

ANNUAL REPORT 2012-2013

The W.E.B Du Bois Fannie Lou Hamer Institute for Academic Achievement



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the
W.E.B. DU BOIS
FANNIE LOU HAMER
INSTITUTE
for
ACADEMIC ACHIEVEMENT

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Dr. Cedric Hackett, Director

LEADERSHIP

The DuBois-Hamer Institute for Academic Achievement is operated under the umbrella of the office of the Dean, College of Social and Behavioral Sciences and is directed by Dr. Cedric D. Hackett, Assistant Professor in the department of Pan African Studies since fall 2012. The Institute is abetted in its efforts by volunteer support from faculty of the Pan African Studies Dept., key student support services and CSUN students who are committed to "giving back" to their communities.

With the people, for the people, by the people.
I crack up when I hear it;
I say, with the handful, for the handful, by the handful,
cause that's what really happens.
-Fannie Lou Hamer

ON THE INSTITUTE

The Igbo people of southeastern Nigeria and Yoruba people of southwestern Nigeria share the well-known African proverb “It takes a whole village to raise a child.” The Sukuma people of Tanzania state, “One knee does not bring up a child.” The Swahili people of East and Central Africa state, “One hand does not nurse a child.” Ecclesiastes 4:9 states, “Two are better off than one, because together they can work more effectively. “ These statements are timeless and still hold relevancy today.

Each of these equally powerful affirmations speaks to our mission here at the Dubois-Hamer Institute for Academic Achievement in which we believe that child upbringing is communal effort. We are a body of people who share one common interest and that is to give back to our communities. We strive to focus on the academic and civic-engagement development of our students in which we may be a resource. Although we may not be the immediate or extended family as politically defined, we do view ourselves as a part of the family: we are the village. In order for our students to achieve success, we must provide them with proper skills and training necessary to be all they can be because there’s no “getting by” in the world we live in and we look to leaders such as W.E.B Dubois and Famie Lou Hamer who set the tone for which we must hold academic self-efficacy.

Bianca James, Research Assistant

DuBois-Hamer Institute for Academic Achievement

“UNTIL LIONS HAVE THEIR OWN
‘STORY TELLERS’, TALES OF A LION HUNT
WILL ALWAYS GLORIFY THE HUNTER”

~AFRICAN PROVERB

ABOUT THE INSTITUTE

The DuBois-Hamer Institute for Academic Achievement (DHIAA), under the inspiration of W.E.B. DuBois and Fannie Lou Hamer, promotes academic excellence and strives to increase the recruitment and retention of students from economically disadvantaged communities to the CSUN campus. W.E.B. Du Bois was the first black man to receive a doctorate from Harvard University in 1895 and Fannie Lou Hamer was a former Mississippi sharecropper who became a powerful political activist in the 1960s. Founding director, Dr. Barbara Rhodes established the institute in the spring of 1997. Her vision of a university-community based partnership to provide academic and emotional support to CSUN students continues to be a strategic goal of DHIAA and the college of social & behavioral sciences.

MISSION

The mission of the DuBois-Hamer Institute for Academic Achievement (DHIAA) is to promote student success through community and campus partnerships. We will cultivate active and collaborative partnerships with faculty, staff and students across the CSUN campus community; work with local groups and organizations in Los Angeles County; and provide service to cultural and educational institutions in the community.

FIVE APPROACHES

The DHIAA's approach to ensure that *African-American and other marginalized* students' community needs and educational priorities are met include:

1. Mentoring Program
2. Target Outreach/ Programming
3. Community Engagement Opportunities
4. Focused Retention Efforts
5. Social Development thru the promotion of Ethnic specific courses

SPONSORED LECTURE SERIES

J. LUKE WOOD, PH.D.
ASSISTANT PROFESSOR OF ADMINISTRATION,
REHABILITATION, AND POSTSECONDARY
EDUCATION
SAN DIEGO STATE UNIVERSITY (SDSU)



FACULTY OF COLOR: BENEFITS, CHALLENGES, AND FUTURE DIRECTIONS

The presentation highlighted current and emerging research on faculty of color in academe. Dr. Wood discussed the benefits of faculty of color to the students, communities, and institutions that they serve. His presentation also addressed challenges to faculty of color representation and incorporation in the academy. In covering these topics, Wood facilitated a dialogue on how faculty, administrators, and students can best support the success of Black, Latino, Native American, and Asian faculty members.

