majors and minors are eligible to become members of the National Council on Black Studies.

Admission to the Major: Individuals seeking admission to the Black Studies Program major must be in good academic standing in the College of Liberal Arts and Social Sciences. Students must complete the Black Studies Program admission application and meet with a Black Studies Program Advisor.

Minimum Hours Required for Major: Black Studies majors must complete a minimum of 44 credit hours with 28 hours completed at the 300-400 course level. Required courses: BST 200, BST 402, BST 403 and one course from each of the designated sections A1, A2, A3, B1, B2, B3 and C1, C2, and C3. Students must complete a language requirement: 1 year study/two courses of African Diaspora languages including French, Spanish, etc.

Minimum Hours Required for Minor: Black Studies minors must complete a minimum of 24 credits with 12 hours completed at the 300-400 level. Minors must take three core courses from Sections A-C. BST 200 is required as one the three core courses.

Advising: Black Studies Program majors and minors will be assigned to a faculty advisor. The advisor will work with the student to design the optimum course of study for the student. Majors and minors will be required to meet with their assigned advisors a minimum of once per semester. Pre-major advising will be made available for individuals considering Black Studies as a possible major or minor.

Major Field Requirements: The Black Studies Program major requirements are designed to achieve the following four objectives: 1) to introduce and orient students to the field of Black/Pan African/African American/African Studies; 2) to develop student critical thinking skills; 3) to develop students’ understanding and application of research skills; 4) to enhance students’ written and oral communication skills; and 5) to prepare students for advance education at the professional and graduate levels.
Black Studies Program majors are required to complete a minimum of 44 credit hours. The hours must include core hours in each designated sections A-C. One course per section is required. A minimum of 28 hours must be completed at the 300-400 course level. See website or call the Black Studies Program for the complete listing of courses.

Black Studies Program minors must complete a minimum of 24 credit hours. Minors must take at least one core course from sections A-C. One of the core courses must be BST 200. Minors must also complete 12 hours at the 300-400 level.

Concentrations: Black Studies Program majors with an interest in developing additional expertise may declare a concentration in a specialty area. The student and the advisor will develop a course of study that will meet the student’s interests. Students selecting this option will be required to take 16 credit hours of additional electives in their chosen area of interest.

Black Studies Program Major Curriculum

All course of study for the major/minor in Black Studies is taken under the guidance of a Black Studies Program advisor.

Core Course Requirements: See Course Selection List Below

Major Completion Requirement: A minimum of Twenty-eight (28) hours must be completed at the 300-400 level.

Section A: Foundation Courses (One Course from Each of the Three Areas Required)

Required Credit Hrs.

A1. BST 200: Introduction to Black Studies 4
    (Experience plus discipline overview)
    All majors and minors are required to complete BST 200
    No substitutions are permitted.

A2. African Diaspora Social Thought 4
    Select at least one of the following courses:
    • Philosophy 252: African American Social Philosophy
    • History 305: Social Thoughts of African Americans
    • Anthropology 270: African American Culture

A3. African Diaspora Religions 4
    Select at least one of the following courses:
    • Religion 217: Religion in Black America;
• Religion 268: Religion and Culture in Africa
• Religion 317: Religion Ethics of Malcolm X and Martin Luther King.

Section B: Histories (One Different Course from Each Area Required)

B1. History and Cultures of Africa 4

Select at least one of the following courses:

• Anthropology 153: Introduction to African Culture
• Anthropology 353: Cultures of Africa
• Anthropology 356: Ethiopia
• Anthropology 358: Caribbean Societies
• Anthropology 453: Advanced Studies in African Cultures
• History 375: Pre-Colonial Africa to 1800s
• History 376: Modern Africa since 1800s.

B2. The African Diaspora 4

Select at least one of the following courses:

• Anthropology 153: Introduction to African Culture
• Anthropology 353: Cultures of Africa
• Anthropology 356: Ethiopia
• Anthropology 358: Caribbean Societies
• Anthropology 453: Advanced Studies in African Cultures
• History 366: Colonial Latin America
• History 367: Modern Latin America
• History 375: Pre-Colonial Africa to 1800
• History 376: Modern Africa since 1800
• History 393: Special Topics in History *(when topic is related to the history of Diaspora peoples/nations/regions)

B3. African-American History and Culture 4

Select at least one of the following courses:

• Anthropology 270: African American Culture
• Sociology 382: African American Communities
• Urban Studies 302: Contemporary Urban Communities
• Nursing 250: Health Problems of African Americans and

Other Minorities

• Sociology 380: Racial and Ethnic Inequality
- History 324: Black Is/Black Ain’t: Defining Black America
- History 325: African-America Since 1945
- History 326: African American History Through Sacred Music
- History 329: Black Resistance in the Age of Jim Crow
- History 369: Comparative Emancipation

**Section C Requirements: Electives (One Course from Each Area Required)**

**C1. Arts and English**

Select at least one of the following courses:

- Art 286: Introduction to African Art
- Art 386: Regional African Art
- Art 388: African American Art
- English 207: African American Literature
- English 347: Studies in African American Literature
- Dramatic Arts 216: African American Theatre
- Dramatic Arts 318: African American Theatre II
- Music 441: History of Jazz

**C2. African Politics and Economics**

Select at least one of the following courses:

- Political Science 227: Power, Authority, and Society in Nonwestern Communities ***(cross-listed as ANT/HIS 227)***
- Political Science 301: Urban Politics and Policy
- Political Science 323: African Politics
- Political Science 326: Politics of the Third World

**C3. Language and Communication**

Select at least one of the following courses:

- Communication 332: Interracial Communication
- Communication 359: International Communications
- Communication 388: The Rhetoric of Black America
- Communication 428: Imaging Africa
- Spanish 293/393/493: Special Topics in Spanish
- French 375: Readings in Francophone Literature
Section D: Capstone Courses (both required)

All students must take Capstone I and II. No substitutions permitted.

D1. Capstone I (Senior Seminar) X BST 402 4
D2. Capstone II (Senior Seminar) XBST 403 4

Total 44 Credit Hours

Notes:

Language Requirement: Spanish; French or available existing Diaspora languages. (1 yr study: 2 courses, 2 semesters: meets university standards)

Senior Capstone Project: Research project, travel abroad, thesis paper. ***Project to be developed in Capstone I, implemented in Capstone II***

X= New Course

Black Studies Minor Requirements

The current Black Studies Program minor requires that twenty-four (24) credit hours be taken in Black Studies designated courses:

1. The Black Studies minor requires that three (3) core courses be taken as designated below. Courses may be selected from the lists above as indicated.

I. Section A: BST 200: Introduction to Black Studies (Course to be formally adopted).

II. One course from Section B: Histories See list of approved courses to fulfill this section.

III. One course from Section C: Electives: See list of approved courses to fulfill this Section.

2. A minimum of twelve (12) credit hours must be taken in Black Studies courses at the three hundred (300) level or higher.

3. Black Studies courses selected to fulfill the minor requirement must be taken from a minimum of three (3) different departments or disciplines.
4. Transfer students must complete a minimum of twelve (12) credit hours in Black Studies’ courses. Additionally, transfer students must complete a minimum of nine (9) credit hours at the (300) level or higher. These courses must be taken at Cleveland State University. Credit for courses taken at other universities must be approved by the Director of Black Studies or a person designated by the Director.

*Concentrations*

Student may concentrate and specialize in one of three specific geographic areas of the Diaspora. The concentration is not required to major in Black Studies, but allows a student to gain a deeper depth of understanding of areas of interest. The Concentration courses can be used to support the Capstone/Senior Seminar. A Black Studies advisor will guide students in specific course designs. Additional concentrations can be developed under the supervision of the faculty advisor.

| Credits |
|---------------------------|-----|
| General Graduation        | 28  |
| Major                     | 44  |
| (28 at 300+ level)        |     |

**Diaspora Concentration**

**Additional Electives**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4</td>
<td>16 credit hours</td>
</tr>
<tr>
<td>Caribbean/Latin American</td>
<td>4</td>
<td>16 credit hours</td>
</tr>
<tr>
<td>African/Asian</td>
<td>4</td>
<td>16 credit hours</td>
</tr>
</tbody>
</table>
Appendix C: Cleveland State University
Black Studies Program Faculty

