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# MSU COMMITMENT TO AFRICAN STUDIES

* 1. **Teaching Staff:** Currently, Michigan State University has over 100 Africanist faculty members in 13 colleges engaged in teaching, research and partnership across the African continent. (List of Africanist faculty by college are provided in Appendix B).
  2. **Linkages with Institutions Abroad**: MSU has extensive global partnerships with African universities, governmental and non-governmental institutions. Currently, the university’s global partnerships include 37 formal linkage agreements with institutions in Africa. To coordinate MSU’s research and educational initiatives on the continent, we maintain three project offices in Africa (Mali, Malawi, Mozambique). Our programs are rich and diverse, including:

**Alliance for African Partnership (AAP).** Founded by Michigan State University in 2016 in collaboration with African colleagues, AAP is a well-endowed MSU-funded consortium (Table 1) including eleven leading African universities. In July 2021, AAP awarded US$1.5 million in Partnerships for Innovative Research in Africa (PIRA) grants to 11 research teams from MSU and African partner universities. In August 2021, it accepted its second cohort of African Futures Research Leadership fellows, a mentoring program for early-career African female researchers.

**Ubuntu Dialogues**: **Museums and Communities Connect.** An Andrew W. Mellon Foundation-funded partnership between the African Studies Center and the Stellenbosch University Museum. The 3-year project started in 2019 and includes three main components: virtual student dialogues, a seminar speaker exchange program, and a student internship program. Students have not been able to travel between South Africa and the US for the internships due to the pandemic. However, the virtual

dialogues and seminars have generated rich conversations among American students and scholars and their South African counterparts.

**Tanzania Partnership Program (TPP).** The TPP was established at MSU in 2007. MSU faculty work in collaboration with faculty from the University of Dar es Salaam and Sokoine University of Agriculture to co-create a model of sustainable community development and build academic connections with Tanzanian academic institutions, scholars, and development practitioners. A study abroad component was added in 2013 and MSU undergraduate students regularly travel to Tanzania to have a community- engaged and cross-cultural learning experience, learn Swahili, stay in the home of a Tanzanian family and participate in multi-disciplinary research teams.

**Professional Fellows Program**. Launched in 2017, the Advancing Young Women Professional Fellows Program connects agribusiness professionals and entrepreneurs from Africa with their counterparts in Michigan for knowledge exchange and capacity building. Sponsored by US State Department Bureau of Educational and Cultural Affairs.

**MATRIX.** MSU has invested heavily in MATRIX (Center for Humane Arts, Letters & Social Sciences Online), the creator and host of the African Online Digital Library, the podcast Africa Past and Present, and the H-NET family of scholarly networks. During the pandemic, these highly regarded digital resources on Africa were widely used by faculty, teachers and students around the US and the world.

* 1. **Support for Operations:** As a premier unit of ISP, the hub for international endeavors at MSU, ASC receives immense support. ISP services include coordinating 22 internationally focused centers, supporting international academic programs,

internships and education abroad programs in many African countries, supporting international students and scholars, overseeing international volunteers, funding research and travel abroad, coordinating evaluation, and monitoring MSU Global partnerships. We detail direct financial support in Table 1.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 1: Expenditures for Africanist Activity in the Center and Colleges** | | | |
|  | 2018-19  (FY 19) | 2019-20  (FY 20) | 2020-21  (FY 21) |
| 1) African Studies Center staff and operations | | | |
| African Studies Center Support Personnel | $124,872 | $111,150 | $110,374 |
| African Studies Faculty and Academic Personnel | $359,995 | $415,006 | $398,450 |
| African Studies Center Operations | $77,193 | $96,613 | $36,225 |
| Centrally funded fringe @ average of 41.68% of salary | $202,093 | $219,302 | $212,078 |
| Total, African Studies Center Staff and Operations | $764,153 | $842,071 | $757,127 |
| Faculty Salary Only for African Content Courses | $794,626.56 | $1,097,376 | $2,434,320 |
| 2) Alliance for African Partnership (AAP) | | | |
| Alliance for African Partnership Support Personnel | $97,356 | $123,099 | $140,743 |
| Alliance for African Partnership Faculty & Academic Personnel | $356,102 | $479,646 | $462,917 |
| Alliance for African Partnership Operations | $62,024 | $144,182 | $163,164 |
| Centrally funded fringe @ average of 41.68% of salary | $189,001 | $251,224 | $251,605 |
| Total, Alliance for African Partnership Staff & Operations | $704,483 | $998,151 | $1,018,429 |
| 3) Africana Library Support | | | |
| Africana Library Support Personnel and Salary Fringe | $178,605 | $160,482 | $107,030 |
| Africana Library Support Acquisitions | $356,079 | $369,231 | $383,841 |
| Total Africana Library Support | $534,684 | $ 529,731 | $490,871 |
| 4) Linkages with Institutions in Africa | 2018-19  (FY 19) | 2019-20  (FY 20) | 2020-21  (FY 21) |
| Tanzania Partnership Project | $950,000 | $950,000 | $950,000 |
| Alliance for African Partnership (AAP) joint projects with African university consortium partners | $615,066 | $1,128,868 | $818,634 |
| Strategic Travel Funds | $15,556 | $10,553 |  |
| 5) Center Outreach Activities | 2018-19  (FY 19) | 2019-20  (FY 20) | 2020-21  (FY 21) |
| African Activist Archive Project | $14,546 | $16,220 | $13,263 |
| Year of Global Africa University Wide Programming |  | $125,000 |  |
| Ubuntu Dialogues Project |  | $18,115 | $52,263 |
| LATTICE | $10,000 | $10,000 | $10,000 |

|  |  |  |  |
| --- | --- | --- | --- |
| 6) Fellowship, Scholarship and Travel Support for Students | 2018-19  (FY 19) | 2019-20  (FY 20) | 2020-21  (FY 21) |
| Africanist FHDDRA Awards | $179,139 | $205,896 | $48,311 |
| MSU Sponsored Projects in/with Africa | $40,530,575 | $23,216,436 | $66,076,013 |
| Travel funding/conference fees for Africanist students (to present research at professional conferences or conduct research) - funded with Center (MSU) funds | $1,800 | $4,500 | $3,600 |

ASC’s centrality is evident in its space allocation: a suite of 7 large private offices, 4 workstations, a conference room, a public assembly area, copy room and kitchen, storage rooms, a separate suite for the Alliance for African Partnership program, workstations for associated staff, display cabinets, and proprietary access to 8 classrooms, conference, and public function spaces. The Tanzania Partnership Program (TPP) has its own office suite. The Department of Linguistics and Languages provides office and classroom space for African language staff and the Central Library provides space for the Africana Collection, Archives and its staff.

# QUALITY OF AFRICAN LANGUAGE PROGRAM

ASC has contributed significantly to the nation’s supply of African language speakers able to rely on their own language skills to work or conduct research in Africa. The ASC African Language Program (ALP) is affiliated with the MSU Less Commonly Taught Languages Program (MSU-LCTL), the Department of Linguistics, Languages and Cultures assisted by CeLTA (Center for Language Teaching Advancement). In 2016, MSU’s College of Arts and Letters used an initial three-year $1.2 million grant from The Andrew W. Mellon Foundation to lead a multi-university research project involving partnership with other universities to improve the teaching of less commonly taught languages (LCTLs), including Swahili. A second cycle of the grant, $2.5 million, is currently ensuring sustainability of the successes that the first grant has generated.

ALP also collaborates with NALRC and with other Africa NRCs in developing language standards and assessment tools.

* 1. **1 African Language Instruction:** Over the last four years, the African Language Program taught nine languages previously designated as Priority Languages by US/ED: Arabic, Hausa, Igbo, Mende, Swahili, Twi, Wolof, Yoruba and Zulu. Arabic, Swahili and Zulu are taught regularly in a classroom setting. Many other languages are available on a tutorial basis. These are learner-oriented and on-demand, native speakers are recruited from the African students in the MSU community to serve as tutors, trained and supervised weekly by a faculty linguist. MSU students may access the African language offerings of other Big Ten Academic Alliance schools, a consortium of the Big Ten universities, through course-share as well as African language learning opportunities in MSU’s study abroad programs, the AASP Group Projects Abroad in Yoruba or Swahili, the study abroad programs of other universities or by engaging with faculty research teams in Africa. An average of 238 MSU students took African languages annually the past two years. The number was 315 in 2018-2019. It is very probable that the pandemic played a role in the reduction. In addition to disruptions and added stress, the pandemic significantly reduced the number of summer intensive language programs available to students. ASC was able to offer virtual intensive Swahili and Zulu courses for summer 2020 and 2021 thanks to our Title VI funds.
  2. **Extent of Language Training in Three or More Levels:** Over the years, we have worked to establish a strong African language program with the capacity to take students from beginning level to advanced level in languages such as Swahili, Hausa, Arabic, Yoruba and Zulu. For the first time in AY 2019-2020, we were able to offer a 300

level Swahili class. This means that students can now take regular Swahili classes for four years. For other languages besides Arabic, regular classes are for three years, courses being in the 100, 200 and 400 levels. Instruction at the third level and beyond is content based and textual, audio, and visual materials are used. We give priority to the use of authentic materials appropriate to the research interests of the students.

* 1. **Language Faculty (2018-21)**: Eight fulltime faculty members teach African languages. Three are tenured (Deo Ngonyani, Brahim Chakrani and Camelia Suleiman). Five teach Arabic and three teach other African languages. They are assisted by part-time tutors and teaching assistants. Galen Sibanda teaches Zulu and, as language coordinator, supervises instruction in other languages. Jonathan Choti was hired full-time in 2014 to offer fourth year instruction in Swahili, third year Swahili since 2019, and two IAH courses on African languages, literatures, and cultures that attract additional students to African language study.
  2. **Language Pedagogy Training**: ALP instructors regularly attend pedagogical workshops organized by CeLTA. Ngonyani worked on developing online Swahili language materials as part of the Mellon Grant for LCTLs. ALP instructors also attend African Language Teachers’ Association meetings. In addition, ASC sends some of its African language instructors to summer NALRC professional development workshops. The African Language Coordinator meets with language staff weekly and serves as the liaison to the pedagogical output of CeLTA and NALRC. MSU is one of the few U.S. universities that offers teacher certification in Arabic. Teacher Education with the Department of Linguistics and Languages offers a teaching minor in Arabic and a

related master’s degree program for certified teachers who wish to add Arabic to their credentials.

