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**University of Wisconsin-Madison African Studies Program**

Comprehensive National Resource Center and FLAS Institution, Africa, 2022-2026

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# COMMITMENT TO THE SUBJECT AREA

A1. INSTITUTIONAL SUPPORT

Language and area studies are historic sources of strength at UW-Madison, and the university continues to make strategic investments to amplify their impact (Chancellor letter, App. 4).

**SUPPORT FOR AFRICAN STUDIES PROGRAM (ASP) ADMINISTRATIVE STAFF & OPERATIONS**

The African Studies Program ([ASP](https://africa.wisc.edu/)) is part of the Institute for Regional and International Studies

([IRIS](https://iris.wisc.edu/)), a consortium of area studies centers within the International Division ([ID](https://international.wisc.edu/)). The ID is led

by Vice Provost and Dean, Guido Podestá, a former NRC director, and Associate Dean Rick Keller, an ASP faculty member. The ID manages study abroad and other international programs for students ([International Academic Programs](https://studyabroad.wisc.edu/overview/), [International Internships Program](https://internships.international.wisc.edu/)); elevates Less

Commonly Taught Language (LCTL) teaching and research ([Language Programs Office](https://lpo.wisc.edu/));

champions international students, faculty, and staff ([International Student Services,](https://iss.wisc.edu/) [International](https://hr.wisc.edu/about/international-faculty-and-staff-services/)

[Faculty and Staff Services](https://hr.wisc.edu/about/international-faculty-and-staff-services/)); formalizes linkages with overseas institutions ([International Projects](https://projects.international.wisc.edu/)

[Office](https://projects.international.wisc.edu/)); and supports students and faculty abroad ([International Safety and Security](https://internationaltravel.wisc.edu/)).

The ID has supported IRIS to create a hub of area studies excellence where cross-regional collaborations flourish ([Table I-2,](#_bookmark70) p.[47](#_bookmark68)). In ASP, the university provides the full salaries for three full-time administrative staff (associate director, Africana librarian, and African languages associate director) and a graduate student Project Assistant (PA), 75% of the salary of the financial specialist, and 50% of the salaries of the assistant director and outreach coordinator. University funds support three full-time, centralized administrative staff who provide business services, travel and event logistics, student award management, curriculum and advising support, and support for our nationally acclaimed NRC evaluation plan, SWEPT ([G6](#_bookmark48), p.[34](#_bookmark48)). The university also supports four full-time administrative staff to lead the Language Institute and Language Programs Office, which provide critical language-learning infrastructure for UW-Madison students ([Table B-1](#_bookmark9), p.[4](#_bookmark9)).

**INSTITUTIONAL SUPPORT FOR TEACHING STAFF**

UW-Madison continues to invest in its 90+ Africanist faculty (App. 3). Since 2016, 14 new tenure- track faculty in 11 departments have joined the program, an unprecedented hiring surge.1 Two tenure-track searches are underway in the History and African Cultural Studies departments. ASP plays a central role in faculty recruitment by: 1) **Defining hiring priorities:** the ASP director reports to Deans across campus to highlight emerging areas of research excellence and identify gaps in disciplinary or regional coverage, 2) **Recruitment & Retention:** The rich intellectual community created by ASP is a key recruitment mechanism, and the cross-disciplinary research and teaching opportunities support retention. ASP publicizes faculty openings nationally, supports candidate campus visits, and provides start-up and retention funds.

**INSTITUTIONAL SUPPORT FOR LIBRARIES**

UW-Madison continues to invest in its world-class library system, which serves the campus, community, nation, and world ([F,](#_bookmark37) p.[28](#_bookmark38)). In addition to a generous annual Africa acquisition budget ($145,000) managed directly by the Africana librarian, scholars may submit requests for specific materials. In 2020-21, our scholars requested and received $35,000 in such additional materials.

**INSTITUTIONAL SUPPORT FOR OVERSEAS LINKAGES**

UW-Madison maintains historic linkages with Makerere University (Uganda); Stellenbosch University and the University of Cape Town (South Africa); L'Université Gaston Berger (Senegal); Addis Ababa University, Bahir Dar University, and Jimma University (Ethiopia), Polytechnic University and JFK Teaching Hospital (Liberia); the University of Botswana; and the University of Ghana. MOUs and exchange agreements enable the flow of scholars and students.

1 Ainehi Edoro (English), Jacqueline Bethel Tchouta Mougoué (African Cultural Studies), Marissa Moorman (African Cultural Studies), Reginold Royston (School of Information), Aaron Rock-Singer (History), Daniel Wiliford (History), Christopher Kirschgasler (Education), Zuzana Burivalova (Forest & Wildlife Ecology), Mosi Adesina Ifantunji (Af-Am Studies), Megan Burke Fitzpatrick (Medicine), Jessica Schmidt (Medicine), Marwa Shalaby (Gender & Women’s Studies), Mark H. (Theater & Drama), Kaiping Chen (Life Sciences Comm.)

A2. STUDENT FINANCIAL SUPPORT

Supporting students is a priority of the center, particularly as the pandemic continues to disrupt international education. Over the past two years, ASP created **six new sources of student support**

to augment existing programs: (1) Tejumola Olaniyan Graduate Research Award, (2) M. Crawford Young Graduate Research Award, (3) The William A. Brown Graduate Research Award, (4) the Pulitzer Center International Journalism award, (5) supplementary FLAS funding, and (6) Racial Justice awards. We mentor our students to apply for other support ([D3](#_bookmark28), p.[18](#_bookmark28)); our students receive a disproportionate number of internal awards and national fellowships ([D2](#_bookmark26), p.[18](#_bookmark27)).

**TABLE A-1. UW-MADISON INSTITUTIONAL SUPPORT OF AFRICAN STUDIES PROGRAM (ASP)**

|  |  |  |
| --- | --- | --- |
| **CATEGORY OF SUPPORT** | **Estimates for AY2022-23** | |
| **UW-**  **Madison contribution** | **Title VI funds requested** |
| **Administrative Staff:** |  |  |
| **ASP:** associate director, assistant director, outreach coordinator, African | **$444,040** | **$37,043** |
| language coordinator, Africana librarian (100% salary + fringe) |  | NRC budget: |
| **IRIS:** 1) Staff that serve *all* area studies centers (10% salary + fringe): |  | 1.1.1, 1.4.1, 2.1, 2.8 |
| *Business services, travel, awards, curriculum & advising*. 2) Staff 50% | **$41,159** | **$21,167** |
| dedicated to ASP (50% salary + fringe): *financial specialist* |  | NRC budget: |
| **Language Programs:** Staff that serve *all* area studies centers (10% salary + |  | 1.1.2-3, 2.2-3 |
| fringe). Language Institute Executive director, associate director, advisor,  financial specialist, student staff. Language Programs Office: director, | **$109,842** | **$0** |
| associate director, assistant director, financial specialist, student staff. |  |  |
| **Teaching Staff -African languages:** faculty salary+ fringe, TA salary + fringe | **$535,189** | **$48,380**  NRC budget:1.2, 2.4-5 |
| **Teaching Staff - African Studies:** faculty salary + fringe, TA salary + fringe | **$12,646,000** | **$12,980**  NRC budget:1.3, 2.6-7 |
| **Libraries:** *Africa collections only*; new acquisitions, digital maintenance | **$179,683** | **$6,000**  NRC budget: 5.1 |
| **Overseas Linkages:** Africa study-abroad programs, Africa-oriented international internships, Africa focused MOU - International Projects Office | **$321,650** | **$3,000**  NRC budget: 8.1.3c |
| **Student Support:** ASP pre-dissertation grants; A.C. Jordan Prize; **\*William**  **A. Brown Award**; **\*Crawford Young Award**; **\*Teju Olaniyan Award**;  **\*Pulitzer Award**; \***FLAS supplemental award**; \***Racial Justice award**; Undergrad paper award; Africa International Internships award; Ebrahim Hussein Fellowship; University fellowships; TA, RA, PAs; Scott Kloeck- Jenson Awards, recruitment awards, the difference between FLAS institutional payments and grad tuition, study-abroad and other scholarships.  **\*NEW in 2020-21** | **$1,378,500** | **$356,000**  FLAS budget |
| **Total annual contributions to UW-Madison African Studies Program** | **$15,656,063**  ***97% of costs*** | **$484,570**  ***3% of costs*** |

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

The study of languages and cultures is a key aspect of the Wisconsin experience, preparing students to become engaged global leaders in areas of national need. Students pair African language coursework or intensive summer language learning with extra-curricular options such as residential communities, language tables, films and cultural events, student organizations, international internships, and study abroad programs. Three campus units give Wisconsin unparalleled strength in African language instruction and pedagogy: ACS, LPO, and LI.

**TABLE B-1. UW-MADISON UNITS THAT SUPPORT AFRICAN LCTL INSTRUCTION AND PEDAGOGY**

|  |
| --- |
| **African Cultural Studies (**[**ACS**](https://african.wisc.edu/)**) Department.** The nation’s only free-stranding department dedicated to the study of African languages. ACS offers BA, MA, and PhD programs, which all require the study of African language [(Table D-1,](#_bookmark25) p.[16](#_bookmark25); [Table D-2,](#_bookmark27) p.[18](#_bookmark27)). ACS offers up to six African languages in the classroom each semester. Additional languages are offered via the innovative *Multilanguage Seminar* [(B1,](#_bookmark10) p.[5](#_bookmark11)). |
| **\*NEW in 2020\*Language Program Office (**[**LPO**](https://lpo.wisc.edu/)**):** LPO supports learning, teaching, and researching Less Commonly Taught Languages (LCTLs) by providing high-quality, intensive language instruction in a proficiency-based, student-centered learning environment. In addition to supporting three regional Flagship Language Initiatives and the Defense Language and National Security Education Office Project GO (Global Officer) critical language for ROTC members, the LPO supports the Wisconsin Summer Language Institutes ([WISLI](https://lpo.wisc.edu/wisconsin-intensive-summer-language-institutes/)), which offer two African language programs:   1. **Arabic, Persian, and Turkish Language Institute (**[**APTLI**](https://aptli.wisc.edu/)**).** In 2003, ACS developed an intensive, 8-week residential immersion program for the study of Arabic. This successful program has since expanded to include other languages. To promote accessibility and inclusion, the program transitioned to intensive instruction instead of residential immersion in 2019. This change has increased enrollments by 42%. 2. **\*NEW IN 2021\*** [**Intensive Summer Multilanguage Seminar.**](https://multilanguage.wisc.edu/)This FLAS-eligible summer version of the popular ACS course [(B1,](#_bookmark10) p.[5](#_bookmark11)) is taught by the associate director of the African Languages Program, Dr. Adeola Agoke. In its first year, the course enrolled students who studied African languages including Bambara, Lingala, and Maa, as well as four other world languages. |
| **Language Institute (**[**LI**](https://languageinstitute.wisc.edu/)**):** LI is an interdepartmental campus center for innovation in language pedagogy that oversees the doctoral program in Second Language Acquisition (SLA). LI connects Wisconsin K-12 students and teachers with UW-Madison language experts, culminating with the biennial [World Languages Day,](https://languageinstitute.wisc.edu/world-languages-day/) a campus event for high school students. LI spearheads the federally-funded, statewide [Wisconsin Language Roadmap](https://wisconsinlanguageroadmap.wisc.edu/report/)  [Initiative](https://wisconsinlanguageroadmap.wisc.edu/report/) to develop policy for improving PK-16 language education, thereby supporting the needs of businesses, health and human services, state and local government, education, and community organizations. |

B1. EXTENT OF LANGUAGE INSTRUCTION AND ENROLLMENT

ACS offers Arabic and Swahili at three levels every year, Yoruba at two levels every year, and Wolof and up to two additional languages (in recent years, Hausa and Zulu) at all the levels students wish to pursue. African language courses enroll an average of 270 students per year, 26% of whom enroll at the advanced level. Big Ten Academic Alliance (BTAA) students from

Purdue, the University of Maryland, the University of Minnesota, and Ohio State have enrolled in high-advanced Arabic, advanced Swahili, and various levels of Yoruba. Our language courses are available to local community college students through the Madison College Passport Program (App.4). Our students have access to BTAA language courses at other institutions, but they have not enrolled in them recently due to the extensive options at UW-Madison.

Africa has more than 2,000 languages; the languages offered via regular instruction do not meet all students’ needs. The director of our African Languages Program, Prof. Katrina Thompson, an applied linguist and African language pedagogy expert, created a mechanism to train students in the languages and levels that we do not offer in the classroom: *African 670*: *Theories and Methods of Learning a LCTL* and *African 671*: *The Multilanguage Seminar*. Now also offered online and taught by the new associate director of our African Languages Program, Dr. Adeola Agoke, these courses train students to become self-directed, autonomous learners through detailed goal-setting, evaluation of available materials and creation of new ones, design of lesson plans to practice with conversation partners in the community or online, and ongoing self-assessment. The courses focus on learner independence, thereby preparing students for lifelong learning (an ACTFL standard), while avoiding the pedagogical problems associated with dependence on native speakers with no background in language teaching, strategies often used on other campuses. Previous students have studied **Amharic**, **Akan(Twi), Basaa, Chichewa,**

**Fula/Pular**, **Hausa, Kinyarwanda,** Kpelle, **Krio,** Liberian English, **Lingala, Luganda**,

Acholi/Luo, **Maasai**, Ngakarimojong, Rukiga-Runyankore, Setswana, Shona, Sheng, **Somali,**

Xhosa, and Zulu, as well as exceptionally advanced levels of **Yoruba**, **Arabic,** and **Swahili**.2

2 **Languages in bold** are among the [161 priority languages](https://www2.ed.gov/about/offices/list/ope/iegps/languageneeds.html) identified by the Secretary of Education as areas of national need. Underlined languages were only supported at UW-Madison and not by any other [FLAS Grantee in FY2019.](https://www2.ed.gov/programs/iegpsflasf/index.html)

While the pandemic accelerated national trends of declining language enrollments, UW- Madison’s intensive summer language programs experienced record enrollments thanks to accessible virtual courses and strategic campus investments in language scholarships. A summer version of the popular [multilanguage seminar](https://multilanguage.wisc.edu/) was offered for the first time in 2021, supporting

instruction in 7 languages. Enrollment in the summer [Arabic program, APTLI,](https://aptli.wisc.edu/) increased by 42%

during the pandemic, reaching over 60 students each summer.

