

EXTERNAL REVIEW REPORT

7th Cycle Program Review
DEPARTMENT OF AFRICANA STUDIES
San Francisco State University
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1. OVERVIEW OF THE PROGRAM

1.1 Introduction

This external review report represents findings and resultant recommendations based on a careful reading of the self-study of the Department of Africana Studies and various other documents provided by the department and campus administrators; a two-day visit to campus during which we met and engaged in exchanges with department and campus representatives, including current and former department chairs and faculty members; students, majors and minors, and leaders and members of the Black student organizations and students in general; and administrators, i.e., Interim Provost, Interim Dean of VEAP, the Dean of Ethnic Studies and the APC chair. It is also based on conversations between us during the visit and in follow-up discussions in preparing the report.

The Department of Africana Studies prepared a thorough self-study, following program review guidelines, facilitated our visit and arranged meetings and exchange critical to this review. Indeed, the meetings and exchanges were comprehensive, engaging and instructive, providing us with an ample range of valuable insights and observations for our review.

1.2 Overview of Visit

On November 6-7, 2017, Professor Dorothy Tsuruta, a senior professor and former chair of the Department of Africana Studies, drove us from our hotel to an orientation meeting at the campus of San Francisco State University. Interim Provost Jennifer Summit chaired the orientation meeting that included Interim Dean Lori Beth Way of UEAP, Ethnic Studies Dean Kenneth Monteiro, and Dr. Megumi Fuse of APC.

We left the meeting with the impression that the top administrators of the university were “highly supportive” of the department.

We were taken to a meeting with the Africana majors, minors, graduates, and recent alumni stakeholders. The student chairperson of BSU, Chantal Heard, led this meeting. We had an intense and useful discussion of departmental contributions to the students’ education. All of the students had positive experiences with professors, classes, learning, and community outreach. Both of us left the meeting with a strong sense of the high-quality teaching and mentoring taking place in the department.

The students’ meeting set us up for a powerful conversation with the faculty about the discipline, the self-study report, and the vision for the department. The chair of the department, Dr. Dawn-Elissa Fischer, led this discussion. Dr. Wade Nobles and Dr. Oba T’Shaka, former professors, stopped by and briefly sat in on the discussion. The exchanges were very helpful in giving us insight into the complex character of the demands on the Africana Studies faculty. We were convinced that the university and the department had strong shared interests and that the University could and should support the requests and aspirations of the department.

We also noted the mutually respectful and mutually supportive interactions among the faculty and their genuine commitment to and enjoyment of their shared work. One of the new faculty member said that teaching at SFSU’s Africana Studies Department was her “dream job”. This and their interactions spoke volumes for the collegiality, integrity, professionalism, and atmosphere in the department. In addition to the tenure track faculty members, we interacted with adjunct professors and lecturers who also attended the luncheon meeting; they were equally excited about working in such a positive environment.

We had separate but intensive and productive discussions with undergraduate students alone. We held two structured meetings with students. The first was planned and on our schedule. The second was a stop off at the Black Unity Center. We met with about ten students in the department including the heads of several organizations. We were impressed by the students' knowledge of the work of the department, the satisfaction they had in their education, the respect they showed for the faculty, and their positive attitudes toward the field indicating strong student involvement in the academic program.

Challenging the students to think through the nature of the discipline was a rewarding experience because it allowed us to see the sharpness of the students and their devotion to learning. They were attentive to our questions and listened to our commentaries in the most profoundly authentic manner possible. The students impressed us with their consciousness of the historical place their department has in the field. Also, we had several informative and dynamic meetings with various stakeholders; even some former professors were on campus. We concluded our visit and review with an effective summary meeting with Dr. Jennifer Summit and Dr. Lori Beth Way. We are truly grateful to all of those who gave generously of their time to help us accomplish our purpose.

1.3 Department History

Any critical review of the program of the Department of Africana Studies and recommendations for its continued advancement must, of necessity, place it within the context of the department's history and status as the first program and department of the discipline of Black/Africana Studies in the state and country. It also represents the first ethnic studies initiative as a distinct and self-standing academic discipline. The weight and value of this history engender a continuing need for both the department and

university to remain actively aware of this important and defining fact and to constantly advance this historical achievement in campus and public communications and sustained practice. This, of course, requires the department to continue its strategic planning, best practices and productivity and that the University demonstrate support through appropriate policies, resources and programmatic initiatives. The university has expressed strong support for the department and the department has provided an assessment and recommendations of its needs for continued advancement. The continuing need is for ways to be cooperatively explored and established between the department and the university in terms of how this advance and support can be achieved and sustained.