* 1. **Performance-Based Instruction**: ASC in collaboration with the Consortium of African NRCs and with valuable input from the network of Language Research Centers has long been at the forefront of developing pedagogical principles for performance- based instruction and demonstrating how these principles may be applied to foreign- language classroom instruction, curriculum design, materials development, and proficiency testing. For example, our language syllabi are designed following Performance-based goals. We adopt the Communicative Approach in our instruction. In this approach, we model every lesson on a specific context of language use, and we measure students' progress on their ability to communicate in such contexts. Thus, our syllabi, student assessment, classroom activities, etc. are all performance-based. African language instructors are guided by ACTFL standards in their teaching and syllabi design and they conduct oral proficiency interviews following ACTFL guidelines.
  2. **Adequacy of Resources**: ASC has an abundance of on-campus resources to maintain a state-of-the-art African language program: ISP, the Department of Linguistics, Languages and Cultures, the MSU-LCTL Program, CeLTA, and the Arabic teacher certification program. MSUL has an excellent collection of African language books, films and other language learning resources. MSU’s MATRIX is the host of the African Language Material Archives (ALMA), the largest assemblage of Sahelian language materials. Off-campus ASC is able to call upon the resources of NALRC, the Consortium of African NRCs and ALTA.
  3. **Language proficiency requirements:** MSU has long administered language proficiency exams to all African language students, using adapted ACTFL guidelines and the new language assessment tools emerging from NALRC. ALP worked closely with NALRC in establishing proficiency requirements, which in turn led to greater precision in defining academic year proficiency requirements at MSU. IRIS reporting requirement has facilitated even greater clarity.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality, Extent and Variety of Course Offerings:** During the 2018-2021 period, 24 departments and programs at MSU offered on-campus and study abroad courses with Africa-content. 100% Africa courses can be found in African American and African Studies (AAAS), arts and letters, communication arts and sciences, communications, economics, English, fisheries and wildlife, geography, history, history of art, human medicine, human nutrition and foods, internal medicine, linguistics, management, marketing, media and information, music, philosophy, political science, religious studies, social science, teacher education, zoology, the social sciences, and the arts and humanities, as well as in the curricula of James Madison College (JMC), Residential College for Arts and Humanities (RCAH), undergraduate studies, and the master of business administration program. Additionally, courses with 50% or more Africa-content are provided by the departments of agricultural, food, and resource economics, anthropology, crop and soil sciences, environmental economics and policy, and sociology. The departments of criminal justice, community sustainability, educational administration, French, journalism, plant biology, social work; writing, rhetoric, and American culture; and the schools of law and veterinary medicine offer additional

courses. Before the Covid-19 pandemic disrupted study abroad programs, MSU offered in summer 2018 courses in Ghana, Kenya, Malawi, Morocco, South Africa and Tanzania sponsored by HRLR, CAL, JMC, MUSM, the College of Social Science (CSS) and the departments of fisheries and wildlife, human medicine, internal medicine, Kinesiology, management, marketing, social science, teacher education, telecommunication, and zoology, as well as in biological sciences. We expect that these courses will resume once the pandemic subsides.

* 1. **Courses in Professional Schools:** MSU currently offers Africa-content courses in professional programs in agriculture, education, journalism, law, medicine, museum studies, public health, telecommunications, and the MBA program. Faculty-led research projects and development initiatives in Africa also provide options for professional training in the areas of law (global food law, environmental protection, bio-safety, counterfeiting, intellectual property rights, international criminal justice) engineering (solar energy, biomass, bio-economy, water management, water quality, community engagement) climate change (GIS, mapping and modeling, carbon sequestration, ground cover modification), veterinary sciences (impact of environmental change on disease and animal migration patterns, human-animal disease transmission) telecommunications (computers for educational use in isolated areas, health education), medicine (HIV/AIDS, malaria, tuberculosis, infectious diseases), education (higher education administration, curriculum design, teacher education, service learning) and music (mbira ensemble, percussion ensemble, jazz orchestra)
  2. **Interdisciplinary Courses:** Over 25 years ago, MSU established Integrative Centers for studies in the Humanities (IAH), Social Sciences (ISS) and the General

Sciences (IGS). Each center has dedicated faculty and has developed a repertoire of interdisciplinary courses from which undergraduate students select an appropriate mix as a requirement for graduation. Eighteen integrative studies courses that are 100% Africa focused collectively attract close to 700 students each year. Additionally, MSU has two interdisciplinary residential honors colleges with significant Africa programming and courses. JMC, with a focus on public affairs and international relations, possesses an integrative curriculum that organically moves Africa into discussions of global affairs. RCAH with its focus on liberal, visual and performing arts frequently hosts African artists-in-residence, exposes the campus to African art in its galleries and has woven the African arts and humanities into its interdisciplinary curriculum. At both the undergraduate and graduate level interdisciplinary units such as AAAS, Center for Gender in Global Context (GenCen), and Muslim Studies offer Africa related programs that include a range of interdisciplinary options.

* 1. **Training for Instructional Assistants**: With the exception of the Integrative Studies courses, most Africa-focused classes are small and are taught by tenured or tenure-track faculty. Graduate Teaching Assistants (GTAs) for large courses are mostly restricted to conducting discussion groups under the supervision of faculty members. There are university wide hiring, training, monitoring, mentoring and evaluation protocols for GTAs that are rigorously enforced. There are also layers of institutional assistance, training opportunities, required workshops on every aspect of teaching (orientation, lesson plans, classroom management, grading, testing etc.), as well as workshops on personal adaptation to the demands of teaching, coordinated by the professionally staffed Teaching Assistant Program and backed up by the power of a

graduate teaching assistants union. During the pandemic, GTAs received training in online education and these programs are continuing. The campus wide course assessment system includes administering and analyzing student reviews on each class and instructor. This provides regular feedback on the performance of all GTAs and guidance on areas that may need improvement.

# QUALITY OF CURRICULUM DESIGN

* 1. **Incorporation into Baccalaureate Degree Programs**: Courses with Africa content exist across the curriculum at MSU. There are eight formal options for incorporating African Studies into undergraduate degree programs: 1) Undergraduate Major in Global and International Studies-Africa Track, within CSS, 2) Undergraduate minor in African Studies, within CSS, 3) Undergraduate Minor in African American and African Studies,

4) Undergraduate minor in Muslim Studies within JMC, 5) Undergraduate major in Arabic, 6) Undergraduate minor in Arabic, 7) Additional major in Arabic, and 8) the Teacher Education (TE) disciplinary teaching minor in Arabic. Other opportunities for undergraduates include the use of Africa-experiences (supervised research, study abroad, internships) to satisfy the capstone requirement of degree programs, the intensive study of Zulu, Swahili or Arabic to fulfill the World Language fluency requirement or combining the undergraduate Africa-specializations with one or more majors to create novel baccalaureate options. The Global Educators Cohort Program in the School of Education requires courses that range from 25-100% Africa content and two study abroad experiences. The remaining requirements may be met with African language study and/or an Africa focus in an academic major. An Africa focus is possible

in many other minors including the international business minor in the Broad College of

Business. The Department of Plant, Soil and Microbial Sciences offers an

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| **Table 2: Undergraduate Options** | |
| ***Major in Global & International Studies (GLIS) – Africa*** | ***Major in Arabic*** |
| ***Concentration*** | All of the following courses: |
| * Three foundational College of Social Science courses | * ARB 201: ARB202 Second-Year Arabic |
| * SSC 299: Integration of Social Science Perspectives | * ARB 301: ARB302 Third Year Arabic |
| * SSC 499: Capstone in Interdisciplinary Studies in Social | * ARB 401: ARB402 Fourth Year Arabic |
| Science (Research Paper, Study Abroad, Internship) | * ARB 360: Arabic Language and Society |
| * Minimum of 15 GLIS-Africa courses; 9 must be from the | * ARB 460: Special Topics in Arabic Culture |
| College of Social Science | * ARB 461: Intro. To Arabic Literature |
| * Tier I required writing course * Second-year proficiency of relevant African Language | * Capstone course: Special assignments in ARB 460 or 461; an additional 400 level ARB course, or senior thesis research |
|  | * A cognate of 12 credits from within CAL |
| ***Minor in African Studies (AS)*** | ***Minor in Arabic*** |
| * HST 208: Intro. to African History | Minimum of 17 credits including: |
| * Minimum of one upper-level AS course | * ARB 202: Second-Year Arabic II |
| * Minimum of two additional AS courses | * ARB 301: Third Year Arabic I |
| * PLS 351: African Politics | * ARB 302: Third Year Arabic II |
| * 16 credits total in African studies | * ARB 360: ARB460 or ARB461 |
| African language study is encouraged |  |
| ***Minor in African American and African Studies (AAAS)*** | ***Additional Major in*** |
| * AAAS 100: Race and Community in Local to Global | ***Arabic*** All of the |
| perspective | following courses: |
| * AAAS 300: Survey in Africana Studies | * ARB 201: 202 Second-Year Arabic |
| * ARB 301: 302 Third Year Arabic |
| * AAAS 390: Special Topics in Black/Africana Studies |
| * ARB 401: 402 Fourth Year Arabic |
| * AAAS 495: Advanced Research in AAAS |
| * ARB 360: Arabic Language and Society * ARB 460: Special Topics in Arabic Culture * ARB 461: Intro. to Arabic Literature |
| * Selection of Option A (Politics and Societies) or Option B (Humanities and Culture) * 6 courses from Option A or Option B of AAAS list of |
| approved courses |  |
| ***Minor in Muslim Studies*** | ***Department of TE Disciplinary Teaching*** |
| * 2nd year level competency in Arabic or Swahili or other | ***Minor in Arabic – Elementary or*** |
| approved language. | ***Secondary Endorsement*** |
| * 5 courses with Muslim or Islamic content from approved list of Arts and Humanities and Social Sciences courses with at least one course from each list. | A minimum of 20 credits from the following:   * ARB 201: ARB202 Second-Year Arabic * ARB301: Third Year Arabic I * ARB360, 460 or ARB461 * LLT 307: Second and Foreign Language Teaching |

undergraduate specialization in international agriculture in which most requirements may be fulfilled with African studies courses. To encourage and reward excellence in

African Studies courses university-wide the ASC awards the Roger Meece Paper Prizes annually as well as the Nnamdi Azikiwe Fellowship.