2007-2008

1) Dr. Barbara Hoffman   Anthropology*
2) Dr. Ronald Reminick   Anthropology
3) Linda Price   English
4) Dr. Adrienne J. Gosselin   English
5) Dr. George Byran Ray   Communications
6) Dr. Eric Siler   Communications
7) Dr. Clifford Bennett   Curriculum and Foundations
8) Dr. Dwayne C. Wright   Curriculum and Foundations*
9) Dr. Regennia N. Williams   History
10) Dr. Meshack Owino   History
11) Dr. Karen Sotiropoulos   History
12) Dr. Carol K. Phillips-Bey   Mathematics
13) Dr. Paul Ferguson   Music
14) Dr. Andrea Jennings-Sanders   Nursing
15) Dr. Diana Orendi   Modern Languages
16) Dr. Elice Rodgers   Education Department*
17) Dr. Marty Plax   Political Science
18) Dr. Justin Vaughn   Political Science*
19) Dr. Andrew Edwards   Social Work
20) Dr. Murali Nair   Social Work
21) Dr. Christopher A. Mallett   Social Work
22) Dr. Edward McKinney   Social Work*
23) Dr. Magnolia Jackson   Social Work
24) Dr. Lonnie Helton   Social Work
25) Dr. Lisa Crenshaw   Social Work
26) Dr. Mamadou Seck   Social Work
27) Dr. Chiquitia Welch   Social Work
28) Dr. Michael R. Williams   Black Studies/Social Work
29) Dr. Mittie Olion Chandler   Urban Studies
30) Newly Created Black Studies/Dramatic Arts Position formerly held by Kenshaka
    Ali, resigned 12/06.
31) Part-time Black Studies Position to be used in Spring, 2007 /Fall, 2008-
    Introduction to Black Studies Course.
32) Additional Faculty will be added upon review of the Black Studies Curriculum
    Committee.
* Denotes member of Black Studies Program Curriculum Committee
Appendix D: Assessment Process

CSU Black Studies Program

Black Studies Mission Statement: To provide the University and Greater Cleveland communities with opportunities to acquire knowledge, understanding, and appreciation of the history, life, arts, culture and experiences of African people and people of African descent on the African continent, and throughout the African Diaspora.
Working Draft for a Program Assessment Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Measures</th>
<th>Data Analysis &amp; Findings</th>
<th>Review of Findings</th>
<th>Follow-up Actions “Closing the Loop”</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What knowledge do we want our students to master at the end of the program?</td>
<td>- What is it exactly that our students can do to show that they master the knowledge in question?</td>
<td>- Direct &amp; indirect measures</td>
<td>- How are these assessment data analyzed?</td>
<td>- Who is involved in “going over” the findings of the assessment data analysis?</td>
<td>- What are some logical actions proposed to:</td>
</tr>
<tr>
<td></td>
<td>- What skills do we want our students to use at the end of the program?</td>
<td>- What is it exactly that our students can do to show that they can use the skills in question?</td>
<td>- Direct &amp; indirect measures</td>
<td>- What seems to be the conclusion program faculty get to as a result of analyzing the data in question?</td>
<td>a) either correct any apparent deficiencies;</td>
</tr>
<tr>
<td></td>
<td>- What dispositions do we want our students to demonstrate at the end of the program?</td>
<td>- What is it exactly that our students can do to show that they possess the dispositions in question?</td>
<td>- Direct &amp; indirect measures</td>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b) continue the good work we are doing in our program?</td>
</tr>
</tbody>
</table>
1. To teach the Black/African Diaspora experience in its historical and current unfolding. This includes the social, economic, political and spiritual dimensions of the African/Black experience both within the U.S. and the remaining African Diaspora.

2. To assemble a body of knowledge that contributes to the intellectual, economic, spiritual and political empowerment of students and the communities they serve and represent.

3. To create and maintain a body of Black/African Studies scholars who are dedicated
to community service and development.

4. To cultivate, maintain and continuously expand a mutually beneficial relationship between CSU and the African/Black Diaspora community.

5. To continue the ongoing efforts to establish Black/African Studies and a permanent, legitimate, viable and respected discipline.

6. To provide the Black Studies Program majors with skills, knowledge and training which makes them highly sought after as employees and
leaders in their various communities.

Proposed methods of evaluation and assessment of the new major program:

- Student course evaluations
- Black Studies Curriculum Committee
- National Council on Black Studies evaluation staff to review and recommend course content and major direction
- Community perceptions and evaluation of the major and the effects it has within the community (via the Black Studies Program Advisory Committee)
- Graduation rates and career choices post graduation
- Employer surveys
- Pre-test upon application into program, followed by a post-test prior to graduation (administered during capstone course)