During its fifty years, the San Francisco State University's Africana Studies Department has made remarkable achievements although needing far more support than it has received given its stature as the first such department in the nation and its importance in the university commitment to diversity as a comprehensive practice vital to quality education. Nevertheless, the department has done well given a situation exacerbated by both past and current economic conditions and university budgeting priorities. The faculty seemed to understand that the economic and budgetary milieu has gravely affected the entire university. However, the department has vigorously fought to stave off any disproportionate and potentially disastrous impact on Africana Studies. The Africana Studies Department at San Francisco State started the trend toward the establishment of the field. Now that the department is approaching its fiftieth year there is a growing sentiment and firm opinions among the faculty that there should be a re-assertion of leadership in the field. Such a re-assertion might take the form of a year-long conversation in the discipline where leading intellectuals come to campus to hold special

seminars and workshops across disciplines. The re-funding of the department's publication of *Imhotep* might occur along with such initiative. Highlighting of graduates, older and younger, might be announced in the school's newspaper as a feature of "where are they now?" Other activities that the department might generate from within its ranks could help fuel this action oriented recognition of the department's history.

The department has a long and fabled history with community involvement. Yet we have seen that the department does not live simply on its history; it has been quite active in both campus and community engagement in recent times. Beyond the concern for the community and the integration of the academic and social efforts of the department is a conscious attempt by the faculty to franchise its dedication and commitment to the discipline among its own students. For example, the students individually and collectively, responded in ways that suggested they recognize that the department expects them to understand its community origin and history and to become socially responsible human beings. The recent hiring of Dr. Donela Wright and Dr. Maria Ifetayo Flannery underscored the department's commitment to relevance and engagement with students and community; both of these professors have strong commitments to community. They are able to teach students to appreciate the causes and effects of African peoples' struggles for liberation, the assertion of a humanizing ethic, and the creation of a dignity-affirming community. Several of the faculty members have a specific interest in research methods used in the discipline of Africana Studies. In fact, Dr. Serie McDougal has written the first book to deal with Research Methods in the field. During our discussions, faculty members mentioned the intention to continue pursuit of both quantitative and qualitative responses to problems confronted by the Black community.

2. PROGRAM QUALITY

2.1 Program Planning

In mapping their future within the discipline, the university and community, the department has maintained an effective planning process of ongoing discussions, regular planning meetings and an annual retreat to identify their achievements, challenges and opportunities for program enhancement. The self-study reports regular processes and cooperative practices which involve the faculty as a whole, collecting and reflecting on evidence of student learning and achievement and development of ways to continuously enhance the program's effectiveness in meeting the needs and interests of the students.

The department defines in its self-study its mission as a profound and sustained commitment "to achieve academic excellence, social responsibility and cultural grounding". This means excellence in pedagogy, research and intellectual production; cultivation in students a sustained sense of social responsibility, especially in terms of community engagement, social justice and social activism, and grounding students in the rich, ancient and varied culture of African people in its historical and current unfolding. The self-study argues and evidences a consistency and complementarity with the SFSU mission and that of the College of Ethnic Studies in its: attentiveness to issues of diversity, inclusion, and effective education of global significance; community engagement; fostering critical and ethical thinking and willingness and commitment to not only stay abreast with trends, but also to innovate and "shake things up". Moreover, the department affirms its alignment with the University's Five Value Points from the strategic place: courage, life of the mind, equity, community and resilience. It is also to be noted that Dr. Fischer, the department chair, served as a member of the University's Strategic Planning Committee.

In addition, the department calls attention to the critical leadership and initiative in program planning by then chair, Dr. McDougal, in collaboration and cooperation with the faculty as a whole. These achievements included “revising the criteria for promotion and tenure, creating policy for online teaching, creating a new scholarship (The Djehuti Seshat Award) to support our students’ attendance at conferences, and finalizing the proposal and design of a M.A. in Africana Studies” which had been in the planning process since the 2005 program review. Dr. McDougal is credited also with two major projects which were in collaboration and cooperation with the department. Working also with the students and the dean of students, he was able to secure a Black Center on campus and an Africana themed floor in the dorm. Similarly, Dr. Fischer was able to secure a hip hop floor. These achievements are important, not only to actualize the university’s commitment to diversity as practice, but also to enhance African and Africana students’ capacity to build community, generate and discuss common ground issues and concerns, and reaffirm and reinforce each other in their learning and achievements.