WHITSETT ROOM, CSUN
NORTHRIDGE, CALIFORNIA
OCTOBER 31, 2012

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FRANK HARRIS III, ED.D.
ASSOCIATE PROFESSOR OF POSTSECONDARY
EDUCATION
SAN DIEGO STATE UNIVERSITY (SDSU)



SITUATING MEN IN HIGHER EDUCATION: A CONVERSATION ABOUT THE CRISIS, MYTH, AND REALITY OF COLLEGE MEN

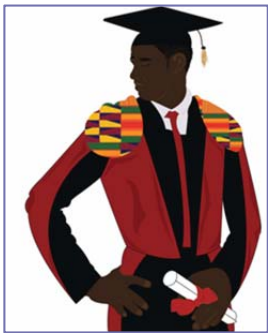
Men often matriculate to college with a host of gender related conflicts and misguided ideas about what it means to be a man, which can be attributed to the ways in which boys are socialized to express their masculinities. Consequently, men often comprise the majority of students on college and university campuses that are sanctioned for violations of campus judicial policies, disengaged in educationally purposeful activities, and underachieve academically. In this address, Harris discussed ways in which men can successfully navigate college environments and achieve healthy masculinities. Implications for college faculty and administrators were also offered.

UNIVERSITY STUDENT UNION, CSUN
NORTHRIDGE, CALIFORNIA
MARCH 28, 2013

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ASSOCIATED STUDENTS

BLACK MALE INITIATIVE

CREATING BLACK MALE INTELLECTUAL SPACE



One ever feels his twoness - an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

W. E. B. Du Bois

Creating Black Male Intellectual Space project is an experiential learning program designed to promote academic achievement in African American males at California State University, Northridge (CSUN). While African American males are targeted due to their lowest retention rates, graduation rates, and highest attrition rates, all males are encouraged to join. Black space does not discriminate or provide preferential treatment to any group. Due to concerns with the inclusivity and equity, the name has been replaced with “The Society of Ethnic Professionals (SOEP).”

The purpose of *Intellectual Space* is to develop and evaluate a culturally responsive mentoring program by providing engagement activities concerning racial and ethnic identity development, health and awareness, leadership, and developing learning strategies to increase college completion. Specifically, the study focuses on appreciative inquiry and expounds the relationship between known psychosocial welling indicators and academic engagement. The most common effects of high-impact practices explained for the “general college student population include higher grades, higher persistence rates, intellectual gains, greater civic engagement, increased tolerance for diversity, and increased interaction with faculty and peers” (Swaner & Brownwell, 2008, p. 126)

ACTIVITIES IN 2012-2013

- DINNER DIALOGUE WITH VICE PRESIDENT OF STUDENT AFFAIRS
- 2 FOCUS GROUPS (HARPER’S ANTI-DEFICIT MODEL)
- BLACK MALE INITIATIVE~COLLABORATION WITH UNIVERSITY COUNSELING SERVICES (DR. CHRIS HOLMES)