* 1. **Appropriateness of Undergraduate Requirements**: The requirements for African studies majors, minors, specializations and language programs listed in the table above result in high quality undergraduate training. All options carefully balance area and disciplinary study, include a cap-stone advanced level research and writing course, and 6 of the 8 options require two or more years of African language study. The options that do not require African language study, recommend it. All of these programs are regularly reviewed for appropriateness by university, departmental, and ASC Core Faculty committees.
  2. **Academic and Career Advising:** MSU maintains a robust, multi-tiered, professionally staffed and highly coordinated advising program with offices and drop-in service centers in campus residences, in departments and in college offices. The centralized office of Student Academic Affairs provides for the advising needs of undergraduates who have yet to declare majors. Those who have declared rely more heavily on the relevant college, department or program advising staff. The Honors College also provides academic advising services. The Office of Supportive Services provides comprehensive assistance to TRIO Student Services (a set of federally funded programs for students from disadvantaged backgrounds). The Russell Palmer Career Management Center supports, advises and coaches students in the Eli Broad College of Business and connects them with employers. Graduate and professional school students have access to faculty, academic and career advising within their departments and schools. ASC complements this network by providing Africa-specific advising via

study abroad fairs, weekly “African Tea Time” conversations, panel discussions and focus groups, as well as daily one-on-one sessions with interested students. ASC Assistant to the Director for African Alumni & Student Engagement staff member, Damaris Choti, advises students and connects them with ASC alumni. Responding to absolute priority 2, we are requesting funds for this grant cycle to work in collaboration with the College of Arts and Letters, JMC and the Office of Education Abroad to offer *Careers in Language Workshops, International* Career Panels, and an International Career program specifically for African Studies graduates (see I.1, P. 40).

* 1. **Graduate Programs:** There are four formal options for the study of Africa in graduate programs: 1) MA Graduate Certificate in African Studies, 2) MA in AAAS, 3) PhD Graduate Certificate in African Studies and 4) PhD in AAAS. Additional options include the formal combination of African Studies Graduate Specialization, concentration or certificate programs with a host of MA, PhD and professional programs.
  2. **Appropriateness of Graduate Requirements:** The graduate training options noted in Table 3 below have long produced professionals of the highest quality, fluent in African languages, with deep knowledge of Africa’s historical and contemporary context, and well steeped in innovative research methods.The PhD options in AAAS and History require broad training in each field as well as specific research training, completion of comprehensive exams, and a dissertation defense. Both options also require proficiency in an African language for nearly all students. The language program at MSU is well known for its rigor and our graduate students in anthropology, history, and most other programs are expected to reach advanced levels of fluency.

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| **Table 3: Selected Graduate Options** | |
| ***PhD in African American & African Studies (AAAS)***   * Successful completion of Introduction to African American and African Studies I, II, & III * AAAS 893a: Internship in an African American Community. * AAAS 893c: Internship in a Black community   outside of the U.S. | ***PhD Field of Study in African History***   * HST 830: Seminar in African History * HST 812: History in the Digital Age * HST 890: Independent Study * 12 credits in African history * 6 credits in each of 2 minor fields * 27 credits of coursework total * Proficiency in two foreign languages * 24 credits of HST 999 (dissertation research) |
| * AAAS 832: Multi-cultural Pedagogy and Methods Seminar in African American and African Studies * 15 graduate credits including a 3 credit method course in area of specialization * Second-year oral proficiency of an African Language or advanced reading proficiency of a research language * Successful completion of 2 comprehensive examinations * Successful completion and defense of dissertation |
| * Written and oral comprehensive exams * Dissertation prospectus * Successful completion and defense of dissertation |
| ***MA Graduate Certificate in African Studies (AS)*** | ***PhD Graduate Certificate in African Studies*** |
| * Minimum of 5 graduate courses from AS list | ***(AS)*** |
| * Core courses from at least 2 academic | * Minimum of 5 graduate courses from AS list |
| departments | * Core courses from at least 3 academic |
| * Obtain minimum grade of 3.0 in each course | departments |
| * Completion of Master’s thesis concerning Africa | * One ASC Interdisciplinary Seminar |
| * Approval of ASC Director | * One ASC Interdisciplinary Seminar * Completion of PhD dissertation concerning Africa * Approval of ASC Director |

* 1. **Training Options for Students from a Variety of Disciplines and Fields:** With more than 200 programs of undergraduate, graduate and professional study across 17 degree-granting colleges, MSU offers endless opportunities to combine the study of Africa with the study of any profession. Likewise, with significant research and development projects in Africa at any given time, MSU provides unparalleled opportunities for hands-on training. Our History Department has offered a Ph.D. specialty in “African History” for fifty years and ranks as the #3 African history Ph.D. program in the U.S. (US News and World Report, 2021). English offers concentrated

study in “African and African-American Literature” and in “Postcolonial and Africa Diaspora Studies” in literature and film. Political Science offers a research specialization in African politics. The Department of Agricultural, Food and Resource Economics (AFRE) requires Africa-focused courses of most of its Ph.D. candidates. AFRE has two Ph.D. options (Development Economics and Food and Agricultural Markets) with substantial Africa content. AFRE also maintains permanent faculty and field offices in Africa. The College of Human Medicine offers a specialization in parasitic diseases that requires five courses with 65% or more Africa content. The Department of Plant, Soil and Microbial Sciences offers an undergraduate specialization in international agriculture in which most requirements may be fulfilled with African studies courses.

Terrie Taylor, D.O., offers a course in Clinical Tropical Medicine in the fall of every year. Topics such as African AIDS, malaria, onchocerciasis, tuberculosis and schistosomiasis, pathophysiology, treatments, epidemiology, current research and controversies are covered. Dr. Taylor also takes selected clinical students who have taken her course to Malawi for spring semester for clinical rotations. Our Teacher Education program (ranked #1 for the past 20 years by U.S. News and World Report) has a long history of collaboration with ASC. We are working with the College of Engineering to develop a Global Community Engaged Engineering Curriculum with a focus on Africa and an internship component. ASC has also collaborated with other area and international centers in developing the Global Educators Cohort Program, a program for students committed to developing international competency as part of their Teacher Education degree program.

* 1. **Study and Research Abroad**: MSU is ranked #12 in the nation for study abroad participation and #1 for study abroad among public

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| --- | --- |
| **Table 4: Study Abroad by Country 2018-2019** | |
| **Country** | **Participants** |
| Multiple Countries | 14 |
| Ghana | 1 |
| Kenya | 12 |
| Malawi | 13 |
| South Africa | 71 |
| Tanzania | 8 |
| Uganda | 1 |

universities (U.S. News and World Report, 2021). 120 students participated in programs in Africa before the pandemic in 2018-2019. The MSU Office for Education Abroad is a national leader in

Diversity, Equity and Inclusion in global programs and provides generous financial support, minimum award of $3,000, for first-generation students who may have thought study abroad to be out of their reach. The Office now offers both in-person and virtual education abroad programs.

* 1. **Other Institutions’ Study Abroad and Summer Language Programs:** ASC and other MSU units publicize and encourage participation in study abroad and summer language programs of other institutions. As a member of the Big Ten Academic Alliance, MSU students enjoy access to courses at 13 other member institutions, as well as travel and tuition support. ASC also works with the other African NRCs to design, coordinate and publicize summer offerings in the US and in Africa.

# QUALITY OF STAFF RESOURCES

* 1. **Quantity and Quality of Faculty**: ASC’s faculty and professional staff members are well qualified for current and proposed center activities and training programs. ASC has 200+ affiliated faculty members, representing 13 colleges and administrative units with faculty distributed across 46 academic departments. Of the 200+ ASC faculty affiliates, 103 have been designated as Core Faculty because of the depth of their teaching and research on Africa. Most ASC faculty occupy tenured or tenure-track

positions. Six have been designated University Distinguished Professors. One is an Endowed Professor and one is a University Foundation Professor. Two ASC Core Faculty have been appointed by President Biden for prestigious national leadership positions: Economics Professor Lisa Cook (Board of Governors, Federal Reserve) and Agricultural Economics Professor Saweda Liverpool-Tasie (Board for International Food and Agriculture Development). Four ASC faculty have served on the Board of Directors of the African Studies Association; three have served as its national President. A complete list of awards and grants garnered by faculty would exceed proposal page limits. Table 5 below gives a sense of the scale of operation at MSU. The list is not comprehensive but only a selection of activities that secured external funding during 2019-2021.

|  |  |  |
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| **Table 5: Sample of Grants and Awards (2019 2021)** | | |
| Treating Brain Swelling in | Enhancing Knowledge and | Malarial Retinopathy Screening |
| Pediatric Malaria - $7.2 million, | Capacity to Strengthen | System for Improved Diagnosis |
| NIH | Agricultural and Food Security Policy Processes in Nigeria -  $12.5 million, USAID | of Cerebral Malaria - $75,000, Vision Quest LLC |
| Afrobarometer Rounds 8 & 9: Analysis Unit Support -  $809,188, Mid-American Energy | Nigerian Capacity Building Program - $1.98 million, Federal Republic of Nigeria | Advancing Young Women Agribusiness Entrepreneurs and Innovators: A Kenya-Tanzania- Uganda-US Partnership,  $529,460 – DOS |
| IRES Track 1: Behavioral ecology and conservation of African carnivores - $305,000, NSF | Malawi University of Science and Technology Innovation Scholars Program (MUST ISP) -  $995.620, USAID | Conserving lions via the implementation of a capacity- building initiative addressing human poverty - $44,844, National  Geographic Society |
| Feed the Future Ghana | The Intransigence of Malaria in | Transforming key production |
| Agricultural Policy Project $2.2 | Malawi: Understanding Hidden | systems: Maize mixed East and |
| million, USAID | Reservoirs, Successful Vectors  and Prevention Failures - $1.16 million, NIH | Southern Africa - $4.291 million, USAID |
| Mobile phone-based screening | African Biosafety Network of | CGIAR Research Program on |
| tools to accelerate malaria | Expertise: Phase 3 AUDA- | Policies, Institutions, and |
| eradication - $500,573, | NEPAD Program - $307,264, Bill | Markets (PIM) - $1.036 million, |
| Wellcome Trust | & Melinda Gates Foundation | International Food Policy  Research Institute |
| Communication and the coordination of collective | Community Health and Neuropathy: Nutritional and | Hotspot detection for monitoring new trends in carbon |