**TABLE B-2. TOTAL ENROLLMENTS IN UW-MADISON AFRICAN LANGUAGE COURSES 2018-22**

|  |  |  |
| --- | --- | --- |
| **African Language** | **2018-22**  **Enrollment\* Total (Advanced )** | **Ongoing efforts to increase enrollment** |
| Arabic | 902 (186) | *Successful approach:* Recruitment through [Baytunaa,](https://www.housing.wisc.edu/residence-halls/learning-communities/international/language-houses/) an Arabic-immersion dormitory at UW-Madison, changing APTLI from residential to intensive |
| Swahili | 78 (22) | *Successful approach:* Beginning in Fall 2020, ACS offered a hybrid version of Beginning Swahili with 3 days of synchronous class meetings and asynchronous work on other days. BTAA students continue to enroll in  intermediate level Swahili. |
| Wolof | 29 (3) | *Successful approach:* Wolof First-Year Interest Group (FIG): 12 undergrads enroll in a 3-course cluster including Africa 277, Wolof, and a topics course. *Area for future growth:* FIG students are perfectly positioned to apply for FLAS  or Boren to study advanced Wolof at our Senegal program, but the program is temporarily suspended due to pandemic (Table D-4, p.[21](#_bookmark31)). |
| Yoruba | 26 (4) | *Successful approach:* Recruit heritage learners, especially BTAA students. |
| Multilanguage Seminar | 69 (60) | *Successful approach:* FLAS eligibility, a new online and summer version of the course, and ever-increasing catalog of language-learning materials continues to enhance the broader impact of this program. |

*\* UW-Madison students only. Excludes BTAA students.*

B2. EXTENT OF ADVANCED LANGUAGE TRAINING

Arabic and Swahili language courses are offered during the academic year at three or more levels in the classroom. Advanced and high-advanced Arabic are also offered through APTLI each summer ([Table B-1,](#_bookmark9) p.[4](#_bookmark9)). Students seeking advanced language study in other languages, including students who have achieved such an advanced language proficiency that traditional programs no longer serve their learning needs, may enroll in the *Multilanguage Seminar* (671)*.* Over 85% of academic year students who take 671 enter at the advanced or high-advanced level. Students in 671 may focus on African language learning and texts in *any discipline*, allowing them to integrate

their language learning into other fields of study. For example, history students have studied archival materials in African languages, while sociology and anthropology students have practiced interview skills. In addition to language courses, ACS offers seminars in French and Arabic. Students in the Senegal or Morocco study-abroad program ([Table D-4,](#_bookmark32) p.[21](#_bookmark32)) take courses in all disciplines in French or Wolof (Senegal), or French or Arabic (Morocco).

B3. LANGUAGE FACULTY AND PEDAGOGICAL TRAINING

The African languages program is directed by Prof. Thompson (faculty director) and Dr. Agoke (associate director). ACS has seven full-time tenured and tenure-track faculty members and two lecturers, all of whom have expertise in at least one African language: Thompson in Swahili and Shona; Brown in Yoruba; England in Arabic (Egyptian and Sudanese); Royston in Twi; Edoro in Igbo; Moorman in Angolan Portuguese and Kimbundu; Madureira in Mozambican Portuguese, Ronga, Spanish, and French; Mougoué in French and Fe’Fe’ (Bafang); Mustafa in Arabic, and Agoke in Yoruba and Ondo. Thompson, Agoke, and Mustafa regularly participate in workshops designed to assure compliance with national standards set out in the Language Learning Framework of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Thompson and Agoke are central figures in the African Language Teaching Association (ALTA) and NCOLCTL. ALTA works closely with the National African Language Resource Center (NALRC) to define and implement national standards. Wisconsin will continue to play a key state-wide, national, and international role in refining standards, training teachers, and developing language materials under Thompson’s and Agoke’s leadership. Both scholars regularly present their African language pedagogy research at the American Association of Applied Linguistics and National Association of Self-Instructional Language Programs meetings. Because faculty cannot teach all sections of all languages at all levels, we use university support, Title VI support, and the Fulbright Language Teaching Assistant program to employ

language-teaching TAs, carefully supervised by Thompson and Agoke. University TAs support courses with consistent enrollments: introductory Arabic, Swahili, Yoruba, and Wolof. Title VI- supported TAs and FLTAs are deployed to expand our language offerings in response to national priorities and student needs. While Arabic, Swahili, Yoruba, and Wolof will continue to be offered each semester, up to two additional languages will also be taught based on student demand. Current trends suggest potential demand for Chichewa, Luganda, Hausa, Akan-Twi, or Zulu.

Thompson and Agoke closely supervise all African language TAs. Instructors must have advanced language proficiency; the majority have superior proficiency or native fluency. In addition to the required university training, first-year TAs must attend a two-day Language Institute training and enroll in a semester-long pedagogy course with Agoke in which they learn how to create communicative-, proficiency- and performance-based lessons and practice teaching peers. All TAs take part in monthly pedagogy seminars in ACS to discuss topics such as conducting Oral Proficiency Interviews (OPI). TAs also attend STARTALK, ALTA/NCOLCTL conferences, NALRC workshops, and other language pedagogy trainings. African language TAs have received multiple teaching awards.3 This training yields skilled African language instructors who are recruited by top universities and become national resources for instruction and practice ([Table G-2,](#_bookmark46) p.[33](#_bookmark46)). Wisconsin-trained TAs teach languages at Beloit, Middlebury, Florida (AFLI), Wisconsin (APTLI), and elsewhere each summer. The National African Language Resource Center ([NALRC](https://nalrc.indiana.edu/)) selected Dr. Kazeem Sanuth (2020) to serve as associate director.

3 Jibril Gabid (Arabic) recognized as an “Honored Instructor” in 2019 and received a competitive grant from the Language Institute to attend a Content-Based Language Instruction and Curriculum Development training in Minnesota in 2021. Mwita Muniko (Swahili) received the campus-wide 2021 Teaching Fellow Award, the university’s top honor for teaching excellence. Sami Lamine (Arabic) received a university Continuity of Instruction Award, awarded for innovation and outstanding student support during the Spring 2020 transition to virtual instruction. Angeline Peterson (Arabic) and Kimathi Muthee (Swahili) were accepted into the selective *Future Faculty Teaching Academy*, a multi-year program for instructors committed to undergraduate education.

B4. PERFORMANCE-BASED TEACHING, RESOURCES, AND PROFICIENCY REQ’S

Performance-based teaching is central to the African language program. Introductory course enrollment is capped at 24 students to support individualized learning. From the earliest stages of language learning, students engage in activities that prioritize authentic listening, speaking, and writing opportunities that are infused with cultural and practical knowledge, for example, by engaging in role play such as market vendor and customer. During the semester, students create a video that demonstrates their language and cultural skills. Projects range from [mock BBC World](https://african.wisc.edu/languages/swahili/projects/)

[News reports to soap operas](https://african.wisc.edu/languages/swahili/projects/) and are featured at a celebration for all languages and language levels.

UW-Madison has long invested in an extensive library of language resources for a myriad of African languages. Audio, video, and digital materials, including online evaluation protocols, are updated every semester for Swahili, Arabic, Wolof, and Yoruba; *Multilanguage Seminar* students create such materials for languages that lack them ([G5,](#_bookmark47) p.[34](#_bookmark47)). Memorial Library has one of the world’s best collections of African language materials, including authentic texts, grammars, and dictionaries ([F,](#_bookmark37) p.[28](#_bookmark38)). ASP has published textbooks in six African LCTLs (Kanuri, Kikuyu, Kongo, Mende, Tamazight, and Adamawa Fulfulde). ASP will continue to support the African Language Materials Archive, a joint project of Africa NRCs to amass African LCTL primary materials for classroom use ([Table I-3,](#_bookmark72) p. [48](#_bookmark72)). TAs also produce open-access, online instructional materials with supervision from Thompson and Agoke. In addition to these intellectual resources, language students have access to a language lab and three dedicated videoconferencing rooms fitted with fixed-focus cameras, high-resolution microphones and speakers, and advanced acoustic tiling. WISLI provides scholarships for summer intensive language learners who are ineligible for FLAS, and ASP provides additional funding to students enrolled in the *Multilanguage seminar.* Students must meet proficiency standards to advance through the curriculum ([Table B-3,](#_bookmark17) p.[10](#_bookmark17)).

**TABLE B-3. PROFICIENCY STANDARDS FOR AFRICAN LANGUAGES PROGRAM**

|  |
| --- |
| **Beginning African language proficiency standards:**   * Understand the main idea on familiar topics from sentences that are spoken and written. * Participate in spontaneous spoken and written conversations on familiar topics to ask and answer questions. * Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through written and spoken language * Interact at a functional level in some familiar contexts.   **Intermediate African language proficiency standards include the above, plus:**   * Exchange information in conversations on familiar topics and researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. * Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. * Make comparisons between products and practices to help understand perspectives in other cultures. * Interact at a functional level in familiar and some unfamiliar contexts.   **Advanced African language proficiency standards:**   * Handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to your work, school, recreation, particular interests, and areas of competence. * Narrate and describe in all major time frames using relatively connected discourse of paragraph length * Express personal meaning by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. * Read and comprehend a variety of texts appropriate for your proficiency level * Write compositions on various topics using different types of writing using present, future and past tenses. |

All undergraduates in College of Letters & Sciences must complete two years of language study. Undergraduate majors in African Cultural Studies (ACS) must complete two years of an African language ([Table D-1,](#_bookmark25) p.[16](#_bookmark25)). Graduate students in ACS must study an African language for two (M.A.) or three (Ph.D.) years; most go well beyond the third year ([Table D-2,](#_bookmark27) p.[18](#_bookmark27)). African History graduate students must demonstrate proficiency in at least one African language. Thompson and Agoke are trained in ACTFL performance evaluation to determine waiver eligibility for these proficiency requirements. To ensure that our high instructional standards were not impacted by the pivot to remote learning during the pandemic, The LPO and LI secured funding from the U.S. Department of Education Title VI International Research and Studies Program to launch a multiyear [study](https://languageinstitute.wisc.edu/speaking-proficiency/) that compares speaking proficiency outcomes of face-to-face and online intensive

LCTL language study, including an assessment of our summer Arabic program (APTLI). In summer 2021, 32 students in APTLI completed ACTFL Oral Proficiency Interviews (OPI) pre- tests and 45 completed post-tests as part of this ongoing research. Preliminary analysis suggest

that virtual language program proficiency gains were largely equivalent to in-person instruction. Peer-reviewed results are expected in Spring 2024.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

As one of world’s great comprehensive universities, UW-Madison offers excellent training in all fields. It has particular strengths in Africa; most departments strongly connected with ASP consistently rank among the nation’s top 10, including Political Science, Sociology, Geography, and Anthropology. The African history program is considered the best in the nation (U.S. News and World Report, 2021). Leading faculty from the School of Education, Law School, School of Medicine and Public Health, Nelson Institute for Environmental Studies, and Global Health Institute extend our interdisciplinary reach into the STEM and professional fields.

C1. QUALITY AND EXTENT OF CENTER’S COURSE OFFERINGS

We offer 176 Africa courses in 36 departments, reaching an average of 8,700 students each year, (8200 undergraduate, 400 graduate, and 100 professional, App.3). Eighty-three courses focus solely on Africa; 87 courses are taught by our core Africanist faculty (App. 1; cross-listed courses are counted *once*). Our 14 new hires have led to dozens of new courses in history, environmental studies, gender and women’s studies, and other departments. Fourteen ASP core faculty members are in professional schools (App. 3). This strength allowed us to offer 18 courses in professional schools in 2020-21 (App. 1). Engagement with the School of Education, Law School, and School of Medicine and Public Health (SMPH) is particularly strong. In the **School of Education**, a First- Year Interest Group course-cluster led by ASP faculty member Margaret Hawkins, guides twenty first-year students though an exploration of the regionally, societally and culturally embedded nature of schooling, impacts of globalization on schooling, the relationship of schooling to increasingly global societies, and how policy, curriculum, and instruction are both shaped by and responsive to globalization. This course serves as an important pipeline for FLAS, study abroad,

and African Studies certificate programs. ASP has used FLAS awards to support a number of **Law School** students studying complex international legal issues such as land tenure, extractive industries, citizenship and immigration, and intellectual property rights. These students enroll in language and area studies courses to supplement their legal curriculum. In the **SMPH**, African Studies content is woven into preparatory studies for a variety of international medical professional training opportunities in Africa, most recently with Mulago Hospital in Uganda, JFK Teaching Hospital in Liberia, and Tikur Anbessa Specialized Hospital in Ethiopia. ASP Steering Committee member Dr. Janis Tupesis (Emergency Medicine), Dr. Jim Conway (Pediatrics), Dr. Girma Tefera (Surgery), and Dr. Dawd Siraj (Infectious Disease) integrated international training into the residency curricula as recently as 2019. While COVID-19 and regional conflicts have disrupted in-person training, UW-Madison residents and medical students continue to connect with Africa- based emergency medicine doctors via a mobile platform developed by Tupesis, [EMGuidance,](https://emguidance.com/) a

particularly important tool for sharing clinical guidance during the pandemic.

C2. DEPTH OF SPECIALIZED COURSES

Most of our core departments offer a full sequence of Africa courses at all levels. As an example, consider undergraduate and graduate course sequences in History, below. Students in political science, geography, sociology, and African literature enjoy similarly expansive course sequences. **Undergraduate students** begin with five introductory options: 1) *History of Africa since 1870* (105), 2) *Africa on the Global Stage* (129)*,* 3) *Africans in the Americas, 1492-1808* (278), 4) *Afro- Atlantic Histories and Peoples, 1808-Present* (279)*,* or 5) *Africa, An Introductory Survey* (277). Four of these introductory courses were offered in 2020-21. Students then enroll in an intermediate African history topics course (283), such as *Healing & Science in Africa* or *Gender, Sexuality*, and the *Making of the Self in Modern Africa.* Finally, students either enroll in an *Advanced Seminar in History* (600) or undertake independent study with an Africanist historian. Recent seminar options

included: *Gandhi, King, Mandela: Non-Violence in the World*, and *Cannibals and Cannibalism*. **Graduate students** must enroll in a seminar (861 or 983) offered by an Africanist historian every semester. Recent seminars have included *Health, Medicine, and Healing in Africa* (Kodesh), *African Intellectual History* (Callaci), *African Diaspora: Histories and People* (Sweet), and an [*Interdepartmental Seminar in African Studies*](https://african.wisc.edu/courses/african-983-race-embodiment-and-value/)*,* which supports graduate students to develop lesson

plans for undergraduate audiences on topics related to their dissertation research.

C3. TEACHING FACULTY & PEDAGOGICAL TRAINING

The depth and breadth of our 92 Africanist faculty is unparalleled, and they teach our students. Tenured or tenure-track faculty members teach 87 of our 176 courses (App. 1). Non-tenure-track Africanists with PhDs teach 6 courses, and African language TAs teach 21 courses. TAs typically assume ancillary roles, leading discussion sections in large courses supervised by faculty. In the cases where TAs lead courses directly, pedagogical support and close mentorship is provided. Our newly launched **African Studies Teaching Fellows** program provides just such training. The program offers two tracks: Africa 277 Teaching Fellows and International Studies (IS) Teaching Fellows*.* All Fellows attend 40 hours of pedagogical training and meet monthly with the ASP associate director to discuss course development. The **277 Fellow** serves as a TA for our Africa 277 survey course for one year, assisting three different instructors, including at least *two tenured*

*faculty* from *two different departments*. The Fellow then serves as the lead instructor for the class

during the summer term. **IS Fellows** develop and teach an upper-level IS topics course under the supervision of a faculty mentor and the faculty director of the IS program. Fellows teach their courses twice, enabling iterative improvements to design. The inaugural Fellows produced courses on *Africa & the Global Environment*; *Africa, Nonviolence and Social Change; Africa and the Cold War*; and *Africa & China*. This program helped a former Fellow secure a teaching position at Pomona College, where she now offers the course she developed. Another former Fellow now

offers his course to incarcerated persons via the [*Odyssey Beyond Bars*](https://odyssey.wisc.edu/beyondbars/)program. In 2022, we

propose to add a *Community College Teaching Fellow* track to develop courses for a new African Studies certificate program at Madison College (I, p.[45](#_bookmark66)).

