

July 1, 2020—June 30, 2021

- Center Black writers, researchers, journalists, scientists, poets, and filmmakers in our curriculum, including general education writing courses
 - Shared the resume of Black actor Stephen Tyrone Williams, with his permission, as a model in ENGL 330 (Business Writing).
 - Helped students in ENGL 330 (Business Writing) research Black-centered issues of their instigation, including food deserts and shuttered Baltimore recreation centers.
 - Helped students in ENGL 336 (Journalistic Writing) research Black-centered and diversity-centered issues of their instigation, including Ariyana Ward’s historic win of the SGA presidency, COVID-19 in local prisons, and Anti-Asian prejudice in Howard County and statewide.
 - Helped students in ENGL 436 (Advanced News and Feature Writing) research Black-centered issues of their instigation, including a Black-owned gym in the Caroline County town of Denton, the gunshot casualties that have led to Baltimore’s Trauma Informed Care Task Force, small-business entrepreneurs giving back to their communities, and historic churches making financial reparations for slavery.
 - Students in ENGL 355 (Socially Networked Journalism) watched and discussed the Peabody Award-winning 2017 *Vice News Tonight* report “Charlottesville: Race and Terror.”
 - A student report from ENGL 355 (Socially Networked Journalism), titled “Native American Women Are Disappearing, and No One Is Watching,” was selected as the No. 1 censored news story of the year in *Project Censored’s State of the Free Press 2021*, edited by Mickey Huff and Andy Lee Roth, published by Seven Stories Press, December 2020. This student report and a student report on unequal coverage of the Notre Dame Cathedral and al-Aqsa Mosque fires both were presented as part of the Project Censored panel of the Spring 2021 Undergraduate Research Symposium.
 - Invited alumna and career education professional Samantha Mitchell to present career preparation lecture to Business Writing students
 - Attended "Shakespeare and Race in Performance," Tyler Fauntleroy (Actor, New York City), Rosa Joshi (Seattle University), and Farah Karim-Cooper (Shakespeare's Globe), Folger Shakespeare Library’s Critical Race Conversations, December 10, 2020.
 - Assigned to sections of ENGL 338 “The Just Use of Imagination: A Call to Action” by Natasha N. Jones and Miriam F. Williams (2020) <https://attw.org/blog/the-just-use-of-imagination-a-call-to-action/> and follow-up discussion.
 - Used “Racial Health Disparities and Covid-19 — Caution and Context” (Chowkwanyun and Reed, 2020, <https://www.nejm.org/doi/10.1056/NEJMp2012910>) as a practice article for summarizing, evaluating, and analyzing in ENGL 308.
 - Framed films by assigning the following works in ENGL 207 and ENGL 344. See “Films” in Appendix for films assigned in relation to the following:

- “The Oppositional Gaze: Black Female Spectators” by bell hooks
 - “No Love in the Wild” from *NewBlackMan (in Exile)* by bell hooks
 - “White Hollywood’s New Black Boogeyman” by Audrey Colombe
 - “Black Spectatorship: Problems of Identification and Resistance” by Manthia Diawara
 - “It’s Lit! How Film Finally Learned to Light Black Skin” by Nadia Latif
 - “The White Supremacist in Anti-Racist Films” by Laura L. Finley and Peter S. Finley
 - “No Getting around the Black” by Mark D. Cunningham
 - *Ethnic Notions*, dir. Marlon Riggs
- Redesigned English 101 course goals, objectives and assignments with one particular goal of students questioning and challenging the white language supremacy of “standard English”
- Learn how to select, frame, and present Black writers appropriately
 - See Appendix for list of assigned works during the 2020-2021 AY.
 - In spring 2021, participated in the semester-long Workshop Culture Committee, facilitated by Rachelle Cruz of UC Riverside, which was tasked with creating anti-racist and inclusive discussion models for the Clarion West Writers’ Workshop in Seattle. This culminated in my writing a set of guidelines, titled “Help Build!,” that was distributed both to the CW class of 2021 and to the 545 participants in the 2021 CW Write-a-Thon.
 - Attended “Foundations in Black Victorian Studies” by Jennifer DeVere Brody and Gretchen Holbrook Gerzina at The Virtual Dickens Universe on Monday, July 27, 2020.
 - Attended “Toppling Statues: Teaching Victorian Literature in 2020” by Ronjaunee Chatterjee, Alicia Mireles Christoff, Sophia Hsu, and Alisha Walters at The Virtual Dickens Universe on Tuesday, July 28, 2020.
 - Attended Keynote Address – “Culturally Responsive Teaching” by Erica Buddington at the 9th Annual Regional Conference on Teaching, Learning, and Scholarship, FSU, 21 January 2020.
 - Attended “Meeting Students Where They Are by Appreciating Who They Are: Culturally Diverse Students” by Nkem P. Nonyel at the 9th Annual Regional Conference on Teaching, Learning, and Scholarship, FSU, 21 January 2020.
 - Participated in “Exploring Inclusive Teaching Practices” by Darryl Meekins on December 15, 2020. Hosted by FSU’s Center for Teaching Excellence.
 - Attended frieze Magazine x McEvoy Foundation for the Arts Digital Conversation with Isaac Julien, Mark Nash and Jennifer González, moderated by Terence Trouillot on February 4, 2021.
 - Attended Virtual Book Signing for *Hagar's Daughter* on February 10, 2021. During this online event, the editors discussed the book and editing process in detail.
 - Attended Mount Vernon’s African American Community in Slavery and Freedom on February 15, 2021.
 - Attended Visualizing Abolition: Abolitionist Feminisms w/ Beth Ritchie, Erica Meiners, and Sonya Clark on February 23, 2021.

- Attended “Calling the End from the Beginning”: Retelling American Typology through the Raven with Sarah Rivett, which focused on Native American traditions, on March 11, 2021.
- Attended "Rethinking Reconstruction: A Conversation with Manisha Sinha" Public Program on March 16, 2021.
- Attended the AAC&U Conference on Student Diversity, Equity, and Success: Upholding These Truths: Diversity, Equity, and Democracy from March 24-26, 2021.
- Attended Conversations: Creating Trauma-Sensitive Practices in Education with NCU Faculty and Doctoral Candidates on May 11, 2021.
- Attended Brave Conversations Facilitator Master Class: 8 Steps SCCCCALE Framework on June 30, 2021.
- Attended Safe Zone training offered by FSU Diversity, Equity, and Inclusion Office.
- Attended “Cultivating an Anti-Racist Pedagogy,” Ambereen Dadabhoj (Harvey Mudd University) and Nedda Mehdizadeh (UCLA), Folger Shakespeare Library’s Critical Race Conversations, July 9, 2020.
- Attended “The Sound of Whiteness, or Teaching Shakespeare’s ‘Other ‘Race’ Plays’ in Five Acts,” David Sterling Brown and Jennifer Stoeber (Binghamton University), Folger Shakespeare Library’s Critical Race Conversations, July 16, 2020.
- Attended "We Are What You Eat: Conversations on Food and Race," Gitanjali G. Shahani (San Francisco State University) and Jennifer Park (University of North Carolina at Greensboro), Conference: *Before 'Farm to Table': Early Modern Foodways and Cultures*, October 15, 2020.
- Attended "Race and the Archive," Urvashi Chakravarty (University of Toronto) and Marisa Fuentes (Rutgers University), Folger Shakespeare Library’s Critical Race Conversations, November 19, 2020.
- Met with my research group on racism, TRECE, 3-4 times a semester. And we also meet for four days twice a year, in person.
- Attended the AAC&U Conference on Student Diversity, Equity, and Success: Upholding These Truths: Diversity, Equity, and Democracy, 24-26 March 2021.
- Attended an oral history collection training session with the Maryland Lynching Oral History Initiative, 17 July 2021.
- Attended the online presentation of “Coloring the Conservation Conversation” with Dr. J. Drew Lanham. Offered by the Yale Peabody Museum on 16 September 2021.
- Serve as a member of the BIPOC-led Allegany County Lynching Truth and Reconciliation Committee, which holds monthly meetings and monthly caucus meetings.
- Work toward making an African American literature and rhetoric course part of the core curriculum
 - Currently designing a department-wide curriculum workshop to review and reform core curriculum. Workshop anticipated to take place in Fall 2021.
 - Professional writing faculty met to discuss changes to core curriculum, and this class is part of that conversation.