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| behavior across spatial scales in | Environmental Links in Zambia | sequestration in systems of |
| animal societies - $228,660, | (CHANNELZ) - $841,474, | Trees Outside of Forests (TOF) - |
| Human Frontier Science | National Institute of Neurological | $612,136, NA - SA |
| Program | Disorders and Strokes |  |
| The Intransigence of Malaria in | IOS: Selection for general | Culture-specific |
| Malawi: Understanding Hidden Reservoirs, Successful Vectors | intelligence by novel  environments - $764,545, NSF | neurodevelopmental assessment of HIV-affected children - $3.2 |
| and Prevention Failures - $8.9 |  | million, National Inst of Child |
| million, NIH |  | Health & Human Development |
| Cochran Fellowship Program – | The Progenitors of Type Ia | Pastoralist communities as a |
| Hotel, Restaurant, and | Supernovae: New Insights from | potential source of Toxoplasma |
| Institutional Sector Development | Radio Observations - $341,588, | gondii infection in a wild |
| for Senegal, Mali, Burkina Faso, | NSF | carnivore and effects on host |
| and The Gambia - $90,000, |  | behavior and survival - |
| Foreign Agricultural Service |  | $100,000, Morris Animal  Foundation |
| Mali Food Security Policy | Site-specific soil data | Site-specific soil data |
| Research Project - $4.2 million, | management for improvement of | management for improvement of |
| USAID | soil productivity and farm-level profitability for marginal arable lands of Ethiopia and Niger -  $190,044, USAID | soil productivity and farm-level profitability for marginal arable lands of Ethiopia and Niger -  $190,044, IFDC |

* 1. **The Core ASC Staff** is as knowledgeable, well trained and accomplished as any African Studies Center staff in the nation; 6 staff members are PhD holders. Jamie Monson is a distinguished Professor of History.

She is a specialist in Africa-China relations, has 31 years of teaching experience, and a long international administrative

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| **Table 6: ASC Center Core Staff (Spring 2022)** | |
| Director | Dr. Jamie Monson |
| Assistant Director | Dr. Awa Sarr |
| Outreach Director | Dr. Isaac Kalumbu |
| Language Coordinator | Dr. Galen Sibanda |
| Assistant to the Director for African Alumni & Student Engagement | Dr. Damaris Choti |
| Program Administrator | Lisa Hinds |
| Managing Coordinator, Projects and Events | Lisa Frugé |
| Directorate Secretary | Andrea Campbell |
| Ubuntu Dialogues Program Manager | Dr. Upenyu Majee |
| Student Administrative Assistant | Lindsey Hall |

career. Assistant Director Awa Sarr has 15 years of African Studies and African language teaching, and Outreach Director Isaac Kalumbu has many years of experience in African studies outreach and teaching. Upenyu

Majee is a specialist in International Higher Education and Diversity, Equity and Inclusion. Language Coordinator Galen Sibanda is a linguist, trained in language pedagogy, and has directed the African language program for 11 years. Program administrator Lisa Hinds is an experienced office and financial manager, with significant expertise in Africa research grants administration. Damaris Choti coordinates ASC’s work with student groups and with alumni. Lisa Frugé has prepared ASC’s publications for 18 years and handles travel arrangements and other projects.

* 1. **Professional Development:** MSU provides a network of professional development opportunities for faculty and staff. A tuition remission program enables staff to enroll in regular university courses. MSU also provides, free of charge, dozens of professional, procedural, health promotion and life enhancement workshops each semester. Elevate U provides MSU staff with thousands of classes, simulations, books, and videos covering a broad range of professional development topics. Tenured faculty members are eligible for sabbatical leaves after six years of service. ASC provides Strategic Partnership Travel Grants, designed to incorporate younger faculty into MSU’s dense network of relationships with African institutions and to assist them in creating their own networks. The AAP provides additional support for faculty research partnerships with colleagues at African universities.
  2. **Teaching, Supervision, and Advising**: At MSU a full faculty annual load is 8 units; typically 4 units of teaching, 1+ research units, one unit devoted to advising and supervising dissertation or thesis work. Outreach that bridges teaching, research, and service is likewise expected. All ASC faculty members serve as advisors in their home department and are committed to serving as advisors and mentors to students with

Africa-interests across campus. The high value placed on faculty-led study abroad experience, service-learning models and applied research move education beyond the classroom, intensifying interactions between faculty and students and facilitating global knowledge and citizenship.

* 1. **Staffing and Oversight Arrangements**: ASC undergoes five levels of oversight.

1) Core Staff meet weekly to confer on upcoming activities, to analyze outcomes of completed activities, and to act upon lessons learned. 2) The ASC Advisory Committee meets each semester. Bylaws mandate that this group always includes faculty representing STEM disciplines, humanities, social sciences, professional schools, tenured and untenured faculty. Librarians and a student representative often serve on the committee. The Advisory Committee suggests directions and insists upon accountability. 3) The core faculty members meet at least once a year. 4) The Dean of ISP coordinates strategic directions and regularly evaluates the performance of all area studies programs at MSU. 5) The Office of the Vice President for Research conducts an annual review of all MSU units.

* 1. **Nondiscrimination and Broader Representation**: MSU’s Vice President and Chief Diversity Officer directs the Office for Inclusion and Intercultural Initiatives (OIII). With a fulltime staff of eleven, this Office leads and supports efforts to advance a diverse and inclusive campus community consistent with MSU's core values. Offices of Diversity and Inclusion in each MSU college complement this main Office. The ASC has received a grant from OIII to expand diversity by supporting representation of our Black faculty in Africa-related research and educational partnerships. The Council of Diversity Deans provides a cross-campus forum for Assistant and Associate Deans with college

level responsibility for Diversity, Equity, and Inclusion at MSU. The Council provides recommendations for policies, procedures, and programs that strengthen diversity, equity, and inclusion within the MSU community. Nwando Achebe, an ASC Core Faculty member, co-chairs the council. These offices monitor and make public data on institutional equity in the areas of recruitment, hiring and bias incident reporting. Their sub-structures include the President’s Advisory Committee on Disability Issues, Creating Inclusive Excellence Grants Programs (CIEG), annual Excellence in Diversity Awards etc. The African Studies Center’s Director is a member of the International Studies and Program’s Global DEI Task Force charged with making recommendations on ways to integrate DEI initiatives and internationalization efforts at MSU. ASC is in complete alignment with campus wide and departmental DEI initiatives, keeping issues of underrepresentation at the forefront of all institutional decision making. Our current staff is 66% female, 66% minority, and represents a wide breadth of age categories.

Our private and public spaces are fully accessible to the differentially abled, and our staff are fully trained and sensitive to the needs of MSU’s diverse population.

# STRENGTH OF THE LIBRARY

* 1. **Strength of Library Holdings**: MSU Libraries (MSUL) is among the top university collections nationally for Africa, spending about 411,845 in FY21 for materials from and about Africa. The collection comprises more than 300,000 print volumes, plus access to well over 10 million digital items. Geographic areas of exceptional strength include Ethiopia, Nigeria, Sahelian countries, Kenya, Tanzania, South Africa, Southern Africa, and the Senegambia. Subjects of particular emphasis include history, linguistics, politics, education, agriculture, health, development, anthropology, sociology, and

popular culture. MSUL digital resources are outstanding and include all available major Africana e-resources, including a suite of full-text African scholarly journals (SAe- Publications), African Writers Series Online, Corpus de la Première Littérature Francophone D' Afrique Noire, the World Newspaper Archive, [AllAfrica.com](https://AllAfrica.com/) archive, Aluka, SALDRU, British Online Archives collections, African Blue Books, Confidential Print Africa, British Records on the Atlantic World, Global Apartheid, Ethnographic Video Online, Filmmakers Library Online, and more. MSUL collections also include print and microfilm newspaper collections, including the largest national collection of Liberian newspapers, and print and microfilm of many more historical and contemporary newspapers from the African continent. MSUL has exceptionally strong archival collections, including, for example, research papers on Senegal (David Robinson papers, Donald Wright papers, George Brooks papers), Ethiopia (Harold Marcus papers), Nigeria (Onuma Ezera collection, Aliu Babatunde Fafunwa papers), and South African film, and it is home to much of the physical holdings of the African Activist Archive, including the papers of the Association of Concerned Africa Scholars (ACAS), George Houser, Mary Louise Hooper, and Prexy Nesbitt, among many others. Africana Special Collections include these archives, as well as a large (over 1000) poster archive, cookbooks, comic art, and political and sports ephemera, as well as a large collection of films from and about Africa.

Close attention is paid to African languages for teaching and research, with particularly strong holdings, inclusive of print and electronic resources, in Amharic (2,953), Arabic (12,633), Swahili (1,983), Afrikaans (2,815), Hausa (456), Shona (408),

Yoruba (446), Xhosa (348), Zulu (295), Sotho (264), Tigrinya (237), Setswana (228),

Malagasy (209), Ndebele (169), Chewa (147), Ganda (140), Igbo (139), Somali (137),

Bambara (136), Wolof (122), Kinyarwanda (114), Fula (107), Twi (100), Ewe (78),

Mende (63), and other Afroasiatic/Niger-Kordofanian (650).

MSUL is committed to maximizing user access via external databases, digital libraries, and in-house digitization. The MSU Libraries is currently cultivating two 360- degree film projects. The first project commemorates the Anglo-Zulu War—battle of Isandhlwana (1879) and the second film project explores transport Slave Houses of the Transatlantic Slave Trade. In addition, MSUL participates in national collaborations through the Cooperative Africana Materials Program (CAMP) of the Center for Research Libraries (CRL), which continues to work on various projects including the initiative to index African academic journals not previously indexed by any commercial databases. Title VI librarians jointly sponsor collaborative projects to support research, teaching, and instruction in African studies. Through cooperation in collection development, digitization and born-digital initiatives, reference/bibliographic and instructional/metadata projects and preservation, the NRCs for Africa expand access to critical source material – including newspapers, dissertations, and African archives – that would be otherwise inaccessible to researchers in the U.S. The collaborative projects also promote advocacy and capacity building for African institutions and promote linkages that contribute to the teaching and research of the NRCs.

* 1. **Financial Support for Acquisitions and Staff**: The African Studies materials base budget rose from $318,864 in FY16 to $397,927 in FY22. Total allocations also include shared materials budgets (Wiley journals and central expenditure on electronic resources). The staff is currently composed of one librarian who has studied Africa at

the graduate level (Erik Ponder), one FTE librarian in cataloging, one FTE staff in acquisitions, and 0.5 FTE student assistant. We are currently in the process of hiring a second graduate level Africana specialist.

