

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
Fall 2015	IAH 211C	4	1			47	0	I had a ½ teaching load in fall 2015
	HST 890	6	1			2	0	Independent Study / Graduate Student
Spring 2016	HST 311	3	1			51	1	
	HST 312	3	1			45	0	
Fall 2016	HST 312	3	1			52	0	
	IAH 211C	4	4			50	0	

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

In Fall 2016, I started teaching two African American history courses at the Iona Correctional Facility. The courses run 6-8 weeks and meet once a week for 60 minutes. This is a lecture & discussion course. Students are required to read assigned articles and have discussions based on the readings and lectures.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: N / A

Graduate: *As a junior faculty member, I have been active in graduate education within the Department of History and the African American and African Studies (AAAS) program. Currently, I am advising two Department of History Ph.D. students. My advisees are [REDACTED], a second year doctoral student in the Department of History and [REDACTED], a second year doctoral student in the African American and African Studies program (AAAS). I am also serving on three doctoral committees for graduate students [REDACTED] in the Department of History.*

Graduate/Professional: N / A

Other: N / A

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	0	0	0

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active	0	5	0
Number of graduate committees during the reporting period		5	
Degrees awarded during the reporting period	0	0	0
Degrees awarded during career	0	0	0

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

N / A

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

N / A

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

1) Books: *Sex Workers, Psychics, and Number Runners: Black Women in New York City's Underground Economy* (Urbana: University of Illinois Press, 2016)

2) Book chapters: N / A

3) Bulletins or monographs: N / A

4) **Articles: All Peer-Reviewed Articles**

- 'Women and Girls in Jeopardy by His False Testimony:' [REDACTED], Urban Policing, and Black Women in New York City during the 1920s, *Journal of Urban History* (Accepted for publication in 2015 and Forthcoming in 2017)

5) **Book Reviews & Essays**

- [REDACTED]. *Black Silent Majority: The Rockefeller Drug Laws and The Politics of Punishment* (Cambridge: Harvard University Press, 2015) *Journal of American History* (Forthcoming 2017)
- [REDACTED]. *South Side Girls: Growing Up in The Great Migration*. (Durham: Duke University Press, 2015) *American Studies*. Volume 55, No. 1, 2016
- [REDACTED]. *A Taste for Brown Sugar: Black Women in Pornography* (Durham: Duke University Press, 2015) *Souls: A Critical Journal of Black Politics, Culture, and Society*. Volume 18, Issue 1, 2016.
- [REDACTED]. *Race and Real Estate: Conflict and Cooperation in Harlem, 1890-1920* (New York: Columbia University Press, 2015) *Journal of American Ethnic History* (Forthcoming Summer 2017)

6) **Papers and presentations for learned professional organizations and societies**

- *Invited Talk: Black Women and the Informal Economy*
University of Texas-Austin, April 2016
- *Invited Talk: Black Women and American Communism*
Taminent Library & Robert F. Wagner Labor Archives New York University, April 2016
- *Women and Girls in Jeopardy by His False Testimony: Charles Dancy, Urban Policing, and Black Women in New York City during the mid-1920s*
National Council of Black Studies (NCBS), March 2016
- *Invited Talk: Black Women and Urban Policing*
Conversations in Black Freedom Studies: Schomburg Center For Research in Black Culture, December 2015

7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.): N / A

8) Reports or studies: N / A

Indicate peer-reviewed or refereed items with a "*".

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Indicate items with a significant outreach component with a “***” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	1	0	0	1	4	4	0	0
During career	1	0	0	6	11	9	0	0

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 0 During career: 1

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, *invited papers*; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

- *Invited Talk: Black Women and the Informal Economy*
University of Texas-Austin, April 2016
- *Invited Talk: Black Women and American Communism*
Taminent Library & Robert F. Wagner Labor Archives New York University, April 2016
- *Invited Talk: Black Women and Urban Policing*
Conversations in Black Freedom Studies: Schomburg Center For Research in Black Culture, December 2015