2.2 Student Learning and Achievement

The department has presented a useful description of their learning goals, their pedagogical practices and “evidence of student learning to assess and improve their courses and curriculum.” They note that the various methods and instruments used “formally and informally inform the Department of students’ interests, satisfaction, abilities and successful learning” and serve as a central resource “in the ongoing planning for student success”—in their education and in their life’s work in a diverse and global context. The department understands and conducts an educational process in a spirit of creating and sustaining a learning community linked to the life interests, conditions and

goals of the students “that began at the birth of Black Studies” at SFSU. They are ever conscious of the awesome legacy this status represents and the constant development, assessment and continued development this requires.

One of the most important aspects of their pedagogical engagement inherited from the earliest years is close and constant mentorship. These mentorships assume varied forms including assisting students in scholarly participation both, intellectually and financially, in terms of creating a Djehuti Seshat Award to cover travel, hotel, meals and conference registration for the annual conference of the National Council for Black Studies. It includes also advising and assisting students to build community and participate in volunteering initiatives in the community, but also to ‘join a campus organization that has service at the core of its mission’.” The department’s faculty not only serve as advisors to these organizations, but also are frequently recognized and honored by them at students’ events, demonstrating strongly held shared interests and interrelatedness.

The department also reports working assiduously to provide students with a welcoming learning environment, free from concerns of vulnerabilities and cultural and curricular exclusion. They state that their “students also report Africana Studies faculty are particularly welcoming, motivating and personally invested in their success relative to the courses they’ve taken outside the Department.” Our discussion with the students and a review of the student survey strongly support these contentions. Indeed, in the “Summary of the Student Survey Quantitative Results,” student satisfaction registers consistently high in a wide range of indicators including relevance, rigor, faculty accessibility and commitment, cultural groundedness, diversity and quality of teaching, and the applicability of lessons learned for success in the academy, life, and social

engagement. A similar body of data was received by an alumni assessment which though somewhat lower in percentile, still contributes to a record of strong student satisfaction, learning and achievement.

In addition to surveys of students and alumni for assessment, the department also uses: direct student assertions and discussions; grades review; identification of honor students and those chosen to speak at graduation with a major in Africana Studies or with an Africana Studies emphasis, holding formal and informal sessions with major, minors and other students and organizations to determine students' satisfaction, needs, learning and achievement. The department reports that it recognizes, as a result of this assessment of learning, that there "continues to be issues in written composition". It recalls that "the previous program review of 2005 recommends that we reinstate our tutorial program that closed for a lack of funding." We agree with this recommendation, given the essentiality of writing competence and in view of the fact that although the faculty has increased its hours of engagement and its efforts, the tutorial program particularly dedicated to enhancing writing competence is still vital to the department's efforts and students' needs and would clearly enhance their added efforts.

Another set of assessment indicators used by the department are enrollment figures which suggest continued growth in awareness, interest and numbers of students enrolled in Africana Studies. In its enrollment for Spring 2017, the Department of Africana Studies had 61 majors and 41 minors, and its overall course enrolment increased appreciably from 1105 in the spring semester to 2013 to 1358 in the fall semester of 2016. The department demonstrates growth and potential for continuing growth if given the university support if needs and requests. Finally, the department plans to use its newly

established capstone class “AFRS 516 Research Methods” to add to its modes of assessment of students’ learning and achievement.

2.3 The Curriculum

Our careful review of the curriculum of the Department of Africana Studies found it to be well-conceived and well-constructed reflecting both ongoing assessment and development which keep them abreast with the national trends and the evolving needs and interests of the students. Thus, we agree with the previous review which stated that “Clearly the curriculum is a major strength of this department” and that “the faculty has been very creative in establishing courses that give students a clear and balanced perspective of Black Studies”.

Within the 55 courses offered, the department requires 39 units for its major consisting of core courses (30 units) and emphasis courses (9 units) in the Humanities or Behavioral and Social Science. Here, the self-study highlights its core course, AFRS 266 Black Online Cyberspace, stressing the department’s embrace and use of technology as appropriate to the major and a part of all Africana Studies class experiences. The department minor requires 18 units consisting of 9 core courses and 9 elective units. Majors and minors, therefore, receive a critical and comprehensive grounding in the discipline through these course offerings. Its G.E. courses are numerous and wide-ranging and serve the interests of majors and minors as well as students across the university seeking a unique engagement with various subjects from an African-centered perspective. These courses are in eight major areas and thus again represent extensive and valuable learning opportunities and experience for students across the university. We applaud the department for its expansive provision of G.E. courses which enrich the university curriculum and reaffirms its commitment to diversity.

