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**AFRICAN STUDIES PROGRAM HAMILTON-LUGAR SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES**

**INDIANA UNIVERSITY**

**PROPOSAL FOR THE 2022-2026 COMPETITION**

**Under the Title VI,**

**Higher Education Act of 1965 for a**

**National Resource Center (AFRICA) and**

**Foreign Language and Area Studies Fellowships**

**Prepared by:**

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**TITLE VI NRC/FLAS Center (AFRICA)**

**February 10, 2022**

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# A. INDIANA UNIVERSITY’S COMMITMENT TO SUBJECT AREA [NRC/FLAS]

For more than 60 years, IU has committed to developing the breadth and depth of African Studies (ASP) to foster expertise and debate from diverse perspectives, serve a broad public, and to meet national needs. Since 2012, IU’s Hamilton-Lugar School of Global and International Studies (HLS), housing ASP, has trained area studies experts and offers more languages than *any* other US university to respond to demands for careers in education, business, defense, intelligence, diplomacy, and 21st century workforce needs. IU Past-President McRobbie defined HLS’s founding as “One of the most important developments in the nearly 200 years of IU’s history,” HLS has enhanced policy studies and reinforced ties with IU’s professional schools to provide premier education in International Studies (ex. new 2021 joint International Affairs MA with O’Neill School). HLS encompasses 4 academic departments, 21 centers, and 11 NRCs/LRCs, including ASP. HLS increases collaboration between area studies and language centers and enriches the quality of African Studies through new faculty hires (5 in HLS; 12 others at IU since 2018) (§E). Further, HLS’s high-efficiency shared services unit means ASP has access to specialists devoted to the program’s success in grant writing, fundraising, evaluation and assessment, collaborative teacher training, internationalization, and outreach that extend ASP’s reach and impact (App. 3). Further, students have a ‘home-base’ allowing for daily interactions with other students, faculty, staff, visiting scholars and dignitaries who share their passion for languages and area studies (ex: HLS hosted 30 Ambassadors for the State Dept.’s *Experience America*, affording students meetings with select African Ambassadors (2018)). Moreover, our students benefit from dedicated career services within HLS and its Living & Learning Center to meet national needs (§D.1a, 2). With such support, ASP can commit *fully* to creating innovative programs responsive to current needs, with fidelity to Title VI’s mission. **1. Support** IU and HLS invest in ASP through operational and programmatic support, promoting excellence in faculty research, graduate and undergraduate student training and scholarships, and international linkages. Evidence of IU’s and HLS’s strong fiscal contributions are summarized in Table A.1 (Y2021-22).

**Table A.1 Indiana University/HLS Support for African Studies, 2021-2022**

|  |  |
| --- | --- |
| **Category of University Support** | **Amount** |
| ASP Program Operations | $ 365,924 |
| ASP Faculty Salaries & Benefits (\*prorated, time devoted to African Studies) | $6,273,553 |
| HLS shared centralized support staff dedicated to area/language studies | $1,148,185 |
| ASP Faculty Research support | $ 432,760 |
| Libraries, Archives & Museums – support for all IU African collections | $ 448,847 |
| Overseas Linkages & Study Abroad – Africa | $ 50,570 (down re: COVID) |
| Outreach funded by IU/HLS (non-TVI; ex. Center for Rural Engagement) | $ 292,320 |
| Student funding through IU/HLS scholarships/paid internships/fees | $ 682,000 |
| **TOTAL** | **$ 9,694,159** |

***Program Operations*** HLS covers 100% of salaries of ASP staff including the director, associate director, administrative and language coordinators, *Africa Today* managing editor, *Digital Toolbox* GA, our Senior Lecturers, and Yoruba and Swahili Associate Instructors. Further, HLS supports ASP through shared support personnel, including but not limited to 100% salary for the HLS Public, Regional & Global Initiatives Manager (PRGIM), FLAS Manager, fiscal officer, grant specialists, and career services. IU cultivates area studies and language expertise through faculty hires across campus, *IU Global Gateways*, annual funds for scholarly exchange with invited experts, travel, student awards, and special projects. *This IU/HLS financial support, including all of ASP’s administration, allows the ASP to focus Title VI funds on high-priority programming and outreach.* ***Teaching Staff*** IU provides salaries and fringe benefits for 90 faculty and 7 professionals with PhDs who teach, start-up funds for new faculty, research, and travel support for our total of 97 faculty focusing on Africa. A conservative figure in Table A.1 using *only* the percentage of time faculty devote to African Studies is impressive. ***Library, Archive and Museum Resources*** IU is exceptional in its support of African Studies collections. This includes the Wells Library’s renowned collection of African Studies materials from and about the continent (Table A.1; see also §F), the internationally known African art collection of the Eskenazi Museum of Art (EMA), the African materials (5,000+ works) at the IU Museum of Archaeology & Anthropology, and rare Africana collections in IU’s Lilly Library – a world-class rare books library. IU funds 3 PhD Africa-specialist curators and 2 Africanist librarians, in addition to Africa programming, educational training, non-IU capacity development, and outreach in each of these entities. ***Linkages with Institutions Abroad*** IU funds 5 IU Global Gateways, and partners with 15 African