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Currently, I am active member of and hold leadership positions within several professional historical organizations, including the Association for the Study of African American Life and History (ASALH), Association of Black Women Historians (ABWH) and the Labor and Working-Class History Association (LAWCHA). Within ASALH, I have served, for two years, as a member of the planning committee for its annual national conference. In this role, I solicited potential panelists, commentators, and chairs for panels, proofread conference programs, and advertised conference meetings on social media. In the ABWH, I currently serve as Mid-western Regional Director, which is a two-year term position. As Mid-western Regional Director, I organize ABWH sponsored panels for other professional history conferences, recruit potential members, especially new members and help plan ABWH's annual September luncheon awards ceremony. In 2014, I was elected to serve as a board member within the LAWCHA. In this two-year position, I duties recruiting new members, particularly graduate students, public historians and secondary schoolteachers, and social activists, seeking out collaborative opportunities with national historical organizations like the Association of Black Women Historians (ABWH) and regional historical associations, and growing LAWCHA's presence and visibility in the state of Michigan. Recently in Fall 2015, [REDACTED], Professor of History at Loyola University and editor of *The Journal of the Gilded Age and Progressive Era* (JGAPE published by Cambridge University Press), invited me to serve on the JGAPE's editorial board. I accepted the invitation and will serve on the board until 2018. In addition to my service to several professional organizations, I have reviewed article and book manuscripts for several academic journals and university presses, including the *Journal for the Study of Radicalism, Women, Gender & Families of Color, Journal of American History*, University of North Carolina Press, Southern Illinois University Press, and New York University Press.

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Since Fall 2015, I have maintained full service commitments in the History Department and the College of Social Sciences (CSS) and College of Arts & Letters (CAL).

In Spring 2015, I served on the Department of History's Annual Review Committee. This committee, consisting of four other History Department members, reviewed History Department members' 2014 academic accomplishments. This internal evaluation assessed faculty achievement based on scholarship, teaching, and service to the department, College of Social Science (CSS), and the broader university community. The committee evaluated the curriculum vitas and academic files of over 40 faculty members. Additionally, I represent the Department of History and the CSS on the Faculty Senate and University Council. Appointed to the Faculty Senate and University Council in Fall 2014 for a two-year term, I attend bi-monthly meetings with a broad range of university administrators, staff, and faculty members, discussing and addressing a range of issues

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

including faculty health care and violence and sexual misconduct. Recently, I was reappointed to the Faculty Senate and University Council for another two-year term.

Beyond the CSS, I have represented the History Department within the College of Arts and Letters' (CAL) African American and African Studies (AAAS) Program as a core faculty member. Within AAAS, I serve on the graduate affairs committee as well as the professional development committee. The graduate affairs committee admission evaluates files of prospective AAAS graduate students and meets twice a semester to review AAAS graduate requirements. The professional development committee organizes a series of talks and sessions for graduate students. The sessions focus on: dissertation writing strategies; preparing journal articles, conference papers, and grant and fellowship applications; and preparing for the job market and conducting mock interviews. I also serve as the dissertation adviser of one AAAS student and serve on another's committee.

From 2014-2015, I have also contributed to the academic development of Michigan State University students. I served as an advisor for MODE, an MSU student organization that promotes the study of media and cultural studies and contemporary art and music and fashion.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

N / A

FORM D - IV D ADDITIONAL REPORTING

1. **Evidence of Other Scholarship:**

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

N / A

2. **Integration across Multiple Mission Functions:**

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

Much of my research situates the less familiar lives of working and poor African American women at the center of twentieth century American history and culture. Specifically, I am interested in less privilege black women’s personal lives, labor and political activism, and their long-standing struggle against race, gender, and class discrimination. These interests have informed the different ways in which I organize my courses as well as my affiliation with several professional academic organizations. My teaching at MSU is motivated by a desire to help students interrogate and critically think about the personal and private lives of working-class black women, a group that has been marginalized and negated by scholars of the American experience. My class instruction aims to show that women of color are worthy of historical inquiry and that black women are integral to the making of modern America. My research has led me to participate in and hold leadership positions within professional service organizations – Association of Black Women Historians (ABWH) and the Labor and Working-Class History Association (LAWCHA) – that focuses on preserving and disseminating the histories of black women and working-class people.

3. **Other Awards/Evidence:**

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

N / A

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
I. Instruction								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
II. Research/Creative Activity								
	Grantor:					<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
III. a. Service – Academic Community								

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

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