Wisconsin takes TA pedagogical training seriously. Pedagogical training for all new TAs is a contractual requirement of the Teaching Assistant Association’s (TAA) agreement with the university. Mandatory 8-hour workshops introduce new pedagogical strategies while outlining sexual harassment and discrimination policies, FERPA requirements, and best practices for supporting students in crisis. Most departments, including History, Sociology, and African Cultural Studies, mandate additional discipline-specific training. In 2020, the vice provost for teaching and learning created the Center for Teaching, Learning, and Mentoring ([CTLM](https://ctlm.wisc.edu/)), which

supported the campus-wide transition to virtual education in Spring 2020. With a mission to support pedagogical innovation and to foster rich and meaningful engagement among instructors and students, a staff of over 50 instructional designers offer [high quality trainings](https://ctlm.wisc.edu/professional-development/) such as “Pre-

Semester Course Preparation,” “The Discussion Project,” “TeachOnline@UW,” and “Early Career Teaching & Learning.” The African languages associate director, ASP associate director, ASP faculty director, and ASP steering committee have attended one or more of these programs. ASP Teaching Fellows are required to enroll in these trainings.

C4. INTERDISCIPLINARY COURSES

From its position of disciplinary strength, Wisconsin leads in cross-disciplinary education. Most undergraduates discover our program through the highly-enrolled interdisciplinary gateway course, *Africa: An Introductory Survey* (277). The course leads students through African geography, history, cultures, politics, science, linguistics, and the arts, introducing them to top Africanist faculty including Tripp (Poli Sci); Kodesh, Sweet, and Callaci (History); Kendall (Ed); Wendland (Anthro); Mougoue and Edoro (ACS); Naughton (Geog.); Goldberg (Vet-Med, Global

Health); and others. 277 enrolls nearly 300 students each year; a summer option introduced in 2020 relieved the pressure on academic year waitlists. 277 is required for most students planning to study abroad in Africa. Many advanced African Studies courses list 277 as a prerequisite; 38% of students enrolled in advanced courses have completed *African* 277 as have 82% of graduates from one of our three undergraduate programs ([Table D-1,](#_bookmark25) p.[16](#_bookmark25)). Course instructors continuously update and expand a suite of digital teaching materials that enrich the in-person classroom experience.

Enrollment in other interdisciplinary African Studies courses is also high: 1,489 students took cross-listed Africa courses in AY20-21 (App.1). UW-Madison provides support with Educational Innovation grants ($15,000), Morgridge Center Course Development grants ($5,000), and various departmental funds to develop interdisciplinary courses such as *Health & Healing in Africa, Gender & Climate Change in Africa, Africa and the Internet,* and *Air Quality & Equity in an African City.* The final two courses are designated as service-learning courses, which give students hands-on experience addressing real-world problems. A student team in the internet course developed an innovative Akan-Twi/English machine-learning translation platform, while students in the air quality course developed content for Kampala’s Clean Air Action Plan.

Graduate students enjoy access to special interdepartmental seminars on Africa that are co- taught by Africanist faculty from two or more disciplines. ASP recruits faculty to teach these courses, which have been supported with Title VI funding in recent years. These courses have been so popular with our African Studies faculty and students that university funds now sustain them. The interdisciplinary education of our graduate students does not end in the classroom. Students from across the disciplines attend our deliberately interdisciplinary *Africa at Noon* lecture series. Graduate and professional students not only attend these events, but they help organize them - a unique interdisciplinary professional development and networking opportunity.

# QUALITY OF CURRICULUM DESIGN

D1. HIGH-QUALITY UNDERGRADUATE TRAINING PROGRAMS

With a wealth of disciplinary courses, rich interdisciplinary options, and a freestanding department dedicated to the study of African languages, ASP’s undergraduate program is of unquestionable quality. Our undergraduate courses enroll over 8,000 students each year (App. 1). Students may enroll in one of three academic programs outlined below. All programs explore Africa from multiple disciplinary perspectives and recruit promising undergraduates into Africa specialization.

**TABLE D-1. UW-MADISON AFRICAN STUDIES BACCALAUREATE DEGREE OPTIONS**

|  |
| --- |
| **Program Description** |
| [**African Studies Certificate**](https://guide.wisc.edu/undergraduate/letters-science/institute-regional-international-studies/african-studies-certificate/) **(~30-40 graduates per year):**  Our certificate (Wisconsin’s equivalent of a minor) is among the top three certificate programs on campus, enrolling students from 40+ departments. More than half of students study an African language and one-third reach advanced proficiency. Prior to the pandemic, nearly half of students studied abroad.  **Learning Goals:**  *Historical Grounding:* Understanding the historical, political, and cultural forces and conditions that have given rise to the diversity in the region today.  *Multi-disciplinarity*: Analyzing contemporary political, economic, and cultural realities in the region from at least two disciplinary perspectives, including humanities, social science, and natural science approaches.  *Depth of knowledge****:*** Master a particular facet of life in the region by taking courses on a sub-region or country, or by studying a regional language, or by taking at least two courses on the region in one discipline.  **Requirements:**  15 credits in 2+ departments. Courses include 66% Africa content and are taught by Africanist faculty. 50+ course options each [fall](https://africa.wisc.edu/wp-content/uploads/sites/1645/2021/08/African-Studies-FA21-Course-List.pdf) and [spring](https://africa.wisc.edu/wp-content/uploads/sites/1645/2021/11/African-Studies-SP22-Course-List.pdf) across 26 departments, including disciplinary course sequences. |
| **B.A./B.S. Degree, Individual Major in African Studies (~ 1/yr.):**  Students pursue an individualized course of study with a disciplinary focus (e.g. Africa & Health, Human Rights in Africa, African History). This program for highly motivated students graduates deeply committed Africanists.  **Learning goals:**  Historical grounding, Multi-disciplinarity, Depth of knowledge, Advanced proficiency in African language(s).  **Requirements:**  40 credits from curriculum, maximum of 25 credits per department; 3 semesters African language(s) |
| [**B.A. Degree, African Cultural Studies**](https://guide.wisc.edu/undergraduate/letters-science/african-cultural-studies/african-cultural-studies-ba/) **(~5-10/yr.):**  Undergraduates study one or more African languages and take courses in the humanities, literature, and ethnic studies. 100% of recent graduates have studied abroad.  **Learning Goals:**  *Content:* Recognize canonical authors & texts, major theories, and aesthetic &cultural concerns in Africa & its diasporas. Understand different “ways of knowing” Africa & its diasporas via language, literatures, and cultures. *Research skills:* Recognize and reduce bias in thinking. Retrieve, comprehend, and evaluate primary and secondary sources from a range of disciplines in English and African languages.  *Communication skills****:*** Speaking, listening, writing, reading skills in an African language. Write and speak across disciplinary boundaries. Construct complex original arguments.  **Requirements:**  30 credits African linguistics, literature, and history; 4 semesters African language |

D2. HIGH-QUALITY GRADUATE TRAINING PROGRAMS

Wisconsin is a premier center for the training of Africa specialists across the disciplines, including professional fields. We have 98 graduate students in 25 departments, including 16 in African Cultural Studies, 11 in History, nine in the School of Education, seven in Environmental Studies, four in Political Science, and three in Geography. Eighteen study in professional schools: law, medicine, veterinary medicine, education, and journalism. Our curriculum challenges students to develop the critical thinking skills necessary to consider multiple disciplinary and ideological perspectives, thereby preparing them for a range of professions that serve the nation. Disciplinary offerings are rich, and cross-disciplinary options are deeply embedded. *All* graduate students take multiple courses outside their field. Most study an African language, many to the advanced level. [Table D-2](#_bookmark27) (p.[18](#_bookmark27)) outlines curricular options for graduate students and includes the African language requirements of each program.

The African Studies Teaching Fellows program and the [*Interdepartmental Seminar in*](https://african.wisc.edu/courses/african-983-race-embodiment-and-value/)

[*African Studies*](https://african.wisc.edu/courses/african-983-race-embodiment-and-value/)support intensive pedagogical training for graduate students, and we seek Title

VI funding to expand these programs ([I1,](#_bookmark59) p.[42](#_bookmark62); Budget 1.3). We also embed graduate student professional development within the administration of our Title VI-supported programs. Each year, two graduate students serve as our **K-12** and **Public Events** Project Assistants (PAs)**.** The **K-12 PA** is a PhD student from the School of Education who works directly with teachers, students, and K-12 administrators to develop high-impact area studies programming. Our **Public Events PA** supports special events and organizes our *Africa at Noon* lecture series, giving them networking opportunities with high-level external visitors ([I1,](#_bookmark59) p.[42](#_bookmark62); Budget 1.4.2).

ASP students win high numbers of competitive national fellowships. Despite the fact that many students declined or postponed awards due to the pandemic, 18 students received national recognition from 2018-2021, including two American Council of Learned Societies Public

Fellows, one National Academy of Education Spencer Fellowship, one SSRC International Research fellowship, one Wenner-Gren Foundation fellowship, and seven Fulbright-DDRA (Nigeria-Education, Kenya-Poli Sci, Sierra Leone-Anthro, Tanzania-Anthro, Tanzania-History, Uganda-Education, Uganda-History). 50% of Boren Fellowships and 20% of Critical Language Fellowships awards offered to UW-Madison students were for African languages. More than 75% of students received a FLAS award prior to securing national recognition, indicating the centrality of FLAS to preparing students for advanced area studies research. Competitive internal awards are likewise stacked with Africanists; although our students comprise 2.3% of UW-Madison graduate students, they received 4% of Fall 2021 university fellowships and 25% of campus resources dedicated to international research from 2018-2021. The best measure of our training is that UW- Madison graduates lead the field, supplying the nation with Africa experts ([Table G-2](#_bookmark46); p.[33](#_bookmark46)).

**TABLE D-2. GRADUATE DEGREE AND CERTIFICATE OPTIONS IN AFRICAN STUDIES**

[**Graduate (Master’s) Certificate in African Studies:**](https://guide.wisc.edu/graduate/institute-regional-international-studies/african-studies-graduate-professional-certificate/) **(5-7 graduates per year)**: 12 credits from core curriculum in two departments outside the student’s major field. One Africa seminar involving a research project on Africa.

[**Ph.D. Minor in African Studies**:](https://guide.wisc.edu/graduate/institute-regional-international-studies/african-studies-doctoral-minor/) **(5-7/yr.)** 12 credits from core curriculum in 2 departments outside the major, one a seminar; elementary African language courses may not be used for these credits.

[**M.A. in African Cultural Studies**](https://guide.wisc.edu/graduate/african-cultural-studies/african-cultural-studies-ma/)**: (5-7/yr.)** Minimum 4 semesters of an African language, 30 total credits of graduate coursework, and a qualifying paper. Curriculum is designed to support research-oriented students as well as future college-level instructors of African languages and directors of African language programs.

[**Ph.D. in African Cultural Studies)**](https://guide.wisc.edu/graduate/african-cultural-studies/african-cultural-studies-phd/)**: (3-5/yr.)** Requires one-year advanced study of an African language, study of at least one additional language related to intended research, coursework, a preliminary exam prior to achieving dissertator status, and a doctorate-level dissertation.

**Disciplinary M.A./M.S. with Africa concentration: (2-3/yr.)**: An option in many departments with Africanist faculty. Requirements vary. For example, geography requires one Africa-specific course in the department, one seminar with an Africanist in geography, at least two graduate-level Africa courses outside the department, and an

M.A. or M.S. thesis on an African topic.

**Disciplinary Ph.D. with Africa concentration (~6-8/yr.):** An option in many Ph.D. departments with Africanist faculty; requirements vary. For example, history students must complete an M.A. in African history, six seminars in African history, 2 years of an African language, complete a Ph.D. minor (usually in African Studies), pass a Ph.D. exam, and write a dissertation on Africa.

D3. ACADEMIC AND CAREER ADVISING

[Table D-3](#_bookmark29) (p.[19](#_bookmark29)) outlines professional development opportunities for students. ASP academic advising complements advising by tenured faculty. The ASP associate director devotes 20% of her

time to meeting with approximately 100 graduate students and 150 undergraduates each year to discuss degrees and certificates, language study, FLAS, grant-writing, fieldwork, internships, and post-graduate careers. ASP holds information sessions about FLAS and other fellowship opportunities monthly. The university’s international fellowship advisor (an Africanist) holds multiple annual advising sessions for major awards such as Fulbright, SSRC, and Boren.