institutions in 11 countries (Botswana, Egypt, Ethiopia, Ghana, Kenya, Liberia, Namibia, Rwanda, Senegal, South Africa, Tanzania and Uganda), as well as other global partnerships which facilitate our endeavors (ex.: University of Bayreuth); we budget 2 trips to develop new linkages (Bud.3.A.1/2). ASP is an Associated Partner for the European Interdisciplinary Master in African Studies (EIMAS) and is the *only* U.S. institutional partner of the Africa Multiple Cluster of Excellence, coordinated by the University of Bayreuth; we host EIMAS students in 2021-22. IU financially backs faculty research collaborations through Africa-initiatives, ex: rebuilding the University of Liberia; working with the Institute of Development Studies in Botswana; with Cairo University on public health and safety; in Kenya with Moi University; on vision and public health with the Universities of Cape Coast and Kumasi in Ghana; new business incubation projects with two Ethiopian universities; building capacity in collaboration with Makerere University, in Kenya and in South Sudan through USAID’s LASER PULSE. *None of these initiatives are included in Table A.1, but they demonstrate IU’s deep, long-standing commitments to ASP and Africa*. ***Outreach Activities*** IU contributes through funds for programming, the Center for Rural Engagement (CRE), IU-level MSI/CC capacity building, and collaborative teacher-training and outreach activities throughout the nation. IU enhances intercultural collaboration through, ex., *Global Gateway Network*, *Mandela-Washington Fellowship for Young African Leaders* (28 fellows in 2018-19 from across Africa), and Carnegie/IREX fellows (2 in ASP, 2022) (§H.1). ***Financial Support for Students*** Table A.1 reflects IU need- and merit-based scholarships for ASP graduate and undergraduate students 2018-2022. IU provides fellowships, teaching assistantships and training, scholarships, stipends, health insurance, and tuition and fee waivers to students concentrating on Africa in departments and professional schools, and supports African language instructors (AIs). The sum includes support for summer travel grants, paid internships, workshops, and training programs. IU also pays for tuition in excess of FLAS awards. Thirty-two ASP graduate students receive IU support this year. IU Press *Africa Today* royalties fund the *African Students Research Fund*, to award $3,000 per student for dissertation research (12 students benefitted this cycle). Donations support *ASP Language Pedagogy Awards* to AIs seeking

professional development (8 at $1,000 each since 2018). The *Patrick O’Meara Conference Travel Fund* annually supports 3 graduate students who present at national conferences ($1,500 each; 8 since 2018); ASP discretionary funds supplement the award so *all* ASP graduate students who present receive funding. Critical during the pandemic, *African Students’ Aid Fund* provided $5,000 in assistance for international grad students unable to work or travel home. The annual *Carleton*

*T. Hodge Prize* awards $500 to a graduate student for excellence in African Studies. Moreover, our undergraduates are eligible for scholarships to study abroad or for internships. IU’s Student Board provides the *African Languages & Cultures Club* (undergraduate and graduate students), and the *Graduate Students in African Studies* (GSAS) with $5,000 annually for a symposium and special events. Tanner-Opperman Fellowships award PhD students in African Art History up to four years funding ($20,500 stipend + tuition/year). Our integration into HLS has led to greater support for our students, including $658,000 in HLS-funded undergraduate scholarships, funded student internships, and unique international professional opportunities since 2018 (§D).

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM [NRC/FLAS]

As one of the world’s leading universities for language study, IU offers instruction in over 80 languages – *more than any other* US university - and is 6th in the nation for *innovative language learning*. The African Languages Program (ALP) demonstrates excellence, drawing on IU resources such as the Center for Language Excellence (offering language pedagogical training); Center for Language Technology; Center for Innovative Teaching and Learning; the National African Languages Resource Center (NALRC), the *nation’s only* LRC dedicated to African languages; and cutting-edge research into second language acquisition through the SoE. African language students and faculty benefit from the ASP working in concert with these units and faculty (including 6 ASP faculty in SoE). ALP Coordinator Omar directed the STARTalk Swahili program for middle and high-school students from 2010-2016 and 2019, the IU Swahili Flagship Program from 2010-2016, and now NALRC. With the 2020 ending of STARTalk, ASP launched a summer Swahili Camp using rollover funds in 2020 and 2021; evidence of its success is our Swahili