Key to the department self-understanding, its pedagogy, research, community engagement and curricular development is constantly engaging and developing the curriculum as “a realistic organic whole, inclusive of the entire Black community”. This means respecting, teaching and practicing diversity without losing sight of the common ground that defines the discipline of Africana Studies rooted in the identity, lives and lived-experience, work and struggles of African people—continental and diasporan. Moreover, in this regard, the department suggests that it is not enough to have single courses on diversities, but that it is important to infuse them in every course, again embracing Africana Studies and its curriculum as an “organic whole” composed of a rich diversity of realities and representatives. In addition, the department affirms its commitment to a dynamic discipline, constantly developing and presenting new challenges, new fields of study, exploration, research and teaching. Thus, it meets regularly in an annual retreat dedicated to critical review of its curriculum and develop ideas and proposals for new courses to respond to the developmental dynamics of the discipline and to stay on its cutting edge.

As part of our review, assessment and evaluation, we examined the extent to which the department’s faculty engaged in innovative activities. The innovations that have occurred in the department’s courses with community involvement, online programs, womanist initiatives, the development of courses in elementary Kiswahili and Pan-African Black Psychology: A North American, South American and Caribbean Comparison, and efforts to transform courses to match the research and teaching needs of advanced study have been continuations of the program as founded and developed in the department. We believe that the department has achieved a great deal in design innovation vis-à-vis students, such as the Black Unity Center, as a space for

collaboration, lectures, conversation, and faculty support. In effect, the department has shown itself to be a versatile player in the academic arena. Recent faculty appointments to the faculty have added to the possibilities for curricular innovations as well as new research.

Although the department is rightly proud of the extensive and inclusive character of its curriculum, it correctly recognizes the need to constantly engage in curricular assessment and development to stay on the cutting edge of the discipline and meet evolving student needs and interests. In this regard, as indicated earlier, it meets regularly and in an annual retreat dedicated to the issues of assessment and development. It thus is encouraged to continue to expand its initiatives and innovations in critical areas of womanism, Black masculinity, African immigrants—continental and diasporan, science, technology, race, class, ethnicity, gender, sexuality, social justice and community engagement within the context of its commitment to engaging and developing its curriculum as an organic whole, maintaining its integrity and ensuring its vitality. At the same time, we urge the university to support these curricular initiatives with new hires, which are vital to the continuing development, vitality and sustainability of the department.

2.4 Faculty

The faculty includes eight (8) tenured and tenured-track faculty with five in the behavioral and social science area and three in the humanities area of the discipline, and eight (8) lecturers also located in these broad areas. Members of the faculty express a strong commitment to ongoing departmental cooperative planning, development and assessment, multidimensional support of students, and community engagement as core principles and self-defining practices. These are also at the heart of its pedagogical

thought and practice. Its support of students is not only reported for those within the department, but also many from across campus who come to the department for various forms of support and advisement.

The faculty is attentive to gender balance in numbers and leadership in the department. It participates fully and extensively on college and university committees; staying current with policies and developments through such participation and exchange. The chair, Dr. Dawn-Elissa Fischer, was repeatedly praised for the level and extent of her involvement as well as her knowledge of policies and process. Likewise, Dr. Dorothy Tsuruta was repeatedly cited and lauded for her wide-ranging committee and other service to the department, college and university. Indeed, she has been vital to the grounding, continuing development and vitality of the department over her extensive years of chairing the department and representing it on campus and in the community. It is important also to note her consistent and close mentorship and support of young and new faculty and chairs and ensuring leadership continuity and the ongoing emergence of new leadership.

Finally, the tenured faculty has a strong record of professional activities and a similarly strong record of publications. Dr. Shawn Ginwright and Dr. Antwi Akom are to be lauded for their extensive publications and professional activities. However, other faculty members, senior and junior, have strong and emerging records. In terms of professional activities, Dr. Tsuruta and Dr. Serie McDougal, who has served as chair, are both members of the National Council for Black Studies Board. Various faculty also belong not only to NCBS, but other discipline-professional organizations including the Association for the Study of African American Life and History, the Diopian Institute of

Scholarly Achievement, as well as various other professional organizations of their fields in Africana Studies such as psychology, anthropology, English and language.