**TABLE D-3. PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ASP STUDENTS**

|  |  |
| --- | --- |
| **Program** | **Impact (2020-21)** |
| **UW- Madison ASP Internships**  Undergraduate and graduate students are offered hands-on experience in communications, administration, program planning, and outreach. Students meet some of the top scholars, public servants, and business leaders in the field. Our former interns are prepared to serve the nation. | **2020-2021 intern post-graduate placements:** [Lusayo Mwakatika](https://news.cals.wisc.edu/2021/04/29/from-malawi-to-uw-and-back-student-commencement-speaker-lusayo-mwakatika-advances-agriculture-in-his-homeland/) leads a research and international development effort in Malawi on women farmers.  [Kisa Sow](https://www.coffeeinstitute.org/staff-board/kisa-sow/) works for the Coffee Quality Institute working with coffee producers in Ethiopia.  [Lauren Parnell Marino](https://laurenparnellmarino.com/) is the lead researcher on a World Bank study of Ethiopian women entrepreneurs. |
| **Africa Private Sector Internships**  Undergraduate students work for organizations on the continent. Students receive intensive advising, pre- departure orientation, and re-entry support. Students enroll in a cross-cultural professional skills course. Virtual internships increased access for students with disabilities and low-income students. Post-pandemic virtual options  will be sustained for students who need them. | **11 undergraduate interns** in 2021  **3 alumni** organized virtual opportunities  **Countries:** Ghana, Malawi, Uganda  **Sectors:** agribusiness, public health, and education **Post-pandemic (2023) internships**: expanded and in-person options in seven countries, including restoration of placement with [Play Africa](https://internships.international.wisc.edu/uw-student-presents-art-exhibits-in-south-africa-and-the-met-through-internship/) in South Africa, the only children’s museum in the continent. |
| **Africanists@Work**  A networking opportunity featuring early-career alumni.  Speakers explain how they parlayed African Studies area and language training into a career outside the academy. | 2020-21 program featured **4 alumni** from public sector (1), private sector (2), and education (2); **32 students** attended |
| **Annual LCTL Career Fair**  The Less Commonly Taught Languages Career Fair connects language students with professional development and career opportunities in the public and private sectors. | **45 exhibitors** and employers represented  **95 attendees**  [**Website**](https://lctlcareers.wisc.edu/)features resources on virtual networking as well as searching, applying, and interviewing for jobs. |
| **Annual International Careers Bootcamp**  This annual coaching and networking event focuses on a specific sector each year. Recent themes have focused on careers in law, non-profits/NGOs, business, and foreign service. | **2021 featured guests**:  Lili Dalton Africa Program Manager, Overseas Security Advisory Council, Bureau of Diplomatic Security U.S. Department of State  Anne Smiley: IRC Deputy Project Director of Research for PlayMatters, an education program for refugee children in Ethiopia, Tanzania and Uganda. |

D4. ARRANGEMENTS TO CONDUCT RESEARCH AND STUDY ABROAD

UW-Madison is ranked 15th among all U.S. universities and colleges for total undergraduates studying abroad. In 2019, 27% of undergraduates graduated with a study abroad experience. UW- Madison sends more students on year-long study abroad programs than any other BTAA institution. ASP students study abroad even more frequently than their classmates; in 2019, 42%

of ASP certificate graduates and 100% ACS major graduates studied abroad in Africa through the International Internships Program (**IIP**) or International Academic Programs (**IAP**). Since 2010, **IIP** has cultivated opportunities with organizations in Botswana, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Rwanda, South Africa, Tanzania, Uganda, and Zambia, reaching nearly 93 students. **IAP** offers 21 programs in 12 African countries, including 9 programs that offer African language study and 10 programs led by UW-Madison Africanist faculty ([Table D-4,](#_bookmark32) p.[21](#_bookmark32)). Prior to the pandemic, nearly 150 undergraduate students enrolled in Africa programs each year. The university supports underrepresented students to study abroad. A new 2019 program in Botswana led by former ASP director Neil Kodesh targeted first- and second-year students with financial need. Though the [Global Gateway Initiative,](https://studyabroad.wisc.edu/uwglobalgatewayinitiative/) these students received full scholarships ($146,000).

The pandemic demonstrated the importance of global and cross-cultural engagement and understanding even as it decimated many international education opportunities. In response, UW created a several virtual courses to offer intercultural and international engagement opportunities while facilitating student degree progress. The format and cost of virtual courses attracted a diverse group of 26 students. While we hope IIP/IAP Africa programs will resume in 2023, we will sustain a subset of virtual programs for students who need them. Title VI support is requested to support the development of post-pandemic international programs ([I1](#_bookmark59), p.[42](#_bookmark62); Budget 8.1.3c).

ASP facilitates student participation in other institutions’ study-abroad and summer language programs through membership in the BTAA, the International Student Exchange Program, and the Council for International Educational Exchange, as well as with summer FLAS fellowships. Prof. Thompson maintains a list of FLAS-eligible summer language programs on behalf of the national Africa NRCs. We publicize these opportunities with other NRCs, community colleges, and Minority-Serving Institutions (MSIs).

**TABLE D-4. INTERNATIONAL ACADEMIC PROGRAMS (IAP) ENROLLMENT 2018-22 (AFRICA)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM & PROVIDER** | **DURATION** | **LANGUAGES OFFERED** | **ENROLLMENT** | | | | |
| **18-19** | **19-20** | **20-21** | **21-22** | **22-23** |
| **Botswana,** Global Gateways African Studies (UW) | Summer | - | 14 | SUS | SUS | SUS | OPEN |
| **Botswana**, Global Health (CIEE) | Fall, Spring, Summer | Setswana | 1 | 1 | SUS | SUS | OPEN |
| **Ghana**, Legon, (CIEE) | Fall, Spring AY, Summer | Twi | 14 | 5 | SUS | 1 | OPEN |
| **Ghana**, Health and Food Systems (UW) | Summer | - | 6 | SUS | SUS | SUS | OPEN |
| **Kenya**, Environmental studies (SFS) | Fall, Spring, Summer | - | 9 | 5 | SUS | SUS | OPEN |
| **Kenya**, Design Studies, (UW) | Summer | - | 8 | SUS | SUS | SUS | OPEN |
| **Liberia,** Polytechnic University | Fall, Spring AY, Summer | - | 0 | 0 | SUS | 1 | OPEN |
| **Malawi,** Nursing (UW) | Summer | - | 0 | SUS | SUS | SUS | OPEN |
| **Morocco,** French Immersion (UW) | Summer | French, Arabic | 5 | SUS | SUS | SUS | OPEN |
| **Rwanda**, Post-Genocide and Peacebuilding, (SIT) | Fall, Spring | Kinyarwanda | 1 | 1 | SUS | SUS | OPEN |
| **Senegal**, International Development (MSID) | Fall, Spring, AY | French, Wolof | 1 | 1 | SUS | SUS | OPEN |
| **South Africa**, University of Cape Town | Fall, Spring, AY | Xhosa, Zulu, Afrikaans | 15 | 11 | SUS | SUS | OPEN |
| **South Africa**, Durban Community Health (SIT) | Fall, Spring | Zulu | 1 | 0 | SUS | SUS | OPEN |
| **South Africa,**  Paleoanthropology (UW) | Summer | - | 7 | SUS | SUS | SUS | OPEN |
| **Morocco,** Human-trafficking  (UW) | VIRTUAL | - | - | - | 2 | OPEN | OPEN |
| **Tanzania,** Global Health (UW) | Summer | - | 12 | SUS | SUS | SUS | OPEN |
| **Tanzania,** Wildlife Management & Research (SIT) | Fall, Spring, Sumer | Maasai | 10 | 11 | SUS | 1 | OPEN |
| **Tanzania,** Coastal Ecology (SIT) | Fall, Spring | Swahili | 1 | 0 | SUS | 0 | OPEN |
| **Uganda,** Global Health Field School (UW) | Summer | - | 8 | SUS | SUS | SUS | OPEN |
| **Uganda**, Human Rights (UW) | VIRTUAL | - | - | - | 2 | OPEN | OPEN |
| **Uganda,** Agriculture & Nutrition (UW) | Winter | - | 20 | 22 | SUS | SUS | OPEN |
| **Uganda,** Mobile Health Clinics (UW) | Summer, VIRTUAL | - | 10 | SUS | 1 | OPEN | OPEN |
|  | | ***TOTAL*** | ***143*** | ***57*** | ***5*** | ***3*** | **-** |

*Providers:* University of Wisconsin-Madison signature programs developed and led by Africanist faculty (UW), Council on International Educational Exchange (CIEE), School for International Training (SIT), School for Field Studies (SFS), Minnesota Studies in International Development (MSID).

*Duration*: fall semester, spring semester, academic year (AY), winter intercession, summer short-term, virtual

*Enrollment*: SUS= suspended due to the pandemic, OPEN= reopened for enrollment

Prior to the pandemic, all of our graduate students graduated with field experience on the continent. Most students spent a continuous year (or more) engaged in field research in Africa, and ASP advised them on how to secure the funds to do so. The pandemic severely disrupted graduate education, limiting fieldwork opportunities for an entire cohort of dedicated Africanists. With rising inflation and the need for COVID safety protocols, traditional graduate student fieldwork awards, such as Fulbright, no longer offer sufficient stipends. We drew deeply into our reserves to support these students, offering new grants to support virtual research ([A2,](#_bookmark7) p.[3](#_bookmark6)), tapping our extended networks to identify remote research assistants, and encouraging students to focus both on their language training (with FLAS) and their teaching portfolios (through our Teaching Fellows program: [D2,](#_bookmark26) p.[17](#_bookmark26)). Since March 2020, our office of International Safety and Security successfully supported 12 students to safely conduct research in Africa.

# QUALITY OF STAFF RESOURCES

E1. TEACHING FACULTY AND STAFF

ASP is an intellectual home for 92 tenured and tenure track faculty members from 41 disciplines, of whom 54 are core members whose research and teaching portfolios contain 50% or more Africa content (App. 3). In addition to our tenured and tenure-track faculty, our community includes 11 active emeriti, 11 teaching staff who are professional Africanists (8 of whom have doctoral degrees), and 14 African language teaching assistants in the Department of African Cultural Studies. Thirty-four faculty and staff teach in professional schools, including 5 in Engineering, 7 in Education, 16 in Public Health and Medicine, 3 in Law, 5 in Veterinary Medicine, and 1 in Journalism. Thirty-seven of our members offer courses in the natural sciences (App. 1).

**QUALIFICATIONS OF FACULTY AND STAFF**

The qualifications of our faculty are outstanding. Our scholars lead **nationally**. ASP ranks include the current national president of the [American Historical Association,](https://www.historians.org/about-aha-and-membership/governance/council) James H. Sweet; and Ainehi

Edoro, the founder and editor of the influential African literature blog, [Brittle Paper](https://brittlepaper.com/). Our scholars

lead on **campus**; ASP members include the associate dean of the International Division, the chair of the Humanities Divisional Committee, the director of the Division of the Arts, the director of the College of Life Sciences International Programs, the director of the Nelson Institute for Environmental Studies International Programs Office, the director of the Global Legal Center, the director of the Global Health Institute, and the current department chairs of Anthropology, Botany, Communication Arts, and Educational Policy Studies. Since 2018, our faculty members have produced more than 35 books and authored over 500 peer-reviewed papers.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND OVERSEAS EXPERIENCE**

Our faculty have research experience in over 44 African countries.4 Despite the pandemic, our faculty have continued their work on the continent. For example, Prof. Aili Tripp (Poli Sci) is currently in residence at the Stellenbosch Institute for Advanced Study in South Africa and assistant professor Zuzana Burivalova (Ecology) established a new Congo Basin biodiversity monitoring program with colleagues at Omar Bongo University (Gabon).

In the past five years, our faculty have secured over $3.8 million in federal funds to support their research (Fulbright, NEH, NSF, Dept of Ed, NIH, others), over $3 million in other extramural funding (Mellon, Guggenheim, MacArthur, Spencer, Ford, others); and over $1.8 million in intramural support from UW-Madison. This intramural support does *not* include start-up and retention packages ($8,000 - $250,000, depending upon discipline) or endowed chairs. Seventeen ASP faculty currently hold endowed chairs, representing over $2.5 million in salary support. Title

4 Self-reported regional research expertise of core ASP faculty: Algeria-4, Angola-4, Benin-2, Botswana-5, Burkina Faso-3, Burundi-1, Cabo Verde-2, Cameroon-4, Chad-2, Cote d’Ivoire-3, DRC-3, Egypt-2, Equatorial Guinea-1, Ethiopia-5, Gabon-1, Ghana-7, Equatorial Guinea-1, Guinea-Bissau-1, Kenya-8, Lesotho-1, Liberia-2, Madagascar- 1, Malawi-4, Mali-5, Mauritania-1, Morocco-8, Mozambique-4, Namibia-1, Niger-1, Nigeria -4, Rwanda-6, São Tomé e Príncipe -1, Senegal-6, Sierra Leone-1, South Africa-9, Sudan-1, Tanzania-6, The Gambia-1, Togo-1, Tunisia- 5, Uganda-12, Western Sahara-1, Zambia-2, Zimbabwe-4

VI funds will complement these university professional development resources and provide opportunities for persons who lack them. Each year we will award grants for international professional travel for: 1) tenured faculty seeking to expand their regional focus in Africa, 2) assistant professors on the path to tenure, and 3) faculty-nominated Africa-based collaborators to travel to Madison. We also request Title VI funds to support 20 core faculty to attend the African Studies Association (ASA) annual meeting ([I1,](#_bookmark59) p.[43](#_bookmark63); Budget: 3.1, 3.2, 8.1.4). Below, faculty describe the impact of ASP support:

*ASP helped me jump-start my collaboration with the Universite Omar Bongo in Gabon through a visiting faculty grant. -*Zuzana Burivalova (Forest & Wildlife Ecology)

*ASP funding for pilot research and collaborator visits resulted in a successful application for a $1 million Lyle Spencer grant for comparative work in Malawi, India, and Colombia; as well as two additional projects focused on Malawi* -Nancy Kendall (Education)

*[ASP travel support] greatly enhanced and broadened my vision from a case study of one country to a more comparative project. I have also been able to host a speaker (Dr. Siri Suh). This not only allowed me to make a valuable professional connection, but also to engage my teaching. Dr. Suh's visit was a central part of a FIG (First Year Interest Group) I teach. Students had the chance to read her work, attend her talk and engage more fully with her scholarship.* -Emily Callaci (History)

*The program has facilitated meeting scholars working on various areas of Africa and has directly influenced the sphere of my African network of intellectuals. It has provided consistent support for conference travel, and gives me a platform to present my research.* -Vlad Dima (African Cultural Studies)

*I met Neil Kodesh (History) and Pablo Gomez (History) through ASP, and that's been a really fruitful intellectual collaboration. The work we did together was very important for my forthcoming book. Several of my students have also benefitted enormously from FLAS* -Josh Garoon (Community and Env. Sociology)

*African Studies offers a variety of resources and support in language education and area studies expertise that was critical during my own graduate studies. Today African Studies is crucial in recruiting future graduate students interested in global studies of education at UW–Madison.* -Chris Kirchgasler (Education)

*African area studies was absolutely critical to my ability to recruit two of my current grad students, and to help them launch their research and gain expertise in Swahili.* -Lisa Naughton (Geography)

*The African Studies program is central to my ongoing work in Africa. It has helped attract students to the University of Wisconsin who have gone on to make significant contributions* - Heinz Klug (Law)

**TEACHING, SUPERVISION, AND ADVISING**

All ASP faculty members are full-time instructors who devote at least half of their time to teaching and advising. Our faculty supervise 147 PhD candidates and 198 M.A./M.S. and professional students, and taught 87 courses to over 5,000 students in 2020-21 (App. 1).

E2. CENTER STAFFING AND OVERSIGHT

African Studies is faculty-driven and governed. A full-time, tenured faculty member is elected by our body of 92 tenured or tenure-track faculty to serve a three-year term as director. The **faculty director** sets intellectual priorities for the center and oversees programming, relying upon a permanent **associate director and staff** to provide administrative continuity. This system of a rotating faculty directorship vests a broad spectrum of faculty in operations, allowing the center to stay responsive to current trends in the field by shifting its disciplinary and regional foci every few years. The **Steering Committee** – comprised of the chair of ACS, the Africana librarian, and four faculty members elected at-large from at least three different departments to serve staggered, three- year terms – provides counsel; approves the budget; makes curricular recommendations; evaluates and recommends proposals for *Africa at Noon* speakers, faculty awards, and community-led initiatives; and appoints faculty members to our FLAS selection, outreach, student awards, and study-abroad sub-committees. ASP’s current Steering Committee includes Vlad Dima (ACS), Emilie Songolo (Libraries), Janis Tupesis (Emergency Medicine), Mary Hark (Design Studies), Jeremy Foltz (Agricultural & Applied Economics), and Nancy Kendall (Education).