- Literature faculty members are in discussion about the placement of the current African American literature class in the core curriculum.
- Hire faculty of color in order to reflect the diversity of Frostburg State University's student population
 - We did not receive a full-time tenure track position last year, but we were just approved for one in Fall 2021.
 - We will consult MLA/NCTE best practices on how to recruit faculty of color with this hire.
- Take proactive steps to retain faculty of color once hired
 - Ensure that faculty of color are not asked to serve disproportionately on our committees

Faculty member actively sought out key, university-wide committees to help improve issues of diversity and inclusion. They also volunteered to serve on the department's curriculum committee, helping update our course offerings, particularly as it relates to Foreign Languages and Latinx representation.

- Provide mentors

Faculty member was assigned a faculty mentor from another department, though very little communication seems to have occurred.

- Be clear about tenure and promotion policies

The chair served as closest advisor on tenure and promotion, keeping faculty member informed of procedures, dates, and policies.

- Provide clear annual feedback

Faculty member received annual evaluation and feedback from the department's Executive Committee, as well as from the chair and dean.

- Challenge racist and discriminatory decisions made by the institution
 - Land acknowledgement – The department adopted a statement that acknowledges the university's presence on former lands of indigenous peoples as well as the former site of the Brownsville / Park Avenue neighborhood.
 - The department's curriculum committee passed revised course descriptions for ENGL 261 and ENGL 250.
 - NCBI Intervention Workshop – On September 21, a member of the department served as part of the team that facilitated a mediation workshop for the Office of Student and Community Involvement.
 - Students in ENGL 336 (Journalistic Writing), ENGL 355 (Socially Networked Journalism) and ENGL 436 (Advanced News and Feature Writing) read national coverage of the FSU administration's attempts to censor student media, then discussed the issues in Q&A format with an undergraduate who was the chief target of these efforts.

- Reviewing the Spanish program to update it to include the Latinx presence in the US. Deleted and added courses on Latinx in the US and Hispanic Studies as a whole (no divisions, no borders, no walls).
- Explained the first day of class of Spanish 101 how we designate gender in Spanish nowadays to properly welcome all our students.
- Participate in a faculty learning community on race and writing pedagogy facilitated by Black leaders of diversity, equity, and inclusion and members of our department, and commit to making anti-racist pedagogical changes based on our learning
 - 8/24 Dr. John Raucci led a discussion on the National Council of Teachers of English (NCTE) and College Composition and Communication (CCC)'s position statement called "This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice."
 - 9/23 Dr. Amy Branam Armiento and Dr. Julia de Leon facilitated a session titled "What Do I Say..."
Description: All participants are invited to share information from a current and credible resource (scholarly article or book, video, webpage, etc.) that addresses the vocabulary we use when discussing race and ethnicity in the classroom.
 - 10/20 Our department collaborated with the African American Studies Steering Committee to host Dr. Bonnie J. Williams-Farrier.