2.5 Resources

Clearly, one of the most critical and urgent needs for the Department of Africana Studies and for any other department is adequate resources, especially financial resources to facilitate and ensure the viability, productivity and sustainability of its program.

Resources are vital to faculty recruitment and hiring; faculty travel and professional activities; faculty service load expectation; student outreach, support and enrichment practices and programs; and community engagement on various levels. In a word, programmatic initiatives in every area, developed to maintain, enhance and advance the educational experience, require adequate and ongoing resources. And although some resources can be and are developed by departments, the university is clearly the central source of funding for academic units and their programmatic practices and initiatives. Therefore, reductions or lack of adequate resources will restrict or otherwise negatively affect a department's capacity to advance in its fullest forms.

The department recognizes, as indicated in its self-study, that resources are not only financial and that they also take the form of human and external resources, facilities and organizing of activities to compensate for lack of finances as well as the regular advance of the program. Thus, the department has continued to maintain a high-quality program with a collegial and student supportive environment through critical planning and scheduling of courses, advising, mentoring and other sustained and enhancing activities. Indeed, in its section on Non-Dependent Resources, the department discusses activities it has engaged in to maintain the high-quality program and collegial and student supportive environment. These include: extended office hours of advising and increased

mentoring; collaboration and participation in welcoming and orienting events as well as general student events; course planning and scheduling in the interest of students and faculty who, faced with a scarcity of office space, sharing offices among both tenure-track and lecturers; and engaging the community as a vital external resource for the expansion and enhancement of the educational project. However, it is a general conclusion among the faculty and students that more support from the university is needed and rightly due, and we concur.

2.6 The Program's Conclusions, Plans, and Goals

The plans and goals of the Department of Africana Studies takes place in a context of strengths, challenges and opportunities. It first notes its critical role and status in "this progressive university" dedicated to making things happen. Also, it recognizes its challenges in terms of faculty hiring and lecturer security.

Nevertheless, the department commits to continue to bring "creative planning to cover the major, increase enrollment, grow majors, engage community, serve as advisors to student organizations, (and) cover committees university-wide, as well as department and college-wide committees".

Moreover, it plans to continue its curricular development and innovations along the lines of what it is doing with its womanist initiative and the studies of Black masculinity, Africa and the diaspora. And again, it will continue to seek support for its program consistent with the repeated recommendations while still providing a high-quality program, a collegial and student supportive environment, and mutually beneficial relations and projects with the community.

3. Commendations of Strengths and Achievements

As noted above, the department's curriculum appears in the previous report and this one as a major strength. Conceptually, it is comprehensive and dynamic and evidences alignment with SFSU's educational goals for its baccalaureate as well as offers its own distinct discipline contribution of academic excellence, social responsibility and cultural grounding in the lived-experience of the people, Africans, continental and diasporan, who are the source and center of its educational project. An intellectually and culturally grounded and socially engaged discipline with an open-textured commitment to constant development, Africana Studies has marked off pathways at various levels to a culminating achievement and successful graduation of students, equipped to function effectively in society and the global context. It has integrated technology in its curriculum, facilitated its faculty's study in the literature and practice of online teaching and has from its beginning been global in its concerns and reach, given the world-encompassing presence and history of African peoples.

Secondly, the faculty, both in its grounding in its areas of competence and its diversity, is a strength for the department. We take note of its collegial and cooperative spirit, its shared commitment to the students, department and discipline. And we also cite as strong, then, its shared commitment to community engagement which is profound, multidimensional and wide-ranging. Indeed, it reflects their continuing commitment advanced by Dr. Nathan Hare, founder of the program and department, who maintained that the department is in great part defined and developed by its relationship with the community. Thus, he said, we must "take the

campus to the community and bring the community to the camps” in mutually beneficial ways. Also, he stated “the community is a classroom and the classroom is a community” and it is within this understanding that the department does its work.

Also, the department’s status as the first Black Studies program, and department, as noted above, is a definite strength and must be continuously communicated and advanced by the department and university. And its recent hire of two new faculty whose degrees are in Africana Studies, give it a total of three such faculty, a first in the country.