Luís Madureira (Professor of African Cultural Studies) was elected in Spring 2021 to serve as faculty director. He succeeds former directors Nancy Kendall (Education) and Neil Kodesh (History). As an experienced administrator and former department chair of Spanish & Portuguese, Madureira brings to the program a deep knowledge of the wider language ecosystem at UW- Madison. Madureira has been an active member of ASP for almost three decades. Our faculty community elected Madureira precisely because of his expertise and administrative acumen; he has been tasked with helping our wider interdisciplinary Africanist community evaluate and address the impact of the pandemic on African language instruction.

Madureira is the first director in ASP history whose research focuses on Lusophone Africa and

the diaspora, expanding the regional and disciplinary reach of the center’s programming. Madureira earned his Ph.D. in Comparative Literature from the University of California, San Diego. His research interests include Luso-Brazilian colonial and postcolonial studies, Modernism and Modernity in Latin America, Africa and the Caribbean, and theatre and performance in Africa. Madureira speaks Portuguese, Spanish, French, and German; and conducts research in Mozambique, Angola, Cabo Verde, Guinea-Bissau, São Tomé e Príncipe, and Equatorial Guinea.

Associate director Dr. Aleia McCord oversees operations and teaches courses. McCord holds a Ph.D. in Environmental Studies. She is a microbial ecologist and air quality scientist with field experience in Ghana, Tanzania, and Uganda. With her experience working with private-sector commercial partners in agriculture and waste management, and affiliations with the Makerere University’s *Center for Research in Energy and Energy Conservation* and *GeoHealth Hub*, McCord augments ASP’s engagement with the humanities and social sciences with connections in STEM and the professions –especially engineering, environment, public health, and business.

Assistant director Dr. Diana Famakinwa oversees communications, FLAS, Africa at Noon, and other events. She holds a Ph.D. in Educational Policy Studies with a concentration in comparative and international education and a minor in African Studies. She has held administrative, research, and teaching positions with various units across campus. Famakinwa has extensive research experience in Nigeria, where she studied diaspora-homeland collaborations at Nigerian universities. As a former recipient of FLAS (Yoruba) and Fulbright-Hays Doctoral Dissertation Research Abroad Award (DDRA), Famakinwa understands the centrality of these programs to graduate education. She described their impact in a recent [Global Ed Podcast](https://www.youtube.com/watch?v=Sv_D52jWkbo) from the U.S.

Department of Education Foreign Language Education Office.

Outreach coordinator Dr. Olayinka Olagbegi-Adegbite received a Ph.D. in Educational Policy

Studies, with a concentration on comparative and international education and a minor in Curriculum and Instruction. Her passionate interest in diversity, equity, and inclusion has led her to work across campus with programs that support first-generation underrepresented students from low-income backgrounds through pre-college programming. Olagbegi-Adegbite has extensive research experience in Nigeria, where she studied language policies and reading pedagogy in multilingual classrooms. As a former Fulbright Foreign Language Teaching Assistant (Yoruba), Olagbegi-Adegbite helped to organize a state-wide outreach program that shared African folklore traditions with K-12 classrooms across Wisconsin. After leading an assessment of our outreach programming in Fall 2021, she restructured outreach to enhance training opportunities for our students while addressing the post-pandemic realities of K-12 classrooms ([I1](#_bookmark59), p.[43](#_bookmark64)).

ASP staff also include the associate director of the African language program, Dr. Adeola Agoke, and the Africana librarian, Emilie Songolo. Three full-time staff (awards, curriculum, business services) and two part-time staff (travel and events management, financial specialist) provide administrative support to all area studies centers within the IRIS. This support allows ASP to use Title VI funds to offer more students professional development opportunities via internships and PA positions in the center (ASP 3, [42](#_bookmark62); Budget: 1.4.2, 8.1.3b). Each semester, we hire two interns to manage communications and provide administrative support, and two graduate students to support our K-12 outreach and public programs. We mentor students closely to ensure that we offer a high-quality educational experience that aligns with our center’s educational mission. Recent post-graduate placements testify to the quality of this training program ([Table D-3](#_bookmark29), p.[19](#_bookmark29)).

E3. ENCOURAGING APPLICATIONS FROM UNDERREPRESENTED GROUPS

The GEPA statement details efforts to seek employees from underrepresented groups. ASP is a particularly important intellectual community for faculty, staff, and students of color. In addition to interrogating subjects that celebrate Africa and the diaspora, ASP’s community is strikingly

more diverse than the general population at UW-Madison. The program plays a key role in recruiting and retaining faculty, staff, and students of color; and in supporting working mothers. Four of the five ASP staff are women of color and four are mothers of young children. During the pandemic, 66% of *student* office staff were mothers of young children. Recent programs such as a conference on *Decolonizing African Studies* (2019), the launch of racial justice student awards (2020), a climate survey (2020), a working group on racial justice (2021), an academic program created by UW-students and alumni entitled *Decoloniality Dialogs* (2021), and recent Africanist hires through the [Faculty Diversity Initiative,](https://facstaff.provost.wisc.edu/faculty-diversity-initiative/#recruitment-resources) demonstrate ASP’s commitment to fostering an

inclusive environment that allows the center to recruit and retain underrepresented staff.

**TABLE E-1. DEMOGRAPHICS OF 2018-22 ASP FACULTY, STAFF, AND STUDENT STAFF**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **WOMEN** | | **PEOPLE OF COLOR** | |
| **UW-Madison** | **ASP** | **UW-Madison** | **ASP** |
| **FACULTY** | 38.5% | 46.6% | 25% | 32% |
| **STAFF**  *Office staff Teaching staff* | 50% | 100%  75% | 14% | 80%  45% |
| **UNDERGRADUATES**  *Office Staff Outreach Scholars* | 51.5% | 62%  25% | 14.4% | 75%  100% |
| **GRADUATE STUDENTS**  *Teaching Staff Office staff Outreach Scholars* | 49.5% | 56%  60%  52% | 12% | 61%  70%  78% |

# STRENGTH OF LIBRARY

Wisconsin's General Library System (GLS) houses the 9th largest research collection in North America. It contains over 9 million volumes and boasts one of the top three Africa collections in the country, with over 500,000 volumes and serials, 40% of which are in languages other than English. Wisconsin’s designation as the nation’s primary repository for Central and Francophone Africa partly explains why about 100,000 of these non-English titles are in French, including 55,350 titles in African history, 21,000 in politics and government, and 7,500 in literature. 30,324

titles are in other African languages, including 1,453 titles in Afrikaans, 20,555 in Arabic, and 8,317 in 87 other African languages. Our collections also include rare books, such as a recent acquisition entitled *First Edition of the First Printed Ethnographic Comparison of the World's People*. A collection of ephemera comprises over 600 African commemorative fabrics and 950 special materials such as funeral programs, independent films, and music. The African Studies collection now contains over 25,000 electronic resources including *Africa Cartoons* (political cartoons curated by the late Tejumola Olaniyan), *Al-Ahram, Sunulex Africa: The Online Library of African Law* (a database of more than 70,000 legal documents from 15 francophone countries), *Chatham House Online Archive, Ethonologue: Languages of the World, Oxford Research Encyclopedias: African History, Sabinet Online African Studies Journals, South African Retrospective Government Gazettes Archives, South African Government and Provincial Gazettes,* and *Archives Unbound African Studies.*

F1. STRENGTH OF HOLDINGS AND INSTITUTIONAL FINANCIAL SUPPORT

The GLS has one of the country's largest staff of area bibliographers and commensurate funding. The university allocates $145,000 annually for Africa acquisitions. Title VI funds are used to acquire specialized materials in strategic areas such as COVID-19 materials, immigration, gender and women’s studies, climate change, environmental studies, genocide studies, human rights, global health, popular culture, decolonization, and elections and governance. All materials purchased with NRC funds are available for public use and a growing proportion are available digitally. The Africana collection is supported by 3.5 full-time employees, overseen by Africana bibliographer, Emilie Songolo. In 2020, Songolo was promoted to lead the UW-Madison International and Area Studies (IAS) Unit, an organizational structure designed to strengthen area studies collections. Songolo has over 30 years of professional experience as an African Studies librarian. She has visited countries around the globe to acquire materials; raise awareness on

unique Africa collections in UW-Madison libraries; and establish cooperative acquisitions programs with vendors including Clarke’s Bookshop in Cape Town (contemporary art and art history), Meabooks in Quebec City, Presence Africaine and L’Harmattan in Paris (rare titles), community organizations in Maputo (cartoneras), ESSTIC in Cameroon (ephemera), and Archives d’Outre-mer in Aix-en-Provence (French colonial archives). During 2020-21, Songolo provided 196 virtual consultations on Africa collections. Songolo is the current Chair of the Title VI Africana Librarians Council and an executive member of the Cooperative Africana Materials Project (CAMP). In 2021, she presented on *The Life Cycle of Commemorative Fabrics: Apertures in Decolonizing African Studies Collections* at the Africana Librarian’s Council and ASA meeting.

F2. COOPERATIVE ARRANGEMENTS, ONLINE RESOURCES, & PUBLIC ACCESS

The online catalog and databases, digital GLS collections, and physical libraries and their holdings are open to the public. In 2020, UW-Madison was third among the Association of Research Libraries members in interlibrary lending capacity, registering 70,000+ interlibrary loans for Africana materials and 1000+ sessions with digital Africa collections, including *Commemorative Fabrics from Africa*, *The Harold E. Scheub Collection*, *African Digitization Projec*t, *South African Voices, Lilian Trager Papers,* and *AfricaFocus.* The libraries provide delivery services, ADA compliant rooms, software, and paging assistance for patrons with disabilities.

African studies librarians around the country maintain an unofficial division of fields to assure that comprehensive collections are available in the U.S.. We are expected to obtain materials (in all languages) on Central Africa, and we do. We also support cooperative projects with other Africa NRCs, including web archiving the Northwest/Southwest war in Cameroon (with Northwestern), African Serials Indexing (with Michigan State), microfilming of the African newspapers from the Library of Congress collection (1986-2015), microfilming of DRC and Mauritian newspapers (with Northwestern), and digitization of the Kenya Historical Botanical Collection.

# IMPACT AND EVALUATION

The African Studies Program at the University of Wisconsin-Madison has had an unparalleled impact on the field, training over 825 Ph.D. Africa specialists and 3,000 undergraduates over its storied 60-year history. Many alumni credit their Africanist credentials with helping them to secure key positions in academia, the private sector, and in public service.

G1. IMPACT ON UNIVERSITY, COMMUNITY, REGION, AND NATION

**TABLE G-1. IMPACT OF ASP ACTIVITIES ON THE UNIVERSITY, COMMUNITY, REGION, AND NATION**

|  |  |
| --- | --- |
| **Activity & Significance** | **Indices** |
| **Area Studies Teaching.** For 60 years, ASP has trained the next generation of African specialists to serve our nation with our rigorous disciplinary and interdisciplinary Africa curriculum. | **Enrollments:**   * Graduated **825+ PhDs** and **3000+** undergrad Africanists * **6 PhD minors** and **26** certificates awarded in 2020-21 * *Intro to Africa* always fully enrolled (**~300** students/yr.) * AY20-21 courses enrolled **8,443** undergrads & **515** grads |
| **Language Teaching.** ASP trains students in African LCTLs to serve the nation. UW- Madison has the only freestanding department in the nation dedicated to African languages, offering six languages and a multi-language seminar. | **Enrollments:**   * **270** students/yr. enroll in African language courses * **25%** enroll at the advanced level * Multilanguage seminar has supported 25 African languages, including 15 Secretary of Education priority languages [(B1](#_bookmark10), p.[6](#_bookmark12))   **Post-graduate placements:**   * **58%** of graduates report using languages professionally * Our **language TAs** teach nationally [(Table G-2,](#_bookmark46) p.[33](#_bookmark46)) |
| **Teacher Education.** ASP Prepares K-16 teachers to integrate language and area studies content into their curricula, and extends its reach by collaborating with other UW area studies centers and Africa NRCs. | **Participation rates (AY2020-21)**   * **57** educators participated in **UW-Madison Africa** programs * **117** educators attended **UW-Madison cross-regional** programs * **187** educators attended collaborative **Africa NRC** programs |
| **Student Training.** Wisconsin-educated Africa experts are well prepared to use their training in service to the nation in education, government, business, and the professions. | **Post-graduate placements:**   * From 2016-2019, UW sent more students to the **Peace Corps**   than any other university, including ~4-6 ASP graduates annually   * **36%** of alumni work in education, **18%** in government, and **18%**   in Business   * **84%** of alumni use their Africa training daily at work |
| **Public Programs**. Public programs create critical intellectual spaces for faculty, students, and community members to share **diverse perspectives**. | **Participation rates:**   * AY20-21 UW-ASP live programs reached over **2,500 people** * Recorded programs were viewed an additional **2,754 times** * Virtual attendees came from **26 U.S. states** and **37 countries** |
| **Resource Sharing**. Our top-notch libraries and faculty serve the nation and world. We provide expert area studies knowledge and African language support to local, regional, national, and international organizations | **Resource usage (2020-21)**   * **80+** scholars used Africana library; **94,000** Africana items loaned * 12 virtual *Outreach Scholars* reached over **1000 K-12 students** * **400 K-12 students** engaged with Discovery Boxes |
| **Matriculation.** Students graduate from our programs and pursue advanced language and area studies education | **Post-graduate placements:**   * Since 2016, **88 BA students** have pursued additional degrees at Yale Law, UVA, Kansas, UW-Madison, and elsewhere. |

G2. ACTIVITIES & PROGRAMS LEAD TO IMPROVED SUPPLY OF SPECIALISTS

Wisconsin supplies the nation with high-level Africa specialists in all fields. Nearly half of 2021 graduates studied an African LCTL, more than a third at the advanced level, many with FLAS fellowships. [Table B-2](#_bookmark12) (p.[6](#_bookmark12)), [Table D-1](#_bookmark25) (p.[16](#_bookmark25)), and [Table D-2](#_bookmark27) (p.[18](#_bookmark27)) provide enrollment data for language programs, undergraduate programs, and graduate programs, respectively. Appendix 1 shows African studies course enrollment data. [Table G-2](#_bookmark46) (p.[33](#_bookmark46)) demonstrates the impact of our alumni, including former FLAS recipients.

G3. POST-GRADUATE PLACEMENTS INTO AREAS OF NATIONAL NEED

Our Africa experts lead, in the academy, private sector, and in service to the nation as demonstrated in [Table G-2](#_bookmark46) (p. [33](#_bookmark46)). UW-Madison alumni fill the faculty ranks of Title VI Africa NRCs and often lead the African Studies programs at these institutions. [Table D-3](#_bookmark29) (p.[19](#_bookmark29)) describes targeted professional development opportunities designed to encourage service in areas of national need.