* 1. **Availability of Other Institutions Research Materials at MSU**: MSUL is affiliated with: 1) the BTAA; 2) CRL; 3) Michigan Research Libraries Triangle (MRLT); 4) Michigan Electronic Library (50+ Michigan academic and public libraries); and the 5) OCLC. Research materials at other institutions are promptly available to users via the above cooperative arrangements, inter-library loan, and online via CRL and Hathi Trust.
  2. **Accessibility of MSU’s Africana Materials to User from Other Institutions**: MSUL’s online publicly accessible catalog and discovery tool provides outside users with discovery, as does participation in the OCLC. MSUL lends African videos and other format through the MRLT, and the University of Michigan and Wayne State users enjoy priority document delivery services. All Michigan residents have full access to the MSUL at no cost, and visitors to MSUL from outside Michigan have free access to electronic resources. MSUL Special Collections, which are particularly strong on Africa, are freely accessible to any visitor to the MSUL. MSUL is a net lender of material nationally and within Michigan.

# PROGRAM IMPACT AND EVALUATION

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| **Table 7: Impact on University, Community, Region, and Nation, FY 2018-2021** | | |
| **Objective** | **Activity** | **Impact** |
| 1. Maintain and strengthen the quality of curriculum and instructional programs | * Maintain high quality majors, minors, specializations in African studies (Tables 2 and 3) * Support African studies curriculum * Internationalize teacher education curriculum * Create and maintain study abroad programs in Africa | * 110 majors and minors, 2018-21, (43%   increase from 2014-2017)   * 10 new courses created or updated in 2019 and 2021 * 120 students enrolled in Education Abroad programs in Africa during 2018-   19. 11 Study Abroad programs in 7 African countries are planned so far for summer 2022 after cancellations in 2020  and 2021 due to the pandemic |

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|  | * Sponsor scholarly | * 82 live-streamed and online archived |
| presentations on issues in | lectures in the 2018-2021 weekly “Eye on |
| African studies | Africa” seminar. In 2018-2019 we had 525 attendees at 21 talks; in 2019-2020,  335 attendees at 16 talks (6 lectures were cancelled due to the pandemic), in  2020-2021, 942 attendees at 22 talks |
| 2. Maintain and strengthen  the quality of the language  instructional programs | * Support and maintain language course offerings & offer new language courses * Provide proficiency training   for language faculty and instructors | * 10 African languages taught, 2018-22 * 898 students enrolled in African language courses in 2018-2021 * All faculty and instructors trained |
| 3. Maintain and | * Maintain and strengthen | * 4 % increase in Africa materials base |
| strengthen library | library resources on Africa | budget. |
| holdings | for students, faculty, and the public |  |
| 4. Support faculty | * Attract and maintain pool of | * 103 core faculty members in 37 |
| professional | qualified faculty and | departments and programs; 200+ faculty |
| development | researchers | affiliates   * ASC research and professional awards and external research awards (Table 5) |
| 5. Expand K-12 teacher training & outreach to other  constituencies | Table 11 present selected outreach activities and impacts | |

* 1. **Program Impact:** African Studies courses attract over 6,000 enrollees per year.

With 7 student organizations focused exclusively on Africa the campus is daily animated with talks, films and lively debates about African issues. ASC itself sponsors upward of 50 lectures and symposia each year attracting over 2,000 attendees. Nearly 1/3 of all graduate students in history focus on Africa, having selected MSU in large part because of ASC’s reputation. The same dynamics bring to campus top students in anthropology, economics, education, agriculture and natural resources, crop and soil sciences, literature and philosophy. Our undergraduate and graduate programs rank among the top in the nation in competitiveness in national grants (Fulbright IIE, Fulbright DDRA, SSRC, Wenner Gren, Ford, Rockefeller, Carnegie), in admission into top-tier programs elsewhere, in selection into prestigious internships and summer programs, and in

professional marketability. MSU ranked fourth nationally in 2020-2021 in production of

U.S. Fulbright Scholars. MSU is one of the leaders nationally in the production of PhD dissertations on Africa. Our graduates teach on the faculties of all the major African studies programs in this country and numerous others work in business, NGOS and government in the U.S. and in Africa.

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| **Table 8: Selected Graduated and Fields of Employment (2018-2021) – \*indicates FLAS Awardee** | |
| **Education** | |
| Agueghoh, Ekene | Lecturer, University of Nigeria, Nsukka |
| Binkowski, Brett | High School Social Studies Teacher, Kansas City Public School |
| Blackwell, James\* | Faculty, North Carolina School of Science and Mathematics |
| Bradshaw, Joseph\* | Lecturer, Language Workshop, Indiana University Bloomington |
| Edwards, Janelle M. | Assistant Professor of History, African American Studies, and African Studies; Penn State University |
| Glovsky, David\* | Assistant Professor, Department of Africana Studies, University at Albany |
| Mavima, Shingi | Assistant Professor, Department of History, University of Toledo |
| Morgan, Stephen | Assistant Professor, Department of Food and Resource Economics, The University of Florida |
| Mock, Tara\* | Assistant Professor, Honor’s College, The University of Alabama |
| Selby, Pumphrey | Assistant Professor, Women’s, Gender and Sexuality Studies, University of Louisville |
| **Business, Government and NGO** | |
| Bartle, Brian | Sr. Manager, Partner Enablement at Indigo |
| Bellinger, Megan | Sr. Research Analyst at Ipsos in North America |
| Faas, Simone M. | Research Analyst at International Food Policy Institute |
| Farris, Jarrad | Research Agricultural Economist, US Department of Agriculture |
| Koima, Josephat | Economist, Amazon |
| Kropper, Sarah | Associate Director of Research at Abdul Latif Jameel Poverty Lab |
| Padilla, Samantha | Research Agricultural Economist, US Department of Agriculture |
| Perlman, Sabrina\* | Research Project Manager, Kaiser Permanente Bernard J. Tyson School of Medicine |
| Sauer, Christine | Research Agricultural Economist, US Department of Agriculture |

* 1. **Addressing National Needs:** During the last 4 years ASC taught 9 African languages that were designated as Priority Languages by US/ED. We taught regular semester courses but also provided online summer courses when the pandemic prevented students from studying abroad. We will continue to innovate by creating non- credit summer courses in Swahili and Zulu for students, faculty and staff who do research in Africa but lack African language competencies. MSU ranked 25th among

large schools on the Peace Corps’ list of top volunteer-producing colleges and universities in 2019. 2,430 MSU graduates have served in the Peace Corps worldwide since it was founded, the largest portion serving in Africa. Our new Peace Corps Prep is an undergraduate certificate program to enhance student competencies and support participation in Peace Corps. One of our signature programs, Eye on Africa, serves as a vehicle for sharing new research and knowledge. We have held the seminars virtually since the beginning of the pandemic and have seen an increase of almost 20% in attendance. The lectures are archived and available online to the public. We also support both print and digital media publications. Our journals and newsletters keep thousands of US citizens informed each month of news, events and analyses of Africa issues. 1,061 subscribers receive our weekly newsletter. Our webpages receive tens of thousands of visitors and our public outreach program impacts the lives of even more through pedagogical materials and teacher training that will influence future generations. Funding originally designated for travel has been converted during the pandemic into small grants to support faculty research and teaching projects. We extended this funding to faculty across the university including many new partners. We made course development awards to 13 faculty members during FY 18-21. Graduates for FY19-21 included 110 graduates with African Studies majors and minors, an increase from 2014-2017(62 graduates) of 43%. We will continue efforts to encourage students to learn African languages and take African Studies minors and be the next generation of educators and international and government service workers.

* 1. **Advising and Student Placement**: The ASC Director, Assistant Directors, and Assistant to the Director for alumni and student engagement advise students daily. We

list African studies job openings in our weekly newsletter. MATRIX also supports H-Net listings of job openings in African history and African studies. In these efforts, we are one piece of an immense institutional network that guides student choices. The campus is replete with offices that channel interests and recruit students to service, including the Career Services Network, PhD Career Services, the Office of University Outreach and Engagement, the Office for Experiential Learning, a dedicated Office of Peace Corps Recruitment, and the Department of Military Science with two of the largest ROTC programs in the nation. ISP has recently launched Peace Corps Prep, a certificate program to prepare MSU undergraduates for international service careers. This program does not receive Title VI funds but directly addresses the second point of Absolute Priority 1. In response to AP1.2, we will cooperate with other MSU Area Studies Centers to offer career development workshops and materials to specifically support students in pursuing international careers in government service, the private sector and non-governmental organizations. We will work with MSU-CIBER to provide African content for their Community Colleges Go Global Webinars aimed not only at enhancing a global mindset in community colleges to provide guidance and training on internationalizing curricular (courses with international business content) but also providing noncurricular activities including education abroad experiences and international internships. We will also support CIBER’s workshops on globalEDGE and International Internship Directory at annual CCID, NACCE, AACC and other community college focused conferences, (AP2 &CPP).

* 1. **FLAS and Placements:** ASC advising as well as MSU advising services encourage students to seek employment in areas of national need. We post job listings

in our weekly newsletter and in mentoring majors, minors, specialists and FLAS

awardees.

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| **Table 9: Selected FLAS Awardees and Fields of Employment** | |
| **Education** | |
| Amelia Duffy-Tumasz | Assist. Prof., Geography and Urban Studies, Temple University |
| Carmela Jo Garritano | Assoc. Prof., Africana Studies, Texas A&M |
| David Bresnahan | Assist. Prof., History, The University of Utah |
| David Walton | Assist. Prof., History, The University of North Carolina at Pembroke |
| Dawne Y. Curry | Assoc. Prof., History, University of Nebraska |
| Jasmine Cooper | Assist. Prof., Sociology, Penn State Harrisburg |
| Jennifer C. Boylan | Managing Editor Perspectives on Politics, University of Florida |
| Jessica Ott | Assistant Scientist, Department of International Health, John Hopkins University |
| Laura Damon | Student Success Specialist, Calvin University |
| Kara Bensley | Assist. Prof., Public Health, Bastyr University |
| Maria Martin | Assist. Prof. History, University of California Merced |
| Sarah Murray | Program Manager, Eppley Institute, Indiana University |
| Sandra Schmidt | Assoc. Prof., Teachers’ College. Columbia University |
| Tricia Redeker- Hepner | Assoc. Professor, School of Social and Behavioral Sciences, Arizona State University |

* 1. **FLAS and National Need:** MSU has long led the nation in the teaching of critical LCTLs and will continue to do so. More than sixty former FLAS awardees teach at U.S. universities while other serve as student advisors, journal editors, program managers etc. Some work for various federal agencies including USAID, USDA and the Department of State. Many work for NGOs, for profit and non-profit companies or run their own organizations impacting the nation and world in significant ways. For example, one former awardee is the founder of Bee d’Vine, a honey wine company in Sonoma Valley California focused on forest conservation. Another served as a country director at CARE and is currently the West Africa Regional Director at Helen Keller International working on global vaccine equity and Covid-19 vaccine rollout in some African countries. Table 10 below gives a glimpse of the importance and diversity of work former MSU FLAS awardees are involved in nationally and internationally.