Description: Dr. Williams-Farrier is one of the authors of "This Ain't Another Statement...." and an expert on African American literate and rhetorical traditions. She is an Associate Professor of English at California State University - Fullerton. Here is her faculty profile page:
https://english.fullerton.edu/faculty/profile/b_williams.aspx

- Meet with English and Foreign Languages student focus groups once a semester to receive and respond to student concerns
 - We did not have a student focus group.
 - We discussed in a recent department meeting about holding these focus groups for 2021-22 academic year
- Create yearly reports on department anti-racist action plan progress, addressed to students and department alumni and submitted on our website and social media.
 - The report should appear by December of the following the academic year

APPENDIX
BLACK WORKS INCLUDED ON SYLLABI FOR THE 2020-2021 AY

The following list reflects the department’s commitment to center Black writers, researchers, journalists, scientists, poets, and filmmakers in our curriculum, including general education writing courses. Please note that a mere list does not impart how these writers and their works were framed, sequenced, and placed in dialogue with other assigned works. If you have any questions or concerns, please contact the department chair, Dr. Kevin Kehrwald, at KKehrwald@frostburg.edu.

* Numbers in parentheses indicate how often the work appears across syllabi.

Adichie, Chimamanda Ngozi	“Checking Out”
Angelou, Maya	“Graduation”
Asim, Jabari	“Getting it Twisted”
Bambara, Toni Cade	<i>Gorilla, My Love</i>
Brooks, Gwendolyn	“To the Diaspora”
	“we real cool” (2*)
Caldwell, Christopher (fiction)	“Canst Thou Draw Out the Leviathan” (2019)
Chowkwanyun and Reed —	“Racial Health Disparities and Covid-19 Caution and Context”
Cunningham, Mark D. Dawes, Kwame	“No Getting around the Black” <i>When the Rewards can Be So Great: Essays on Writing and the Writing Life</i>
	“Chameleon of Suffering”
Diawara, Manthia	“Black Spectatorship: Problems of Identification and Resistance”
Díaz, Junot	<i>Drown</i>
Douglass, Frederick	“Learning to Read”
Dunbar, Paul Laurence	“Summer in the South”

Dungy, Camille	“Is All Writing Environmental Writing?”
Eady, Cornelius	“Wallflowers”
Forman, Ruth	Selected poems
Gay, Ross	<i>The Book of Delights</i>
hooks, bell	“The Oppositional Gaze: Black Female Spectators”
	“No Love in the Wild” from <i>NewBlackMan</i> (in Exile)
	“Language” (Chapter 11 from <i>Teaching to Transgress</i>)
Hughes, Langston	“Harlem”
Hughes, Langston	Selected poems
Hurston, Zora Neale	“Sweat” (2)
Jones, Natasha N. and Miriam F. Williams	“The Just Use of Imagination: A Call to Action”
Joseph, Allison	“Woman Waiting”
Kincaid, Jamaica	“Girl” (3)
Komunyakaa, Yusef	“Facing It” (2)
Latif, Nadia	“It’s Lit! How Film Finally Learned to Light Black Skin”
McKay, Claude	“The Harlem Dancer”
	Truth, Sojourner Speech at the Woman's Rights Convention in Akron, Ohio on May 29, 1851
Morrison, Toni.	“Recitatif”
Okungbowa, Suyi Davies	“Dune Song” (2019 fiction)
Smith, Patricia	Selected poems
Smith, Tracy	“Sci-Fi”

Smith, Zadie	“The Waiter’s Wife”
Solomon, Rivers	“Blood Is Another Word for Hunger” (2019 fiction)
Staples, Brent with	“Why College Teachers Shower Their Students A’s”
	“Just Walk on By: Black Men and Public Space”
Walker, Alice	“Everyday Use”
Walker, Alice	“Beauty: When the Other Dancer is the Self”
West, Cornel	<i>What It Means to Be Human</i>
Wheatley, Phillis	“On Being Brought from Africa to America”
Williams, Crystal	“In Search of Aunt Jemima”
Wilson, August	<i>Fences</i> (3)
Wilson, Keith	“Ode to the Police,” “Mob,” “I Find Myself Defending Pigeons,” “who is there to eulogize the tree,” “uncanny emmett till”

Films:

Black Panther, dir. Ryan Coogler

Get Out, dir. Jordan Peele

C.S.A.: The Confederate States of America, dir. Kevin Willmott

Moonlight, dir. Barry Jenkins

Mudbound, dir. Dee Rees

Pariah, dir. Dee Rees

Do the Right Thing, dir. Spike Lee

Da 5 Bloods, dir. Spike Lee

BlaKkKlansman, dir. Spike Lee

Fruitvale Station, dir. Ryan Coogler

Sorry to Bother You, dir. Boots Riley

Ethnic Notions, dir. Marlon Riggs

Center for Literary Arts:

Readings for Oasis: 49 broadcasts in FY 21, at least 15 of which featured BIPOC writers (30.6%). Poems for Oasis are selected to represent diverse voices or to be in conversation with the contemporary (or historical) events of the day.

Black writers:

Allison Joseph, "Notebooks"

Mahogany Browne, "What Fannie Lou Hamer Said"

Frank X. Walker, "Burying Albatross"

Ross Gay, "Prayer for My Unborn Nice or Nephew"

Langston Hughes, "Let America be America Again"

Keith S. Wilson, "I Find Myself Defending Pigeons"

Cornelius Eady, "The Racist Bone"

Robert Earl Price, "Another Juneteenth"

POC writers:

Pablo Neruda, "A Dog Has Died"

Tishani Doshi, "Ode to Patrick Swayze"

Danusha Lameris, "Dust"

Indian Amirthanayagam, "Kiss"

Rafael Campo, "Hospital Writing Workshop"

Adrienne Su, "On Writing"

Pablo Neruda, "I'm Explaining a Few Things"

Western Maryland Independent Literature Festival

The virtual festival opened with a Friday evening reading by Indran Amirthanayagam, a Sri Lankan-American poet-diplomat, essayist and translator in English, Spanish, French, Portuguese and Haitian Creole. We were planning the festival in the wake of the murder of George Floyd and the Black Lives Matter protests that followed, and his year's festival featured two sessions specifically intended to address anti-racist concerns

Edward Doyle-Gillespie, "Literature and the Quest for Social Justice"

Ailish Hopper and Sebastian Matthews, "White Privilege and Anti-Racism"

Edward Doyle-Gillespie also presented a reading as part of the CLA's Reading Series.

Random Acts of Poetry

In a project inspired by Claudia Rankine, the poet laureate of Vermont, the CLA Director and AmeriCorps Outreach Coordinator have hand-printed approximately 50 different short poems by an array of authors onto custom-made postcards, which have been mailed to 140 addresses selected randomly from a local Western Maryland phone book. Each of these poems by BIPOC authors was sent to multiple addresses. These poems represent approximately 46% of the poems selected.

Black writers:

Camille Rankine, "History"

Tupac Shakur, "The Rose that Grew from Concrete"

Evie Shockley, "Ode to My Blackness"
Gwendolyn Brooks, "The Progress"
Langston Huges, "Harlem"
Langston Hughes, "A Raisin in the Sun"
Lucille Clifton, "Blessing the Boats"
Ross Gay, "A Small Needful Fact"
Rita Dove, "Happenstance"
Nikki Giovanni, "BLK History Month"
Maya Angelou, "Awakening in New York"
Robert Hayden, "Those Winter Sundays"
POC writers;
Emperor Uda, "LXXVI"
Willie Perdomo, "Arroz Con Son y Clave"
Basho, "In Kyoto"
Rumi, "The Guest House"
Sherman Alexie, "I Would Steal Horses"
Pablo Neruda, Sonnet XVII
Hitomaro, [Your hair has turned white]
Yakamochi, [The cry of the stag / is so loud in the empty]
Narihira, [I have always known / that at last I would]

Recommendations

Expand the scope of the anti-racism action plan to include more underrepresented groups
Enlist more faculty members to lead faculty learning community sessions
Rotate the report writers
Follow up on action items listed under the bullet points above