G4. FLAS FELLOWSHIPS AWARDED ADDRESS NATIONAL NEEDS

Our FLAS selection procedures are designed to increase the nation’s supply of specialists who have mastered priority African languages at the advanced level and to encourage these students to enter the public and private sector. Between 2018-2022, ASP awarded 68 FLAS fellowships, supporting 45 students to study 20 African LCTLs: Acholi, Amharic, Arabic, Chichewa, Chiga, Fula/Pular, Hausa, Krio, Kpelle, Lingala, Luganda, Maasai, Ngakarimojong, Setswana, Swahili, Twi, Wolof, Xhosa, Yoruba, and Zulu. This list includes 13 of the [161 priority languages](https://www2.ed.gov/about/offices/list/ope/iegps/languageneeds.html) identified

by Secretary of Education as areas of national need, and 8 languages not offered by any other [FY2019 FLAS Grantee.](https://www2.ed.gov/programs/iegpsflasf/index.html) Our innovative multi-language seminar enabled us to support this

diversity of languages: 22 FLAS fellowships were awarded to students in this course.

**TABLE G-2. ALUMNI PLACEMENTS DEMONSTRATE IMPACT ON AREAS OF NATIONAL NEED**

|  |
| --- |
| **Academia** |
| **NRC/Title VI Center leadership:** *Mbaye Cham*, Professor and Chair of Department of African Studies, Howard; *Ann Biersteker*, Associate Director of African Studies Center, Michigan State University; *Timothy Longman,* Professor, Director of African Studies Center, Boston University; *William Reno***,** Director of Program of African Studies, Northwestern; *Kazeem Sanuth,* Associate Director, National African Language Resource Center, Indiana  **Early career (2016-21) Ph.D. graduate placements tenure-track:** Bamberg (Ed), Bates (History), Dickinson (Ed), Emory (Anthro), Indiana-NW (Anthro), Indiana-Wesleyan (History), Johannesburg (Law), Kenyon (Anthro), Mercer(Anthro), Middlebury (Geog.), Northland (Env.), Oregon State (Anthro), Peking (Lit), Penn State (Anthro), Pomona (Soc), UIUC (Edu), U. of Arkansas (Art History), U. of Iowa (Edu), U. Maryland Baltimore County (Geog.), U. of Northern Arizona (Edu), Pretoria (Law), U. of Utah (History), UW-Green Bay (Engineering), UW-Green Bay (Poli Sci), UW-Madison (Med), UW-Platteville (Engineering), Waseda (Ed), York (Ed and Anthro)  **2016-21 placements non-tenure higher-ed:** Allegheny, Arizona State University, Columbia, Georgia, Harvard, Indiana, Michigan State, Middlebury, Notre Dame, Penn State, SUNY Buffalo, University of Iowa, University of Michigan, UW-Madison, Virginia, Washington University St. Louis, Western Cape University  **African language placements:** Berkeley (Swahili), Georgia (Swahili), Iowa (Swahili), Mauritius Institute of Education (Creole), Michigan (Arabic), Syracuse (Arabic), Virginia (Arabic), UW-Madison (Yoruba), Florida AFLI (Wolof), WISLI (Arabic) Middlebury (Arabic), and others. |
| **Public Service** |
| **National leaders**  *Amb. Linda Thomas-Greenfield,* U.N. Ambassador  *Linda Etim*, Special Assistant to the President (Development and Global Health), National Security Council *Mark Green*, Director, Wilson Center, former USAID Administrator, Ambassador (Tanzania), U.S. Representative *Russ Feingold*, former Chair - Subcommittee on African Affairs; Special Envoy - Great Lakes Region  *Sarah Paige,* USAID Global Health Security Agenda, Senior Advisor in Uganda for Africa COVID response.  *Stephanie Salyer,* Africa U.S. Centers for Disease Control and Prevention (CDC, Ethiopia)  *Farha Tahir,* Bureau of Democracy, Human Rights, and Labor, U.S. Dept of State  **Early career (class of 2016-21)**  *Rebecca Hanks,* 2020 BA (Poli Sci), AmeriCorps VISTA New American Welcome Center  *Koffi Dogbevi,* 2020 JD, FLAS, Analyst, United States Government Accountability Office  *Kathleen Alfin,* 2018 MA (History), Assistant Professor at United States Military Academy, West Point *Nada Elmikashfi,* 2020 BA (Pre-Law), FLAS, Chief of Staff, Wisconsin State Representative F. Hong *Nouhoum Traoré,* 2018 PhD (Ag. Econ), Economist, World Bank  *Samuel Allen,* 2017 BA (History), ProjectGo Swahili*,* First Lieutenant, U.S. Army  *Elizabeth Bintrim,* 2016 MLIS, Fulbright, Head children's librarian, Enoch Pratt Free Library in Baltimore  *Linda Vakunta*, 2016 PhD (Environment), Deputy Mayor, Madison |
| **Private Sector** |
| **National leaders**  *David Prager,* Executive Vice President of Corporate Affairs, De Beers Group of Companies  *Tony Carroll*, Vice President Manchester Trade  *J. Stephen Morrison,* Senior VP & Dir., Global Health Policy, Center for Strategic & Int’l Studies  *Catherine Thompson,* Managing Director, Peace and Security Funders Group  *Leela Hazzah,* (FLAS) Cofounder & Executive Director at Lion Guardians (Kenya)  **Early career (class of 2016-21)**  *Lusayo Mwakatika,* 2021 BA (Agr. Business), Business Development Officer, ACADES, Malawi *Claire Widmann,* 2021 BA (IS), FLAS, Boston Center for Refugee Health and Human Rights *Eric Feudner,* 2018 BA (IS), Production Assistant, C-SPAN (for international content)  *Rebecca Mandich*, 2018 MA (ACS), FLAS, Founder & CEO, VRnacular, a language learning platform (Swahili) *Matthew Scharf,* 2017 PhD (Poli Sci), Public & Govt Affairs Manager ExxonMobil (Africa & Latin America) *Amy Porter,* 2017 PhD (Education), Int’l Ed Research & Evaluation Specialist, Social Impact Mgmt. Consultant |

G5. GENERATING & DISSEMINATING INFORMATION TO THE PUBLIC

Our activities directly address national needs by training students and teachers in priority African LCTLs and offering advanced area studies courses. All programming is geared for public dissemination. ASP publishes a newsletter that reaches 3,443 people each week, including community partners and local interest groups. We also engage audiences via social media: In 2021, Facebook posts reached 32,829 people, Tweets averaged of 11,000 views per month, and Instagram posts 12,000 views. ASP features [original content](https://africa.wisc.edu/2020/10/26/community-reactions-endsars/) from members of our community,

publicizes [events,](https://africa.wisc.edu/2021/08/26/fall-africa-at-noon-update/) highlights [faculty](https://africa.wisc.edu/2021/10/10/dr-jacqueline-bethel-tchouta-mougoue-2021-winner-of-the-aidoo-snyder-prize/) and [students,](https://africa.wisc.edu/2021/12/13/africa-in-our-lives-cecilia-kyalo/) spotlights [new courses,](https://africa.wisc.edu/2021/11/29/course-spotlight-art-history-303-ancient-arts-of-africa-the-nile-and-niger-rivers/) and lists [funding](https://africa.wisc.edu/2021/11/08/apply-for-flas/) and

[employment](https://africa.wisc.edu/2021/11/14/job-opening-african-studies-program-intern/) opportunities. *Multi-language seminar* students create open-source language-

learning materials ([Amharic,](https://learningamharic.wordpress.com/) [Arabic,](https://sites.google.com/a/wisc.edu/arabic-sara/) [Bassa,](https://sites.google.com/a/umn.edu/learningbassa/home) [Kinyarwanda](https://sites.google.com/a/wisc.edu/learning-kinyarwanda/), [Luganda,](https://sites.google.com/wisc.edu/tusoma-luganda/home?authuser=1) [Krio](https://sites.google.com/a/wisc.edu/krio-language-resources/), [Swahli](https://sites.google.com/a/wisc.edu/swahili/), [Yoruba](https://sites.google.com/a/wisc.edu/language-learning-resources-for-yoruba-2/), [Zulu](https://sites.google.com/site/learnzulunow/)).

G6. COMPREHENSIVE, QUANTIFIABLE, OUTCOME-ORIENTED EVALUATION PLANS

**STANDARDIZED WI EVALUATION PLAN FOR TITLE VI (SWEPT): GLOWS & ASAS**

In 2010 Wisconsin’s area studies programs developed the nation’s premier model for Title VI impact assessment and evaluation: the Standardized Wisconsin Evaluation Plan for Title VI (SWEPT). We have presented the SWEPT model to IFLE staff and directors of NRCs nationwide. SWEPT is comprised of two replicable surveys administered by an independent survey center: 1) of current undergraduate students (GLOWS) and 2) of graduate student alumni (ASAS). The **Global Learning Outcomes at Wisconsin Survey** (GLOWS) is administered every three years to all UW-Madison sophomores and seniors. A questionnaire evaluates student knowledge of center programming, courses, language study, FLAS, international career ambitions, and study abroad plans. This survey has helped ASP more effectively target communications and recruit students. Another survey instrument utilizes the Intercultural Learning Outcomes battery of 29 questions to assess five dimensions of global competence - cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geographical knowledge. This survey

enables ASP to evaluate learning outcomes and program impact. GLOWS was administered 2013- 14 and 2016-17. Due to the pandemic, the 2019-20 survey was postponed to 2022. Title VI funding is requested to readminister the survey in 2023-24 (Budget 8.2.5). The **Area Studies Alumni Survey** (ASAS) surveys graduate student alumni once every ten years to assess the long-term impact of our academic programs. ASAS was administered in 2011 and 2021, and is planned for 2031. ASAS obtains quantifiable data on alumni, including information on the number of graduates who enter business, academia, and government service as well as the degree to which graduates utilize their African language and area studies skills in their careers. A subset of these data are shared in Table G-1.

**TABLE G-3. EXAMPLE 2021 SWEPT-ASOS RESULTS THAT HAVE IMPROVED ASP PROGRAMS**

|  |  |  |
| --- | --- | --- |
| **Learning & Program Goals**  *(*[*Table* D-1*,*](#_bookmark25) *p.*[*16*](#_bookmark25)*)* | **Survey Results (ASAS 2021)**  ***Percentage of ASP alumni who report that…*** | **Program improvements in response to results** |
| Prepare students for post- graduate employment | Contacts forged through ASP helped them secure or succeed in their jobs: 52.9%  Area studies knowledge obtained from ASP is used regularly in their jobs: 84% | Africanists@ Work series, increase alumni networking, career readiness programs. |
| Encourage service in areas of national need | Current job sector: Education - 36%, Social Services/Non-profit - 27%, Government - 18%,  Business - 18%, Military - 1% | Develop new lecture series for with ROTC cadets,  International Careers bootcamps. |
| Support students to reach advanced proficiency in African language(s) | African language used professionally: 58% | Expand access to African LCTLs via multilanguage seminar, LCTL career fair |
| Foster a welcoming and supportive intellectual community | ASP played a very important role in their UW experience: 69%  ASP provided an intellectual home: 62% | Expanded student awards, and conducted internal climate survey |
| Prepare students to work in international environments | Current job includes international collaboration: 67% | Expand student dissertation travel awards |
| Historical Grounding: understanding historical, political, and cultural forces | *Area for future growth: Alumni evaluations have not effectively measured this learning goal.* | *Engage history faculty and external evaluators to better*  *capture this learning outcome.* |
| Multi-disciplinarity: use humanities, social science, and natural science | ASP helped connect them with students and faculty in other departments: 55% | Support faculty to develop interdisciplinary courses |
| Depth of knowledge: master a particular discipline or field | ASP course offerings supported them to meet their career goals: 67% | *Engage ASP faculty and external evaluators to better capture this learning*  *outcome* |

**EVALUATING THE IMPACT OF COVID-19 ON NRCS (ICONS)**

From 2022-2026, SWEPT will be expanded to include ICONS, surveys of participants NRC- supported public programs. These surveys will assess how pandemic-related shifts in programming, such as the use of virtual and hybrid modes for lectures and other events, limited face-to-face contact, and travel restrictions, affected the participant experience. This rigorous assessment will also explore the impact of virtual programming on accessibility and inclusion at lectures, seminars, cultural events, and teacher workshops.

**ASP OUTREACH PROGRAM EVALUATIONS**

In 2020-21, scholars from the School of Education conducted an evaluation of our K-12 outreach programs (Outreach Scholars, Day in Africa, Discovery Boxes, Teacher Trainings), which included reviews of participant surveys, interviews with K-12 teachers and *Outreach Scholars*, and an audit of staff time and program costs. The assessment concluded that K-12 programs should be restructured to align with Wisconsin’s Department of Public Instruction Global Education Achievement Certificate (GEAC) framework, a state initiative to foster global competencies among K-12 students. The evaluators recommended the creation of high-impact, cohort based- programs to sustain multi-year engagement with K-12 teachers. Our proposed 2022-2026 outreach activities ([I1,](#_bookmark59) p.[43](#_bookmark64)) respond to these recommendations.

**ASP ACADEMIC PROGRAM EVALUATIONS**

All courses are evaluated every semester according to UW-Madison policies and procedures, and the results are used to improve instruction and curricula. ASP submits [annual program assessments](https://assessment.provost.wisc.edu/submitting-assessment-reports/)

to the Office of the Provost that provide quantitative and qualitative data on the degree to which our academic programs achieve their learning outcomes ([Table D-1,](#_bookmark25) p.[16](#_bookmark25)). External reviewers evaluated our undergraduate curriculum in 2015 and our graduate curriculum in 2019. Curricular changes were implemented in response to these reviews; for example, because *Intro to Africa*

created a bottleneck for students, we developed a summer option. Our Arabic summer language institute (APTLI) includes pre- and post-institute OPIs. As described previously, a rigorous study is underway to assess learning outcomes of in-person and virtual language instruction ([B4,](#_bookmark16) p.[10](#_bookmark17)) We comply with IFLE protocols to measure pre- and post-course language proficiency for all FLAS awardees, and track awardees post-graduation.

G7. PROMOTING EQUAL ACCESS

UW-Madison’s Division of Diversity, Equity & Educational Achievement (DDEEA), promotes diverse and inclusive learning and working environments. Pre-college programs recruit and retain students from underrepresented groups; post-doctoral fellowships and target-of-opportunity hiring increase faculty and staff diversity. ASP works with the DDEEA to promote full realization of equal access for minorities, women, and persons with disabilities. UW-Madison complies with Title IX and Clery requirements. Our GEPA statement outlines how ASP exceeds these benchmarks of equal access (see GEPA 427 & [E3](#_bookmark36), p.[27](#_bookmark36)) by investing in strategic hires and improving the campus climate for students and faculty of color. During the pandemic, virtual options made our programs accessible to persons with disabilities, caretaking responsibilities, and others. Title VI support will enable us to sustain this increased accessibility (I-1, p.[40](#_bookmark61)).