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| **Table 10: Selected FLAS Awardees and Fields of Employment See Also Tables 8 & 9** | |
| **Business, Government and NGO** | |
| Aaron J.M. Russell | Global Green Growth Institute |
| Ayele Solomon | Founder, Bee D’Vine |
| Browyn Irwin | Chief of Party, Market Systems and Partnerships at DAI |
| Emily Skupin | Speech Language Pathology Clinical Fellow, Premium Therapy Speech Services P.C |
| Haley Rademacher | Executive Assistant, McKinsey & Company |
| John Uniack Davis | Regional Director for West Africa, Helen Keller International |
| Kimberly Ludwig | Director, Office of Democratic Governance, Peace and Security, USAID |
| Kyle Grove | Senior Manager, Trust Science Lead, eBay |
| Laurel Burchfield | Associate Director, Mainstream Coalition |
| Lauren Ramsey | Chief Research Officer, Colorado Department of Higher Education |
| Lisa Korte | Director, Audubon’s Corkscrew Swamp Sanctuary |
| Matthew Kirwin | Division Chief, Office of Opinion Research, US Department of State |
| Weston McJames | Field Artillery, US Army |

* 1. **Evaluation Plan: Overview.** The ASC FY2022–26 Evaluation Plan outlines a logical framework and procedures for monitoring program activities and measuring outputs and outcomes. Using a continuous improvement model, we will assess progress throughout the project cycle, making programmatic modifications based on formative evaluation findings. Our Appendix D provides an overview of our primary program goals and activities. Additional information related to data/indicators, frequency of data collection, and data sources will be incorporated if/when the project is funded.
  2. **Use of Recent Evaluations**: ASC has used recent evaluations to enhance: 1) the overall evaluation system and procedures utilized for NRC program evaluation, and 2) the quality and impact of program activities in achieving targeted outcomes. Here we provide preliminary findings from evaluation of the FY18-22 grant cycle. We will provide the full ASC NRC evaluation report for FY18-22 with the NRC Final Report on IRIS.
  3. **Equal Access Provisions:** ASC has a longstanding commitment to serving diverse populations. We therefore keep issues of underrepresentation and equal access at the forefront of all we do. In collaboration with AAP, we recently applied and got funding

from CIEG to support diversity of MSU faculty engagement with partners and institutions in Africa for research and teaching. The goal of this project is to increase the number of Black MSU faculty participating in research activities and grant funding for MSU-African partnership projects. To give all stakeholders equal access to ASC services, we will ensure that all online video resources meet ADA guidelines including closed captioning for recorded talks and events. We have intentionally made all applications for faculty programs and resources, as well as student support available on our website. For example, any ASC Core faculty member can fill in a form online to suggest a guest speaker for our Eye on Africa seminar series. We collaborate with units at MSU to co- sponsor events relevant to the Center’s mission and any MSU entity can fill in a form to request financial support from the African Studies Center for their event. Similarly, students can easily apply for FLAS, travel funding or submit a paper for a prize online.

# Outreach

Being one of few NRCs with a fulltime, professionally trained PhD African Studies Outreach Coordinator, our programming is continually crafted to meet the needs of various constituencies locally, statewide and nationally. We collaborate closely with other NRCs on campus and nationally, with MSU’s nationally #1 ranked Teacher Education programs, The Broad Art Museum, the Eli Broad College of Business, CANR, CAL, CSS, and the College of Communication Arts and Sciences in the development and delivery of diverse programs and materials.

* 1. **Outreach to Elementary and Secondary Schools (Teacher Education)**: Our signature programs include: 1) Exploring Africa, a 25-module online curriculum resource with 120+ learning activities for middle and high school students and teachers, newly

updated in a more interactive format. The site is used by hundreds of teachers each year from every state, and more than 10 countries. We are now adapting the curriculum for use at elementary school level with the assistance of local elementary school teachers who serve as consultants. 2) LATTICE, in-service programming for teachers that offers monthly 4-hour sessions for 30 educators from 17 school districts. 3) A summer week-long workshop for world language teachers that increases the capacity of participating educators to provide their students with an understanding of the socio- cultural context of Arabic speaking and Francophone Africa, (AP2). 4) A collaboration with MSU’s Broad Art Museum to train student-teachers in African art and send them to K12 classrooms to use their training to teach about Africa using art, (AP2). 5) Fulbright- Hays Group Projects Abroad for Educators, in the past the Center has sponsored GPAs to Ghana, South Africa, Tanzania and Zimbabwe. We plan to apply for at least one GPA during the new grant cycle. 6) We also run a program with Binder Park Zoo in Battle Creek Michigan for middle school students across the state delivering instruction about African history and culture in the context of wildlife.

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| **Table 11: Joint Projects with MSU Units** | | | |
| **Project Name** | **Activity** | **Partners** | **Priorities** |
| LATTICE K-12 in-  service teacher training program workshops | This is 30-year-old monthly in-service workshop for Michigan educators. Funds will be used for LATTICE monthly session  director’s stipend. | MSU Coll. of Educ., ASN, CLACS |  |
| Summer Institute for World Language Teachers | One-week summer workshop for MI K-12 language teachers. Workshop will provide socio-cultural, economic and political context of Francophone and Arabic speaking African  countries to French and Arabic teachers. | ASN, CLACS,  MI World Language Association | Absolute Priority 2 |
| Broad Art Museum & MSU Library  teacher training workshops | Co-sponsor workshops that use art, the MSU Library Africana Collection and graphic novels to teach about Africa, | ASN, CLACS,  TE, Broad Art  Museum, Library | Absolute Priority 2 |

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| Collaborative Programing with MIIIE (Community Colleges) | Co-sponsor one-week annual MIIIE curriculum institute. Summer institutes on global themes that target faculty from MIIIE member institutions that are MSI. Maintenance of the Africa-Asia curriculum  website created during the 2014-18 cycle. | MIIIE,  Michigan Association of CC; ASN, CLACS | Absolute Priority 2 |
| World Language Day | Support Departments of Language/  Literature & annual World Language Day event of teachers and students | Departments  Lang/Lit, ASN, CLACS |  |
| Center for International Business Education and Research | Co-sponsor “Community Colleges Go Global” webinars. Co-sponsor “Business and Culture [in specific African] countries.  Revise/upgrade African country profiles on globalEdge electronic database. | CIBER | Competitive Preference Priority |

Responding to AP 2, we will work with the MSU College of Education’s Global Education Cohort Program (GECP) to provide three rich global educational experiences to pre-service K-12 student teachers each year. We will support an immersion program to provide first-hand experiences to pre-service teachers working with African refugee and other African immigrant communities with the aim of developing the pre-service teachers’ competency in teaching about Africa and the diverse experiences of African peoples. We will support the GECP’s field placements program where pre-service student teachers are sent to work in schools whose curriculum has a special Africa global focus, (AP2). We will support the GECP’s Global Education Speaker Series by supporting a visit to MSU by a leading scholar to speak on education in Africa, (AP2).

* 1. **Outreach to Postsecondary Institutions and Community Colleges**: ASC has a rich history of working with postsecondary institutions, especially minority serving institutions and community colleges. For over 25 years, ASC has worked with a consortium of community colleges: MIIIE, which comprises more than 100 community colleges across the Midwest. Most MIIIE colleges are urban based with high minority enrollments: 21% African-Americans, and 12% Hispanics. Their rural community

colleges have an average of 24% minority students. Thirty-nine of the MIIIE community colleges are eligible for Title III and Title V funding. All programs with MIIIE thus respond to the Competitive Preference Priority, and in addition, some respond to Absolute Priority 1.1 and/or Absolute Priority 2. Our collaborative endeavors with MIIIE include sponsorship of a week-long annual summer institute for curriculum development, (AP2), and the development and maintenance of an online/web-based curriculum on Africa and Asia. In this grant cycle, ASC in collaboration with ASN and CLACS and the MIIIE will host four summer institutes on global themes that target faculty from MIIIE member institutions that are MSI, (AP2). In addition, building on a successful pilot in the summer of 2021, we will annually help MIIIE run a one-day “Expanding African Curricula at Community Colleges” workshop. The workshop provides guidance and resources to Community College professors with diverse perspectives and ideas to develop new courses or to increase the Africa content of existing offerings, (AP1.1 & AP2). Using MSU Africa faculty experts, ASC will hold a one-day annual workshop to assist Community College instructors in expanding their teaching of Africa in already existing courses or to develop a new Africa course, (AP1.1 & AP2). Course materials developed during the workshop will be shared for further use and adaptation by other instructors in the MIIIE system. We will also support MIIIE’s Monthly Virtual Faculty Meetings where they will discuss specially selected high value books and articles on Africa for enriching faculty knowledge and the quality of instruction, (AP1.1 & AP2).

* 1. **Outreach to Business, Media, Museums, and the General Public**: We have a long history of working with the Michigan business community, MSU museums, and

other institutions to continually engage the public through African Studies programming. We believe we have an obligation to present information to the public that is clear, concise and contextualized about the African continent, representative of diverse perspectives.

**General Public**. One of our signature programs, Eye On Africa, serves as a vehicle for sharing new research findings from Core Faculty members and African/Africanist scholars all over the world, (AP1.1). The "Africa Past & Present" podcasts produced by MSU Department of History and MATRIX also broaden the accessibility of cutting-edge African scholarship and research. The shows feature interviews with African scholars, politicians, and others to explore contemporary African issues and experiences from diverse perspectives, (AP1.1). In addition, our African Tea Time features bi-weekly country-based presentations on various topics of research by MSU students, faculty and alumni from the African continent and other parts of the world, (AP1.1).