The challenges the department faces are first to maintain and increase its strengths. Second, it must continue to struggle for adequate resources, while realizing budgetary limitations and continue to maintain a high-quality program and environment by continuing to provide extra efforts until needed support is achieved. As the self-study noted, the department is challenged to address the composition issues it cited, even while waiting for refunding and reestablishment of the tutorial program needed. These are clearly challenges posed, not only for the department, but also for the university in its stated commitment to the vitality and advancement of the program.

4. Recommendations and Strategies for Program Improvement

4.1 Introduction

We note that the self-study gives evidence of the department’s action on recommendations from the previous program review. These include: development of a womanist emphasis; its name change to Africana Studies; development of a capstone course, AFRS 516, Research Methods in Africana Studies; development of a M.A. in

Africana Studies proposal; designation of one person as undergraduate advisor; and increase collaboration across departments in several significant areas. Also, it lists efforts in “developing innovative pathways for students to double major and minor in Africana Studies across the university”. We applaud the department for these important actions.

Our recommendations include unrealized previous recommendations to the department and university and offer additional ones. Those for the university stress a triple requirement for actualized support as indicated in our original meeting with administrators: policy, resources and programmatic initiatives.

4.2 The Department

We recommend:

- continued building on its strengths elaborated above—especially in terms of curriculum development, student support and community engagement;
- continued strengthening study abroad opportunities, taking into consideration issues of affordability;
- rebuilding its writing and tutorial programs for students, even as it continues to seek refunding for it from the university;
- continued expansion of its curriculum to address current and developing discipline trends, within the department concept of maintaining and enhancing the curriculum as an inclusive organic whole;
- continued seeking of funding for additional need and support for research and travel;

- development of additional initiatives to share literature and information with the community while continuing to seek funds for its discontinued journal *Imhotep*;
- continued and increased working with the university in collaborative ways to highlight the historical milestone of 50 years of Black Studies at SFSU and in the country; as well as its regularly being promoted for its unique status and history in the academy.

4.3 The University

We recommend:

- full-time professional clerical/administrative support;
- additional support for Africana Studies research and travel critical to the work and mission of the department and university and consistent with concerns for equity and the awesome burdens lack of funds place on junior and senior faculty concerned with issues of retention, promotion and currency;
- placing the department on a priority list of departments to receive increased space when it becomes available and that innovative thinking go into creating temporary alternatives which relieve the restrictive cramping now experienced;
- support for the Africana Studies proposal for a stand-alone M.A. critical to its continued and expanded serving the interests and needs of the students and discipline;
- support for an eventual Ph.D. program in Africana Studies, as part of the priority to reaffirm the historical status and role of Africana Studies at SFSU;

- in light of the above recommendations and in support of the constantly developmental needs of the department, allocation of four new hires in vital areas of curricular enhancement as determined by the department;
- added resources given to the department in its continuing advancement of faculty and student technological competence and engagement;
- development of additional ways to promote Africana Studies in terms of its unique history and its distinct and valuable contribution to the academic and social project; and finally,
- a major and definitive series of events in collaboration and cooperation to mark the historical milestone of 50 years of the discipline, using on-campus, commercial and social media, to advertise and engage over an extended period of time before the culminating series of events. Included in this recommendation is that the Department of Africana Studies be designated a SFSU historical site, enhanced by the university's embrace of its uniqueness in both academic and social activist history.

5. CONCLUSION

This review and report was carried out and written with the distinct understanding gained from faculty, students and university administrators that there is a shared commitment to the sustainment, support and advancement of Africana Studies as a university, communal and public good. In order for Africana Studies to continuously advance and serve the needs and interests of the students, contribute meaningfully and distinctively to the university's mission and stay on the cutting edge of the discipline, active and effective cooperation between all is vital, even indispensable. We are confident that all interests can be served and established goals achieved through this

collaborative and cooperative process and practice. The will is there to be strengthened; the work is there to be increased; and the goals are there to be achieved.

In conclusion, both the Department of Africana Studies and the university stand at a critical juncture in their shared history and relationship to the first Black/Africana Studies program and department in the U.S. It is the 50th Anniversary and a context for bold and creative thinking and planning in the move forward. It is, of course, the shared responsibility to live up to its claim to radical and innovative thinking and actions and “make definitive things happen”. Thus, it is our considered judgment that collaborating and working cooperatively will not only allow the department and university to seize the initiative and take full advantage of this historical moment, but also advance the shared goals and mission of the department and university. We are pleased to offer this review as a contribution to this process and its shared goals and are greatly impressed by the possibilities in it for the department, the university and the discipline we share.