# OUTREACH

Our outreach program is designed to (1) improve access to accurate information about Africa and effective ways of teaching it among K-12 teachers; (2) support a more systematic and comprehensive treatment of Africa in two- and four-year colleges, especially MSIs and community colleges; and (3) engender a better understanding of Africa in business, media, and the public. School of Education faculty member Nancy Kendall oversees this work. Outreach Coordinator Olayinka Olagbegi-Adegbite (Ph.D., Education) devotes 100% of her time to outreach. Two graduate student PAs render support: one for K-12 activities (from the School of

Education) and one for public programming. ASP also supports cross-regional outreach at UW- Madison as well as collaborations with Africa NRC across the nation. Below, we detail the significant and measurable impact of a *subset* of **2018-2021 activities led by ASP**. Our *proposed*

2022-2026 programs (Section [I,](#_bookmark58) p.[40](#_bookmark58)), reflect the outcome of an extensive program evaluation; respond to the priorities of Madison College, our community college partner; and address the post-pandemic realities of area studies education.

H1. ELEMENTARY AND SECONDARY SCHOOLS

**Discovery Boxes.** Our program ships curated collections of cultural items and multi-media materials paired with lesson plans that tell a story about Africa. Shipments include a pre-paid return slip to make participation easy for busy teachers. Boxes highlight Africanist faculty and student research. We shared our scholarship with 362 K-12 students and 32 teachers in 2018-19. The program was suspended due to the pandemic.

**Outreach Scholars.** Trained Africanists, typically graduate students, visit classrooms to present on their area of expertise. Prior to the pandemic, 14 Outreach Scholars (including two from professional schools) visited 1,064 K-12 students and 35 teachers in 2018-19. The program was suspended in Spring 2020 and resumed virtually in Fall 2020. During the pandemic, seven Outreach Scholars reached 2,026 students and 22 teachers. The virtual environment extended the geographical reach of this program outside of the greater Madison-Dane County area.

**Day in Africa**. This event brings high school students and teachers from across the state to campus for a day-long symposium that features UW Africanist faculty and students. 305 students and 32 teachers attended *Day in Africa* in 2019, where 26 graduate students and three faculty offered sessions. This program was suspended due to the pandemic.

**K-12 Teacher Workshops.** The annual Africa NRC collaborative Teacher’s Workshop at ASA routinely reached 30-40 teachers prior to the pandemic. As a virtual program, attendance reached

187 in 2020 and 75 in 2021. At UW-Madison, we also capitalized on the virtual environment to host a training on *Gender in Africa* that connected Wisconsin teachers to teachers on the continent. This event led to several sustained transcontinental classroom collaborations, including a partnership between special education teachers in Senegal and the USA.

H2. POST-SECONDARY INSTITUTIONS

**Educator Workshops**. Our 2020 virtual post-secondary educator workshop on *Global Partitions* featured ASP faculty member Heinz Klug (Law) and reached over 25 educators, including MSI and community college instructors.

**Professional Development.** In Spring 2019, ASP offered travel funds for the chair of the Association of African Studies Programs, Cherif Correa (faculty, Madison College) to attend the annual AASP meeting. This event was virtual in 2020 and 2021 due to the pandemic.

H3. BUSINESS, MEDIA, AND THE GENERAL PUBLIC

**Public programs and** [**Africa at Noon**](https://africa.wisc.edu/events-intro/upcoming-events/)**.** Our events reached over 15,000 people from 2018-2021.

Campus and community partners suggest themes and speakers, and our steering committee selected proposals for funding. Programs featured diverse perspectives from 13 alumni, 9 countries, and representatives from the private and public sector. These public programs included collaborations with the Madison International Trade Association and [Wisconsin Public Radio.](https://www.wpr.org/uw-madison-mandela-washington-fellows-learn-while-giving-back-community)

[**READ AFRICA**](https://africa.wisc.edu/2021/03/08/african-books-list/)**.** This program, launched in Spring 2021, infused 34 public libraries with over

2000 books about Africa, reaching every district in the state and [generating local press](https://brittlepaper.com/2021/08/menomonee-falls-public-library-is-expanding-their-african-literature-collection/) from

[Burlington](https://journaltimes.com/lifestyles/faith-and-values/burlington-library-wins-grant/article_802b640d-ca85-56c3-bd7d-b184b094b3fe.html) to [LaCrosse.](https://lacrossetribune.com/community/vernonbroadcaster/news/viroqua-library-awarded-read-africa-grant/article_7ae804ec-b736-5b4e-bed2-2733c117cc98.html) In cooperation with the Wisconsin Department of Public Instruction, a

call for proposals was issued to all public libraries across the state. Librarians submitted proposals for programs and acquisitions of titles from a list specially curated for the program by ASP faculty member, Ainehi Edoro (English), and from previous [Children’s Africana Book Award](https://cfas.howard.edu/CABA) winners.

# PROGRAM PLANNING AND BUDGET

Title VI resources will be leveraged to extend our influence by sharing resources with the wider community, nation, and world; and to create interdisciplinary professional training opportunities that prepare our students to serve the nation. We will pilot innovative projects, expand established initiatives, and redesign existing programs to build resilience for a post-pandemic world.

I1. DEVELOPMENT PLAN

Our proposed activities include: (1) UW-Madison ASP-led initiatives, (2) cross-regional programs with other UW-Madison area studies centers, and (3) collaborations with national Africa NRCs.

**UW-MADISON AFRICAN STUDIES PROGRAM INITIATIVES**

ASP seeks Title VI funding to: 1) highlight diverse perspectives via **accessible public programs**,

2) improve access to **critical language courses** in areas of national need, 3) infuse our curriculum with **interdisciplinary and professional training** that fosters service in areas of national need, 4) support the continued **professional development** of Africanist faculty, 5) strategically restructure our **outreach programs,** 6) expand **Africa holdings** at libraries across the state, and 7) expand the **African Studies curriculum at Madison College**, a local community college.

**ASP 1. ACCESSIBLE PUBLIC PROGRAMMING THAT HIGHLIGHTS DIVERSE PERSPECTIVES**

We seek Title VI support to fund **special events on campus and in the community**, such as

symposia, speakers, and cultural events (Budget 8.1.1a). Soliciting proposals from our campus and community keeps our center responsive to issues that matter to the public and ensures that we feature a wide range of diverse perspectives. ASP will publicize funding availability via our newsletter and social media. Requests will be reviewed quarterly by our faculty steering committee and evaluated to ensure that costs are justified, and the content features diverse perspectives. Programs must be free, open to the public, and demonstrate a commitment to fostering robust debate. In accordance with Title VI priorities, proposals from MSIs and K-12 teachers will be given priority consideration, as will proposals that foster service in areas national need.

We also seek Title VI funding to make our **Africa at Noon seminar series** diverse,

accessible, and multilingual (Budget 8.1.1b). Each Wednesday we hold *Africa at Noon*, a lecture series that highlights cutting-edge Africanist research. Faculty and students nominate speakers, and our steering committee selects a lineup that features a diversity of perspectives, disciplinary backgrounds, and professional orientations. During the pandemic, the series was virtual. We eagerly anticipate resuming in-person programming; however, the virtual environment offered some advantages. **1) Attendance tripled.** Popular speakers drew audiences of over 150, far exceeding our 55-person physical room capacity. Alumni and other colleagues from across the world attended our events; 50% of virtual attendees were based outside of Madison. Our recorded lectures were viewed over 2,500 times. **2) Accessibility improved.** People with mobility constraints, impaired hearing, caregiving responsibilities, and/or community members who previously struggled with transportation and scheduling were able to participate fully. **3) Cost- effective inclusion of diverse perspectives.** The virtual series included a record number of international speakers: 40% of our 2020-2021 lineup featured voices from abroad, including journalists from Uganda and Nigeria, an Egyptian women’s rights advocate, a microbiologist in the DRC, and a philosopher in Paris. Prior to the pandemic, ASP could only support 1-2 international visitors per year; in 2020-21 we featured 15 speakers from abroad. **4) Multilingual programs**. Using live interpretation and closed captioning technology, we livestreamed events in multiple languages. Title VI funds are requested to continue livestreaming and recording our series, and to offer several events in one or more African languages. This approach gives advanced language learners the opportunity to practice live interpretation skills as part of their training and other language learners the chance to practice their listening skills. Offering events in African languages also disrupts the tradition of presenting academic lectures exclusively in colonial

languages, thereby contributing to ongoing efforts to decolonize the field of African Studies.

**ASP 2. EXPANDING ACCESS TO LANGUAGE COURSES IN AREAS OF NATIONAL NEED**

Title VI funding is central to the teaching of African LCTLs at UW-Madison by affording the program the flexibility to continuously adjust language offerings in response to national needs and student demand. Such rapid curricular changes are not possible with university resources ([B3](#_bookmark14), p.[8](#_bookmark15)). We request Title VI support to **expand African LCTL instruction** to keep our language program nimble. We seek support to expand our African LCTL offerings to include Hausa, Zulu, Chichewa, Luganda, or Akan-Twi, and to support advanced levels of Swahili, Yoruba, Wolof, and Arabic.

**ASP 3. STUDENT TRAINING TO FOSTER SERVICE IN AREAS OF NATIONAL NEED**

Title VI funds are requested to continue our Africanists@Work (Budget 8.1.3a) and ASP interns programs (Budget 1.4.2 & 8.1.3b), and to support site development for Africa-based internships (Budget 8.1.3c). **Africanists@Work** highlights career pathways that utilize African Studies and

African LCTL credentials. ASP employs and mentors **student interns** to assist with outreach,

events, communications, and administration. [Table D-3](#_bookmark29) (p.[19](#_bookmark29)) demonstrates how this program prepares students to thrive in the workplace. Over the past five years ASP cultivated 22 new Africa internships in partnership with the **International Internships Program**.

We also seek Title VI funding to refine our new **African Studies Teaching Fellows**

**program** (Budget 1.3.2). The ASP Teaching Fellows program offers intensive pedagogical

training and mentorship to advanced graduate students in African Studies, producing qualified instructors who graduate prepared to serve the nation. In 2020-21, fellows either developed and taught content for our flagship Africa 277 survey course or developed and taught an African Studies course for the International Studies major. With Title VI funding, the program yielded high-quality interdisciplinary courses that expanded our curriculum, while training graduate students who now teach these courses at other institutions ([C3](#_bookmark21), p.[13](#_bookmark21)). Due it its success, the 277

and IS Teaching Fellows program will now be supported with university funds. We seek Title VI support to offer a *third* track: ASP-Community College Teaching Fellow. The ASP-CC Fellow will develop and teach a course for an African Studies certificate program at Madison College (see below: ASP-7, p [45](#_bookmark66)).

**ASP 4. SUPPORTING ASP FACULTY PROFESSIONAL DEVELOPMENT**

Title VI funds are requested to continue to support **faculty professional development**. Travel

support for (1) tenured faculty seeking to develop a new regional proficiency on the continent, (2) junior faculty on the path to tenure, and (3) support to bring collaborators from the continent to campus in order to strengthen the historic linkages abroad that were disrupted by the pandemic (Budget 3.1 & 8.1.4). Additional support for faculty ASA conference participation ensures that Wisconsin’s high-quality Africanist research is disseminated to the field (Budget 3.2.1).

**ASP 5. STRATEGIC REALIGNMENT OF OUTREACH PROGRAMS: *AFRICA ACROSS WISCONSIN***

Our signature *Outreach Scholars* program has shared our Africanist expertise with Wisconsin stakeholders since 2014. However, the geographical reach of this program is limited. The *Discovery Box* initiative was launched in 2017 to extend that reach. *Discovery Boxes* are curated collections of materials paired with lesson plans that explore Africanist research taking place at UW-Madison ([H1](#_bookmark55), p.[38](#_bookmark55)). The Discovery Box program succeeded in connecting ASP to new teachers in regions beyond Madison-Dane County, many of whom requested *virtual* Outreach Scholars during the pandemic. Several of these teachers recently requested in-person Outreach Scholar visits, a service we have not previously offered to teachers outside of central Wisconsin due to budget constraints. We commissioned an evaluation of our outreach programs to identify a more efficient and sustainable structure that could continue to serve communities outside of Madison-Dane County ([G6,](#_bookmark48) p.[36](#_bookmark51)). The evaluators recommended a cohort-based, multi-year program that aligns with the [Global Scholars Program,](https://dpi.wi.gov/international-education/achievement-certificate) a Wisconsin Department of Public

Instruction initiative to foster global competencies among students. We seek Title VI funding to pilot this newly proposed ***Africa Across Wisconsin*** program (Budget 8.1.5):

* **Fall.** In coordination with DPI, the Outreach Coordinator defines an annual theme that supports [GSP learning goals](https://dpi.wi.gov/international-education/achievement-certificate/expectations-and-requirements) and then recruits and trains a cohort of four Outreach Scholars. Each

scholar prepares a presentation paired with a *Discovery Box* on a topic related to the theme.

* **Spring.** Scholars practice their presentations and refine their *Discovery Boxes* by visiting local schools in Madison. In late spring, scholars travel for five consecutive days to distant counties, visiting multiple schools, public libraries, and community organizations across the state.
* **Summer***.* Participating teachers and librarians are invited to a *virtual* two-day workshop where they reflect on the year’s theme and connect with educators based in Africa. Workshop participants are invited to submit proposals for virtual exchange programs.

This sequence repeats each year with a new theme and a focus on a different region in Wisconsin. Participants who receive funding for virtual exchanges will present outcomes at the workshop the following summer. This new *Africa Across Wisconsin* program aligns with Title VI priorities: 1) *Graduate student training.* Intensive coaching of scholars prepares students to teach African Studies. 2) *Teaching materials*. Sixteen new Discovery Boxes curated within four years, expanding the suite of publicly available teaching materials that align with Wisconsin’s K-12 curriculum. 3) *Geographical diversity.* Program influence extends beyond Madison to regions with less exposure to international programs. 4) *Overseas linkages*. Virtual teacher workshop offers opportunities for new collaborations overseas. 5) *Cohesive structure.* Program builds on prior outreach activities to offer a more purposeful alignment of resources and effort for maximum impact and efficiency.

**ASP 6. EXPANDING LIBRARY HOLDINGS ACROSS THE STATE**

We request support from Title VI to expand UW-Madison’s Africana library collections and invest in libraries across the state (Budget 5.1 & 8.1.6). The popular READ AFRICA program, launched

in 2021, provided high-quality Africa titles to 34 public libraries and reached every district in Wisconsin ([H3,](#_bookmark57) p.[39](#_bookmark57)). With Title VI support, we will expand this program to include school libraries. ASP will continue to work with Prof. Ainehi Edoro (Brittle Paper) and the Children’s Africana Book Awards (CABA) program at Howard University to curate book lists.