DUBOIS-HAMER CO-SPONSORED EVENTS

BI-ANNUAL MEN OF COLOR ENQUIRY & STUDENT RESEARCH POSTER SESSION

MARCH 28, 2013

A HEURISTIC CONCEPTION OF
BLACK MEN IN CONTEMPORARY
TIMES



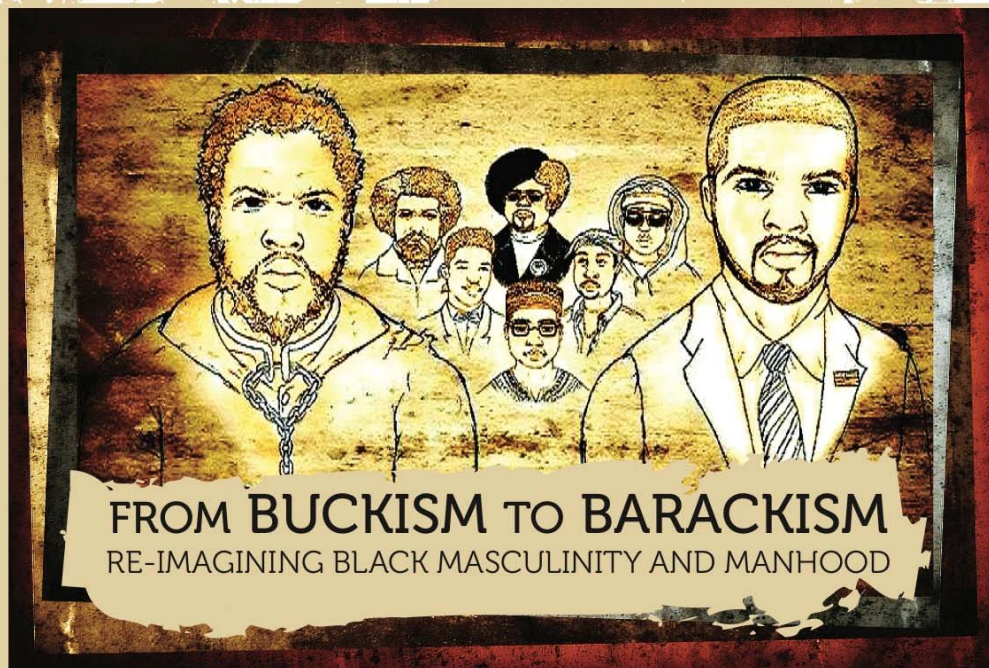
Students, staff, and faculty attended the 1st bi-annual Men of Color event.



From Left to Right: Dr. Boris Ricks, Dr. Anthony Ratcliff, Dr. Frank Harris III, Dr. Theresa White, Dr. Karin Stanford, and Dr. Cedric Hackett

The Men of Color Enquiry & Student Research Poster session is articulated as a field exercise that compliments the instructional content for the course: The Black Man in Contemporary Times (PAS 325). The instructional approach applied to this field exercise is known as Inquiry-based learning (IBL). Inquiry based learning (IBL) can be defined as a self-guided appreciative inquisition of understanding the phenomena under investigation.

DUBOIS-HAMER CO-SPONSORED EVENTS



Documentary Rough Cut Film Screening,
Panel Discussion, and Reception

Wednesday, April 17, 2013
6:00 p.m. to 8:30 p.m.

California State University, Northridge
Little Theater, Nordhoff Hall

Produced and Directed by Dr. Theresa Renee White

DUBOIS-HAMER SUPPORT & SPONSORS

FACULTY ASSOCIATED WITH INSTITUTE

DR. SHEBA LO

DR. MARQUITA PELLERIN

DR. ANTHONY RATCLIFF

DR. THERESA WHITE

COLLEGE/ UNIVERSITY SPONSORS

ASSOCIATED STUDENTS/ INSTRUCTIONALLY RELATED ACTIVITIES

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

GRADUATE STUDIES

PAN AFRICAN STUDIES

UNIVERSITY STUDENT UNION, INC.

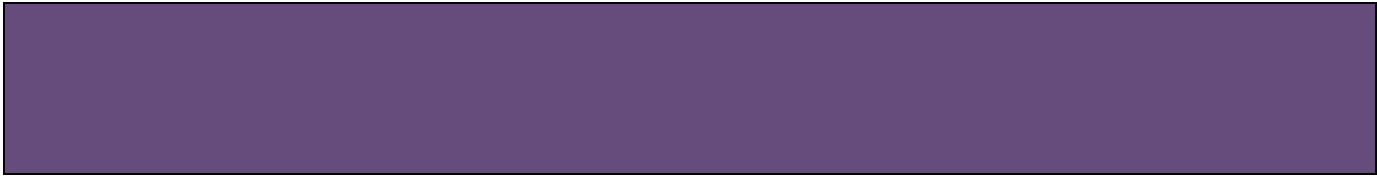
ADVISORY & COMMUNITY BOARD MEMBERS

MR. TRIMAINE DAVIS
OUTREACH & RECRUITMENT

DR. VIRGINIA HATHAWAY
YOUNG BLACK SCHOLARS

DR. CHRIS HOLMES
UNIVERSITY COUNSELING SERVICES

MS. SHANTE MORGAN,
UNIVERSITY ADVANCEMENT/ BLACK ALUMNI ASSOCIATION



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