**CIBER**. ASC Outreach will support three collaborative projects with the MSU Center for International Business Education and Research (CIBER). We will bringing people with African business expertise to workshops on globalEDGE and International Internship Directory at annual CCID, NACCE, AACC and other community college focused conferences, (AP1.1 & CPP). We will facilitate participation of people with African business expertise in their Community Colleges Go Global Webinars that aim at enhancing a global mindset in community colleges to provide guidance and training on internationalizing curricular (courses with international business content) and noncurricular activities (education abroad experiences and international internships).

Similarly, we will support CIBER’s Business and Culture (in Country XYZ) Webinar

Series by having two or three African countries featured, (CPP & AP1.1 & AP2). We will support development of teaching materials directly related to Africa country content on the MSU CIBER’s website globalEdge and update Africa country materials on globalEdge, (AP1.1).

ASC also collaborates with the Eli and Edythe Broad Art Museum on a program that trains MSU students to deliver quality instruction in classrooms across Mid-Michigan. For this grant cycle, the ASC, ASN, and CLACS will partner with the Broad Art Museum, the MSU Library, the MSU College of Education and LATTICE to engage diverse teams of K-12 teachers in three fellowship programs that aim to provide K-12 teachers from diverse school and district backgrounds with professional development, training, pedagogical tools, and curricular resources to leverage their efforts in enacting global Diversity, Equity and Inclusion (DEI) principles and implement integrated approaches to their teaching, (AP1.1 & CCP). 1) Broad Art Museum Teacher Fellowship. Through this Fellowship, teachers will engage in professional development on utilizing museum artifacts and exhibits as part of their pedagogical resources in teaching about aspects of history, culture, and contemporary issues related to different regions of the world. The program’s end goal is to enable in-class and virtual art experiences for K-12 students using the MSU Broad Collection, (AP2). 2) The MSU Library Teacher Fellowship funds teachers’ participation in a series of engagements, including synchronous professional development workshop, book group discussion sessions, development of curricular and teaching materials, and an end-term debriefing session. Teacher fellows participate in discussions to examine award-winning books, pedagogical strategies to integrate their effective use in classrooms, and how they align with respective DEI plans at the school

or district level, (AP2 & AP1.1). Teacher fellows are also eligible for funding to purchase a set of children's or YA literature for their own classroom or a local library of their choosing. 3) The Graphic Novel Teacher Fellowship. K-12 teacher professional development workshops focused on graphic novels as a curricular resource for global education and global DEI. This collaborative project between the University of Michigan and Michigan State University provides secondary teachers in the fields of language arts, English, Literature, History, and Social Sciences with area content and professional development using comic books, graphic memoirs, and graphic novels in their classrooms. The MSU College of Education’s GECP program will participate, exposing pre-service teachers to new ways of developing curriculum (AP2).

Lakeland Correctional Facility, Coldwater, Michigan**.** Outreach to incarcerated citizens is a new program for disseminating knowledge about African language and culture. We provided robust programming during Kwaanza and Black History Month 2020 to more than 60 incarcerated citizens in 2019 and 2020. We plan to continue these and other activities once Covid-19 restrictions are lifted.

# PROGRAMME PLANNING AND BUDGET

* 1. **Quality of Activities:** Through new collaborations and by building upon successful programs and relationships the Michigan State African Studies Center (ASC) will strengthen its area studies, language, outreach, library, evaluation, and administrative programs over the next four years. A significant number of activities we propose, in many cases in collaboration with Community Colleges, Minority-Serving Institutions and Historically Black Colleges and Universities, (CPP), promote the expression of diverse views and opinions and a robust exchange of ideas on Africa and world affairs, (AP.11);

encourage students in pursuing international careers in government service, the private sector and non-governmental organizations, (AP1.2); train teachers on innovative pedagogical strategies to teach about Africa, (AP2).

# RESEARCH AND TEACHING:

We will continue to enhance the MSU undergraduate, graduate, and professional schools with African studies curricula by providing summer curriculum development

awards ($2,500/year A3a)1 and annual fellowship ($3,000/year F9) to faculty members and professional development awards to graduate students ($5,000/year F10). We will continue to collaborate with professional schools and other campus units to expand their options for African studies teaching and research. We will support the College of Engineering to develop a Global Community Engaged Engineering curriculum with focus on Africa to provide new experiential opportunities for MSU Engineering students to prepare for international careers. This project will build on existing collaborations between MSU and various African institutions, ($1,000/year F4). We will offer our weekly “Eye on Africa” seminar series ($12,500/year F1) and bi-weekly African Tea Time conversations ($3,000/year F2) to bring a diversity of perspectives and to generate robust debate on African, African diaspora and world affairs. Invited speakers will include international as well as domestic experts, on topics ranging from health to climate change to African art. We will work with MSU Asian Studies Center to support Trans-regional Symposia. We plan to revive the Trans-regional Symposia following a hiatus due to the pandemic. They will be part of an international dialogue on Africa-Asia connections co-hosted with the Howard University African Studies Center. In alternate

1 Numbers in parentheses are referenced to numbers in our budget

years, the three centers along with the Council of American Overseas Research Centers (CAORC) will hold workshops in West Africa and Southeast Asia. We will continue to host the Chinese in Africa/Africans in China Research Network website, part of the China-Africa Knowledge hub, (knowledge hub $2,000/year F5; two biennial symposia $2,000/year 2 & year 4 F8). We will initiate a new collaboration with Tuskegee University and Howard University to organize three symposia co-hosted with the Tuskegee University’s Department of History and Political Science and Howard University’s African Studies Center on the history and future of cooperation among HBCUs, land grant universities and academic institutions in Africa, ($5,000/ for 3 years F7). We will support University of Florida’s new Conversations on African, African American and African Diaspora Studies ($500/year F26). We also request funding to encourage students to pursue careers in government service in areas of national need and in the education, business, and non-profit sectors through the following initiatives:

1) Careers in Language Workshop (focusing on African LCTLs) featuring African language studies alumni and professional speakers (collaboration with CAL’s Excel Network and MSU Career Services Network) ($500/year F6); 2) On-campus International Career Panels (collaboration with ASN, CLACS and JMC), feature Area Studies major/minor alumni speakers ($500/year F6); 3) annual Career Exposure Program, a week-long program with visits to organizations in Washington, DC, New York City, Chicago, Los Angeles, and Detroit (e.g. US State Department, USAID Bureau for Africa, embassies and consulates of African countries) to expose students to international careers and professions that utilize proficiencies in African languages and knowledge about Africa (collaboration with ASN, CLACS and JMC) ($2,500/year F6); 4)

Education Abroad and Global Internship development, site visit grants for the development of new faculty-led programs and internships in Africa (collaboration with OEA) ($1,000/year, F6).

# LANGUAGES:

Our support for African languages and for African area studies curriculum across the university will provide students with competencies to take up careers in government service that meet national needs. We intend to offer, and seek FLAS authorization for 11 languages: Swahili, Zulu, Arabic, Yoruba, Pulaar, Hausa, Wolof, Igbo, Chewa, Somali, and Bambara, ($4,400/semester A2a). We will set standards, train teachers, develop materials and we will send instructors to NALRC for training, (6,498/year C1e). We will also work with MSU Asian Studies Center to provide summer workshops for K- 12 teachers of Arabic ($1000/year F11) and to provide a World Languages Day for area high school students, ($500/year F12). We initiated in summer 2021 a noncredit Swahili and Zulu online language program for MSU staff, students and faculty conducting research in or about Africa. We seek funding to continue and extend the program to non MSU Africanist faculty in the US, ($15,000/year A2c).

# OUTREACH:

**K12**. We seek NRC funds to complement, deepen, and maintain our high levels of investment in outreach. We request funds to continue supporting LATTICE. This is a 30- year- old monthly in-service workshop for educators in Mid-Michigan funded cooperatively with the College of Education, ASN, CLACS, and 17 school districts.

Funds will be used to provide a stipend to the LATTICE monthly session director (7 sessions per academic year) ($5,000 E1). We also request funds to continue to conduct

summer teacher-training workshops for K12 teachers in collaboration with ASN and CLACS that will produce lesson plans that can be used by other teachers nationwide. Each year we will allocate funds to support the development of curriculum resources for the educators ($500 F17), curriculum consultants ($2,500 F16), and stipends for the participating 15-20 participating teachers ($2,500 F15). Each participant will be required to develop a curricular project to incorporate into their teaching and to be shared publicly through the ASC’s Exploring Africa web-based curriculum. In response to a request from the Michigan World Language Association, we will offer a collaborative week-long workshop for world language teachers that will increase the capacity of participating educators to provide their students with an understanding of the socio- cultural context of Arabic speaking and Francophone Africa ($2,000 F14). We will work with the MSU College of Education’s Global Education Cohort Program (GECP) to support an immersion program to provide first-hand experiences to pre-service teachers working with African refugees and other African immigrant communities ($4,500/year F33). We will also support the GECP’s field placements program for pre-service student teachers as well ($1,000/year F32). We seek funds for the Binder Park Zoo African Safari Project, a curriculum development and staff training project for an Africa focused program for children ($1,000/year F19).

**Community Colleges and HBCUS**. We will strengthen our commitment to community colleges and HBCUs with new projects while supporting on-going programs. At the request of MIIIE, a consortium of over 100 community colleges in 10 mid-western states

consortium of community colleges, and in collaboration with ASN and CLACS, we will

develop and administer annual weeklong summer curriculum development programs for

faculty associated with the approximately 35 MIIIE associated colleges that are MSIs ($3,000 E2). The funds will support a curriculum consultant and travel and lodging, curricular materials, and stipends for the participating educators each of whom will be required to develop an international module that they will incorporate into extant classes. We will share the modules on the Africa-Asia curriculum website developed during the 2014-18 cycle. In collaboration with MIIIE we will conduct a one-day workshop, “Expanding African Curricula at Community Colleges” for Community College instructors including those serving in MSIs, (1,500/year E3). The workshop provides guidance and resources to develop new courses or to increase the Africa content of existing offerings. MSU Africanist faculty will annually hold a workshop to assist Community College instructors in expanding their teaching of Africa as well, (10,000/year E5). We will also support MIIIE’s Monthly Virtual African Book Discussions, (1,000/year E4). We seek funding for three new Fellowship Programs described in section H.3 that aim to provide K-12 teachers with professional development, training, pedagogical tools, and curricular resources to leverage their efforts in enacting global Diversity, Equity and Inclusion (DEI) principles: Broad Art Museum Teacher Fellowship, ($2,500/year F31), MSU Library Teacher Fellowship ($2,500/year F30) and The Graphic Novel Teacher Fellowship ($2,500/year F29). We work with MSU-CIBER in the provision of business outreach. We seek funds to support their International Business Institute workshops, Community Colleges Go Global and Business and Culture (in Country XYZ) Webinar Series ($1,000/year F20). We will also support the development of teaching materials directly related to Africa country content and update of Africa country materials on globalEdge ($1,000/year F21). We will strengthen our historic

collaborative programming with Community Colleges and HBCUs by supporting an HBCU and/or Community College faculty member to participate in the CAORC and WARA summer workshop in Senegal, “Curriculum Training and Development Workshop for US Community College, HBCU and MSI Faculty” ($2000/year F22).