**ASP 7. EXPANDING AFRICAN STUDIES CURRICULUM AT MADISON COLLEGE**

In 2021, the Associate Vice-President of Intercultural Education at Madison College (a local community college), Geoff Bradshaw, requested support from ASP to develop a new African Studies certificate program. We propose to use Title VI funding to support three pillars of certificate development: **1) Faculty professional development.** Travel support for Madison College faculty to attend national meetings of the Association of African Studies Programs (AASP) will connect Madison College to leaders from Africa NRCs, African and African- American studies, Black studies, multicultural studies, and ethnic studies programs across the world (Budget 8.1.7a). Title VI funds are also requested to send Madison College faculty to the *Curriculum Training and Development Workshop for US Community College, HBCU and MSI Faculty*, a two-week workshop in Dakar, Senegal hosted by Howard University in collaboration with national Africa NRCs, [WARA/WARC,](https://www.westafricanresearchassociation.org/) & [CAORC](https://www.caorc.org/) (Budget 8.3.2). **2) Course development***.*

Course development funds for Madison College faculty will enable the creation of new courses and/or to embed African Studies content – including virtual overseas linkages – into existing courses that will be part of the new certificate program (Budget 8.1.7b). Support is also requested for one ASP-Community College Teaching Fellow (see ASP 3, p.[42](#_bookmark62)) to develop and teach a new course as part of the certificate program (Budget 1.3.2); and **3) Transfer student support.** Administrators at UW-Madison and Madison College will identify course-equivalencies for transfer credits and co-advise prospective transfer students. This activity does not require funding.

**TABLE I-1. ASP PLANNED PROGRAMS ARE COST-EFFECTIVE AND SUPPORT NRC MISSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Direct support of NRC mission and performance measures**  **(see** [**U.S. Dept of Ed. NRC**](https://www2.ed.gov/programs/iegpsnrc/index.html)**)** | **Estimated impact (2022-23)** | **Title VI support**  **requested (2022-23)** | **Cost per person** |
| **1. Public Programs** Special events Africa at Noon | Advances dissemination of cutting-edge Africa research, reflects diverse perspectives and a wide range of views and generates debate on African Studies. | 5,000+  attendees | **$20,000**  Budget: 8.1.1a,b | **$4** |
| **2. African languages** TAs for African LCTL TA pedagogy workshop | Increases the number of intermediate/advanced and rarely-taught priority African LCTL courses, supports training of African LCTL instructors | 15  students reached | **$50,000**  Budget: 1.2, 3.2.3 | **$3350** |
| **3. Student prof. dev’t** Africanists@Work Internships in ASP office Internships in Africa  Teaching Fellows | Interdisciplinary training fosters service in areas of national need and develops a globally competent workforce, supports area studies instruction, supports training of  African Studies instructors | 90  students reached | **$55,000**  Budget: 1.3.2,  1.4.2,  8.1.3a-c | **$600** |
| **4. UW faculty prof. dev’t**  ASA support  Tenured faculty travel Un-tenured faculty travel Int’l collaborator travel | Maintains linkages with overseas institutions, supports international research on critical issues in African Studies | 25  faculty supported | **$25,000**  Budget: 3.1, 3.2.1,  8.1.4 | **$1000** |
| **5. Africa Across WI** Outreach scholars Discovery Boxes Virtual educator training | Provides teacher training activities on African Studies, provides outreach and consultative services that foster understanding of world affairs, supports development of overseas linkages | 1000+  participants | **$10,000**  Budget: 8.1.5 | **$10** |
| **6. Library Acquisitions**  UW-Madison READ AFRICA | Supports expansion and accessibility of specialized Africa library collections at  UW, public libraries, and K-12 schools | 50 libraries  25,000+  patrons | **$12,000**  Budget: 5.1, 8.1.6 | **$0.50** |
| **7. Madison College** Instructor prof. dev’t African Studies cert. dev’t | Increases the number of certificate, minor, or major degree programs in African Studies through partnership with a community college | 5  Faculty 25+  students | **$6500**  Budget:  8.1.7a-b,  8.3.2 | **$215** |

**UW-MADISON CROSS-REGIONAL INITIATIVES**

ASP supports these initiatives as a member of the Institute for Regional and International Studies and its outreach body, the Wisconsin International Resource Consortium (WIRC). WIRC’s mission is to provide international outreach programming, resources, and support to K-14 teachers and students, Minority Serving Institutions, and Community Colleges. WIRC works in close collaboration with Wisconsin's Department of Public Instruction (DPI) and Madison College.

**TABLE I-2. UW-MADISON CROSS-REGIONAL OUTREACH ACTIVITIES**

|  |
| --- |
| **1. K-12 PROGRAMS** |
| **Biennial Global Learning Summit (2022 | 24 | 26),** in collaboration with DPI, offers lectures for high school teachers and workshops for high school students on a global education theme. The 2022 summit will focus on sustainable development and include career panels and service-learning lessons for students, along with a keynote by Ariel Tichnor-Wagner on her 2020 publication, *Becoming a globally competent school leader.*  **Biennial Global Children's Literature Celebration (2023 | 25),** in collaboration with Madison College, is aimed at pre-service and in-service K-12 teachers and librarians, including pre-service teachers in Madison College’s teacher training program. Themes and a regional focus will vary for each event, but could include such topics as: climate change and health, technology and democracy, and/or global Islam. Each event will include curriculum development on award-winning children's literature, and feature talks by authors.  **World Languages Day (2023 | 25) and World Cinema Day (2024 | 26)**  This program introduces Wisconsin high school students to diverse languages and cultures, connecting participants to UW expertise in languages and cultures to inspire continued language and area studies education. |
| **2. MSI AND COMMUNITY COLLEGE PROGRAMS** |
| **Educator Workshop (K-12 teachers 2023 | 25; Community College/MSI Educators 2024 | 26)**  In collaboration with Madison College, this annual educator professional development workshop will explore a timely cross-regional theme, such as renewable energy & extractive industries; migration & citizenship; decolonizing higher education; globalization & endangered cultures; race, indigeneity, & caste; trauma in global perspective; global food security & farmers’ movements; or slavery & the global African diaspora  **Internationalizing the curricula at College of Menominee Nation (CMN),** builds upon the strong relationships with this tribal college and MSI. From 2022-26, IRIS will respond to requests from CMN for programs focused on decoloniality, land tenure, global indigeneity, and sustainability. NRCs will support the  expansion of international research, teaching, library collections, and study abroad opportunities for faculty and students. Faculty and students will be supported to attended the U.N. Permanent Forum on Indigenous Issues. |
| **3. PUBLIC OUTREACH** |
| **Madison International Trade Association Speaker Series (Annual),** provides information on emergent themes in international issues that impact the business community. Centers will support speaker fees. |
| **4. STUDENT TRAINING IN AREAS OF NATIONAL NEED** |
| **School of Education International Education First-Year Interest Group (FIG),** is a three-course cluster for 20 first-year students on globalization and education. **ASP faculty, Maggie Hawkins,** teaches the central course, which also introduces students to international campus resources.  **Annual LCTL Career Fair & International Career Bootcamp,** helps students understand how to transform their area studies and LCTL education into a satisfying post-graduate career. Events feature alumni.  **ROTC Midshipmen Professional Education Lab Global Lecture Series,** weekly lectures on world topics and current events featuring experts from our UW-Madison area studies programs. |
| **5. NRC IMPACT & EVALUATION: SWEPT (GLOWS, ASAS, ICONS)** |
| Support to readminister and expand our objective, outcomes-based, long-term evaluation plan [(G6,](#_bookmark48) p.[34](#_bookmark48)). |

**AFRICA NRC NATIONAL COLLABORATIVE INITIATIVES**

[Table I-3](#_bookmark72) outlines our support of collaborative initiatives with other Africa NRCs across the nation.

**TABLE I-3. NATIONAL AFRICA NRC COLLABORATIVE INITIATIVES**

|  |
| --- |
| **1. African Studies Outreach Council (ASOC) Initiatives (Lead: Various)** |
| *Children’s Africana Book Award*. This annual, nationally-recognized award recognizes outstanding children’s and young adult literature that presents accurate and sensitive portrayals of Africans and African societies. **ASP will amplify the impact of this program in Wisconsin through the READ AFRICA program** (ASP 6, p.[44](#_bookmark65)).  *Global Read Webinar Series.* This annual online webinar series supports learning about diverse children’s books and culminates with a symposium for educators in year 4 at the annual conference of the American Library Association. **ASP will connect this program to READ AFRICA** (ASP 6, p.[44](#_bookmark65)) **and to the WIRC-IRIS Global Children’s Literature Celebration** ([Table I-2,](#_bookmark70) p. [47](#_bookmark70)) **to amplify the impact of this program in Wisconsin.**  *National Council for the Social Studies/National Council for Teachers of English*. ASOC members maintain a booth and make presentations to K-12 teachers. ASOC members interact with more than 500 teachers. ASOC also sponsors an award to fund one teacher to attend either conference to present on an Africa-related lesson plan.  *African Studies Association (ASA) Teacher Workshop.* Each year ASOC members facilitate a workshop for local teachers as part of the annual meeting of the ASA. Prior to the pandemic 30-40 teachers attended. During the pandemic, virtual programs reached audiences of 75-187 educators. |
| **2. Curriculum training workshop for community college, HBCU, & MSI faculty (Lead: Howard University)** |
| To enhance and expand our partnership and collaboration with community colleges, HBCUs and MSIs, we support this project, in partnership with Howard, WARA/WARC, and CAORC. **We request support for faculty members from Madison College to participate in this two week teacher training and Africa area studies**  **capacity-building workshop in Dakar, Senegal** (ASP 7, p.[45](#_bookmark66)). |
| **3. National Africana librarians cooperative projects (Lead: UW-Madison Emilie Songolo)** |
| Africana librarians from around the nation work together to support a variety of national archival, indexing, and preservation needs. The Cooperative Africana Materials Project (CAMP) works with the Center for Research Libraries (CRL) to promote the preservation of publications and archives concerning Africa. CAMP's holdings include more than 10,0000 bibliographic entries in African languages. Member libraries rely on these collections  of newspapers and journals to avoid the high costs of acquiring, cataloging, and storing these materials locally. |
| **4. African Language Materials Archive (ALMA) (Lead: Boston University, WARA)** |
| ALMA makes African language documents available for students, researchers, and language teachers. Documents represent over 20 African languages and include texts in multiple writing systems; audiovisual collections like *African Women Speak Out* (oral histories of women), *African Voices* (stories by Africans in the diaspora), and the *Language of African Music* (performances and interviews with musicians); and translations of human rights documents by the U.N. and the African Commission of Human and Peoples’ Rights into African languages. |

I2. HIGH-QUALITY ACTIVITIES SUPPORT THE NRC MISSION AT REASONABLE COST

[Table I-1](#_bookmark67) (p.[46](#_bookmark67)) demonstrates how the high-quality activities proposed in Section [I1](#_bookmark59) (p.[40](#_bookmark59)) support the NRC mission and are cost-effective.

I3. LONG-TERM IMPACTS ON TRAINING PROGRAMS

The proposed activities strengthen our African language and area studies programs at both the graduate and undergraduate level in many ways. For example, the African Studies Teaching Fellows program equips Africanist graduate students with pedagogical skills and develops innovative, interdisciplinary courses for our undergraduate students. Professional development

support for our Africanist faculty ensures the production and dissemination of critical research on world issues. The proposal to establish a new African Studies certificate program at Madison College creates a new academic training program that will continue to serve community college students well beyond the end of the 4-year Title VI funding cycle.

1. FLAS AWARDEE SELECTION PROCEDURES

ASP awards FLAS fellowships to students in all fields using a rigorous selection process. **Advertisement*.*** Students are informed of FLAS objectives, procedures, and selection priorities in introductory African Studies language and area studies courses, at ASP advising sessions, and at student orientation. Students and prospective students learn of FLAS opportunities, priorities, and application details via social media and email announcements sent each fall to the network of campus advisors, our ASP faculty, department administrators, the Multicultural Center, and diversity offices. All applicants are encouraged to complete the online Free Application for Federal Student Aid (FAFSA) to get their expected family contribution (EFC) number prior to the application deadline (EFC appears in the Student Aid Report issued after FAFSA submission).

**HOW STUDENTS APPLY.** Application is via a secure online system accessible only to the FLAS coordinator and selection committee. The application requests: name, major, academic record, proposed FLAS language, academic plans, career goals, prior language training, need for African language study; transcripts; scores; a language evaluation; two letters of reference; and financial need as determined by the applicant’s FAFSA-determined EFC. Only the FLAS coordinator (not the review committee) knows the applicant’s EFC.

**SELECTION CRITERIA.** FLAS awardees must be full-time undergraduate or graduate students in good standing committed to African studies and language learning. They must enroll in the approved language and at least one Africa area studies course each semester. All applications are scored on a 100-point scale: 40 points for academic record (transcripts, scores, letters, and

language reference); 50 for proposal strength and language usage plans; and 10 on the degree to which the student has demonstrated financial need – the full 10 points for students with an EFC showing need greater than half of anticipated tuition and fees, 5 points for students showing need less than half of anticipated tuition and fees, 0 points for applicants who do not submit an EFC. **REVIEW PANEL.** Our steering committee appoints four ASP faculty to serve on the FLAS committee: 1 humanist, 1 social scientist, 1 natural scientist, and 1 professional school faculty. Prof. Thompson (African Languages Coordinator) chairs the committee. The FLAS coordinator and associate director attend the meeting only to answer questions regarding FLAS guidelines and to remind the committee of their obligation to support FLAS priorities. The committee operates under strict rules that accord with FLAS guidelines and priorities and ranks candidates only on the basis of their files using the selection criteria. Committee rankings determine offers.

**TIMELINE.** Advertisement begins in the Sept. Information sessions are held Oct-Feb. The application opens in Nov. Applications are due Feb 15. The review committee reads and ranks proposals before meeting. All applicants are notified by March 15th.

**Accordance with priorities.** Our selection procedures give preference to students who demonstrate financial need by reviewing students’ EFC as determined by the FAFSA. All requested FLAS languages are priority LCTLs.

# COMPETITIVE PREFERENCE PRIORITIES

This proposal meets both absolute priorities, as well as all NRC and FLAS competitive priorities. **NRC:** Expanding the curriculum at Madison College, a community college, to include a new African Studies certificate (p.[45,](#_bookmark66) [47,](#_bookmark68) App. 4); internationalizing the curricula of the College of Menominee Nation (MSI/Tribal College: p. [47,](#_bookmark68) App. 4); and collaborative efforts with Howard – CABA & the Senegal Curriculum Training & Development Workshop (HBCU: p.[45](#_bookmark66), [48](#_bookmark71)).

**FLAS 1& 2:** Preference for financial need, 100% awards to African LCTLs (pp. [49](#_bookmark75), [50](#_bookmark76)).