# PRESS AND LIBRARY PROJECTS:

We will continue our work disseminating knowledge about Africa through our partnership with MSU Press. In collaboration with Harvard University’s Center for African Studies and the African Studies Program at Indiana University, Bloomington, we will launch a pilot issue of an annual compendium of “best articles” from Africa-based scholars, in English with abstracts from the French, that will enhance global access to the research and publications of African colleagues. We request funds to support the research and development for the pilot issue, ($1,000/year F38). We will fund a graduate student internship to support Africa-themed publications that will also train students for professional academic publishing careers related to Africa, ($2,000/year F37). We will continue to work with the MSU Press on the publication of the journal of *Northeast African Studies,* ($10,000/year F38). 4) We also seek support for the cataloguing and processing of archival materials related to Africa that are donated to the Africana Special Collections in MSUL, ($1,000/year F35).

Support for MATRIX and other MSU Digital Projects related to Africa: MSU is a leading institution for Africa-related Digital Humanities programs, most of which are housed in MATRIX: the Andrew W. Mellon funded [Enslaved.org](https://Enslaved.org/) interactive database; the Exploring Africa educational resource for K-12 teachers; the Africa Online Digital Library; and the African Activists Archive Project. We request funding to make needed

maintenance to these websites so that they are up to date in terms of content and technology, ($1,000/year F40). The MSU Library is home to an extensive digital scholarship support lab including a 360-film space where we have created a project on the Rwanda genocide. We will continue to support library digital projects.

# IMPROVED EVALUATION:

In the final year of the award, we will hire an external evaluator to conduct a meta- evaluation, ($5,000 F42).

# MAINTAINING THE CONSORTIUM:

The consortium of African National Resource Centers has long collaborated on a series of projects. These include library and outreach projects. We request Title VI assistance for our support for on-going projects: Africana Children’s Book Award, ($400/year F24); ASA National Teachers Workshop ($400/year F23), ; NCSS and NCTE meetings, ($500/year F25); Africana Librarians Collaboration (CAMP) ($2,000/year F39); Sponsorship of Community College or HBCU attendee at AASP ($1,000/year F27); WARA & ALMA (scholarly exchanges and material collection and preservation ($2250/year F13).

# ADMINISTRATIVE:

We will strategically use Title VI resources to attract and sustain resources and space on campus, including the attention of our administration, and the time contributions of our department-based faculty. The requests noted above will leverage significant resources (Table 1) from a variety of campus sources. We detail our requests in the accompanying budget, (Administrative (A), travel (C) and supplies (D)).

* 1. **Development Plan:** In Appendix D we provide a development plan that demonstrates how our proposed activities will contribute to a strengthened program by 2026. In our development plan (Appendix D), we demonstrate how we will use our resources effectively to achieve each of our proposed objectives.
  2. **Cost Effectiveness:** Given the scale of our enterprise, the global reach of our program, and more importantly, the potential for service to the nation, the costs outlined in our budget are modest. (See Appendix A and Appendix D). We have had considerable success in leveraging NRC funds to increase university support and we will continue our efforts to do this. Our university-wide MSU funded Africa initiative, Alliance for African Partnership, and our Andrew W. Mellon-funded Ubuntu Dialogues Project are examples of the ways our programming leads to additional investments.
  3. **Long-Term Impact of Training Programs:** ASC has contributed greatly to the

U.S. supply of LCTL speakers, staffing the highest ranks of governmental and non- governmental organizations focused on Africa, producing the plans and policies that have guided development efforts globally, training successive cohorts of scholars, and designing and disseminating the materials that have informed generations of U.S. citizens. The current plan, focused primarily on enhancing our curriculum and African language program, strengthening teacher education, enhancing Africa content in CIBER, and maintaining and reinvigorating our Outreach program and the consortium of African NRCs will increase ASC’s contribution to an informed citizenry and underpin

U.S. global competitiveness.

# FLAS SELECTION PROCEDURES

* 1. **Publicizing the Awards:** Academic Year and Summer FLAS availability are publicized via MSU electronic and print literature, i.e., bulletins, catalogues, guidebooks, recruiting materials, the network of MSU student advisors, ASC’s weekly newsletter, which is disseminated nationally to a listserv of over 1,000 individuals with Africa interests, over the Internet via our website, and over the multiple listservs of H-Net Africa with a subscription base of 4541. The availability of FLAS is also listed on federal websites, most especially the IFLE site. The publications advise students that they must complete and submit the Free Application for Federal Student Aid form and sign and submit a Release of Information Authorization form so that the FLAS Selection Committee will have documentation of financial need.
  2. **FLAS Selection Plan and Calendar:** FLAS applications are available on our website from early in the fall semester to February of the given year. Students receive guidance via email, Zoom, or in person from ASC staff and faculty advisors. Application materials are due February 15. Files containing applications and reference letters are assembled February 16-28. Selection Committee deliberations take place in March. We announce awards on April 15. Academic Year and Summer FLAS selection is a two-tier process. The Selection Committee first selects a pool of qualified applicants based strictly on merit as defined in Sec. 657.3 of the FLAS Program regulations. The ASC office manager will then contact the MSU Financial Aid Office and request information on the financial need of the applicants as determined by their FAFSA submissions. The Committee will then give competitive priority to students who have demonstrated financial need.
  3. **Responsiveness to Announced Priorities:** Our two-tier selection process is in accordance with the priority to award fellowships to those meritorious students who demonstrate financial need. We will award 90% - 100% of FLAS fellowships for study of modern languages other than French, German and Spanish.
  4. **Student Applications:** The student application requirements consist of (1) the Center’s Title VI FLAS Application Form, (2) letters of reference and transcripts addressing the quality of student language and area studies knowledge and recent performance, (3) an essay on research and career goal plans to utilize the training, (4) completion and submission of the FAFSA form; and (5) completion and submission of the MSU Release of Information Authorization form.
  5. **Who Selects FLAS Fellows:** A Faculty FLAS Selection Committee consists of the Language Coordinator, the Associate Director, and three Core Faculty members representing a range of departments and schools. Membership rotates each year. The Assistant Director administers the FLAS program and serves ex officio.
  6. **FLAS Selection Criteria:** The criteria used for the consideration of merit are: 1) Evidence of high academic quality: transcripts, letters, 2) strong commitment to a career utilizing advanced African language and area knowledge, as gleaned from letters of reference and essays, 3) student intention to continue to advanced level proficiency,

4) capacity of MSU to offer the training in area studies and the particular language that the student requests, and 5) for current FLAS fellows, recent academic performance and evidence of continuing commitment. Financial need is determined by the FAFSA report.

# COMPETITIVE PREFERENCE PRIORITIES

**K.1. a NRC Absolute Priority:** We will continue to provide activities and events that promote the expression of diverse views and opinions. The African Studies Center at MSU assumes as one of its primary responsibilities the enrichment of intellectual discourses on campus by facilitating faculty and students’ engagement with the wealth and diversity of ideas in the intellectual marketplace vying for attention. We consult and deliberate to foster and sustain intellectual diversity in the selection of the many events that we sponsor on campus each year, and appreciation of diverse perspectives underpins all of our programming. Our weekly ‘Eye on Africa’ speaker series especially encourages a robust exchange of ideas on Africa and world affairs.

**K.1. b NRC Absolute Priority**: We will continue to encourage students to use the lessons of the classroom to address the pressing problems of community, state, and nation. Students in our programs receive specific and targeted information about career opportunities in government services, education, business, and the non-profit sectors from our center and from a wide range of additional career planning offices on campus. We have launched a new career development initiative in International Studies and Programs that will offer workshops and guidance to MSU students interested in pursuing international careers. We work together with Education Abroad and across the university to support internships and other experiential learning opportunities to prepare students for national service in government, business and education.

* 1. **NRC Absolute Priority 2:** We will continue to provide extensive teacher training activities in African languages and in African studies.
  2. **NRC Competitive Priority**: ASC will continue to work with minority serving institutions and with community colleges. We will hold two bi-annual symposia with

Howard University on Africa and Asia and three symposia with Tuskegee University and Howard University on the history and future of cooperation among HBCU, land grant universities and academic institutions in Africa. We will also support the annual overseas Curriculum Training and Development Workshop for US Community College, HBCU and MSI faculty. We will work with the MSU Center for International Business Education and Research (CIBER) and bring people with African business expertise to workshops on globalEDGE and International Internship Directory at annual CCID, NACCE, AACC and other community college focused conferences. We will facilitate participation of people with African business expertise in CIBER’s Community Colleges Go Global Webinars. We will expand our work with MIIIE colleges to incorporate African language and area studies into their curricula by providing workshops; a summer institute for faculty from MSIs affiliated with MIIIE; a platform to share ideas on books/articles about Africa.

* 1. **FLAS Competitive Priority 1**: Fellowships for Students who Demonstrate Financial Need: Our two-tier FLAS selection process is in accordance with MSU policies and with federal guidelines. We will award fellowships to those meritorious undergraduate, graduate, and professional school students who have demonstrated financial need.
  2. **FLAS Competitive Priority 2**: We will award at least 90% of FLAS fellowships to students who study modern foreign languages other than French, German, and Spanish. This year 100% of MSU FLAS awards were in Less Commonly Taught Languages. Over the last four years, all but 1 FLAS awards were in Less Commonly Taught Languages. This pattern will be continued in 2022-26.