students *swept* the 2021 national awards from the Swahili Cultural Institute, winning the under 15, youth, and adult categories for Kiswahili acquisition. We request funds to continue the program (Bud.1.B.4/5). IU/HLS hosts the Arabic Flagship Program, with study in Morocco. The IU Language Workshop offers intensive instruction in Akan, Arabic, Swahili, and Wolof; we propose adding Amharic to meet demand (§B; FLAS §H). IU students take advantage of Boren Fellowships (for those committed to work in the federal government; 5 since 2018), as well as the Critical Language Scholarship (CLS) Program administered through USDoS for intensive language acquisition through study abroad (7 since 2017). **1. Extent of Language Instruction:** Table B.1 shows the African languages offered over the past four years through regularly scheduled courses, individualized instruction and advanced field methods courses. ***All languages meet FLAS CP 2 (LCTLs)***. Of these, 7 are taught regularly during the academic year through courses (1st-3rd year) or tutorials (4th-5th year+ levels): Akan/Twi, Bamana, Kinyarwanda, Swahili, Yoruba, Zulu, and Arabic (offered in collaboration with department of Middle Eastern Languages & Cultures (MELC) by affiliated faculty for students interested in Arabic-speaking Africa).

**Table B.1: African Languages, 2018-2022 (Regularly offered languages designated in bold)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Afrikaans **Akan/Twi** | **Arabic** | **Bamana** | Gengbe | GTkuyu | **Igbo** | Kehehe | Kikongo |
| **Kinyarwanda** Krio | Somali | **Swahili** | **Wolof** | **Yoruba** | **Zulu** |  |  |

Since 2019, ASP has offered *Igbo Language & Culture* as a summer-intensive course for IU Groups Scholars (first generation/underrepresented minorities (URM)). As stated, intensive courses are also offered during the summer through the IU Language Workshop. Swahili is recommended for summer study-abroad in Tanzania, as is Akan/Twi for Ghana, and Kinyarwanda for *IU Books & Beyond* in Rwanda (§H.1a). Our linguists offer additional LCTLs (e.g., GTkuyu) with mother-tongue assistants, in year-long field methods courses. In 2019, ASP began developing Kinyarwanda as a core language due to emerging areas of research among faculty and students, growth of IU's nationally recognized *Books & Beyond* service-linked study abroad, IU’s partnership with University of Rwanda, and external need to serve heritage speakers in Indiana. We develop advanced level courses in Y1, and request 25% stipend for Kinyarwanda in Y1 *only*

(Bud.1.A.1). ***Enrollments*** We attract a significant number of students to African languages. Since 2018, about 1,000 students/year study African languages (including at IU Language Workshops). While IU *has* seen a decline across *all* language enrollments during the pandemic (pre, 1800/year), we expect a rebound as travel recommences. 2018-2019 saw a 28% increase in enrollments over the previous year, 9.9% increase for Arabic. Enrollment in Swahili (~140/year) is higher than in some European languages. Instruction is offered at advanced levels to increasing numbers, including for IU’s pre-college program for middle/high school students, *Open IU*. Arabic enrolls

~270/year. Bamana (~90 students/year) and Zulu (~50/year) have also seen steady growth; we request a teaching assistant (Bud.1.A.2). Yoruba has a steady enrollment of ~50 annually, and Akan/Twi was at 25 pre-pandemic. Kinyarwanda has had 4 students/year (including IU’s 2021 Rhoades Scholar, a FLAS recipient and ASP minor), as well as advanced level FLAS summer awards. With Kinyarwanda approved to fulfill IU GenEd in 2022, and travel to Rwanda reopening, we expect enrollment to rise. The committee regularly reviews language enrollments, recruitment strategies, and how to meet changing needs (ex: in 2019, Igbo was added to meet a request from IU Groups Scholars, IU’s 54-year-old college retention program for first generation/URM). Our students also learn African languages through a variety of off-campus programs as noted in §D.3. Swahili students participate in Boren and CLS programs in Tanzania (§Table G.2). **2. Levels Offered** For the past 4 years, ASP has offered 6 core languages at 3 levels- elementary, intermediate and advanced- for grads and undergrads. For Kinyarwanda we offer 2 levels and an intensive course (advanced to be offered in 2022); advanced tutorials were offered in 2020-21 to meet needs, including FLAS. Students acquire even higher-level competence through tutorials: Yoruba, Swahili, Akan/Twi, and Arabic are regularly taught through 4th year; Yoruba, Swahili and Arabic are taught through 5th year or higher. ***Language Use in Other Disciplines*** Similar to other African Studies programs, the ASP offers a few undergraduate courses with African LCTL components outside of Comparative Literature and Linguistics: *IU Books & Beyond* incorporates Kinyarwanda, multiple upper division MELC courses are offered in Arabic to support the Flagship, *Akan for Business* and *Igbo Language & Culture* join in meeting needs. Our faculty incorporate

key language phrases and vocabulary to explicate African epistemologies in most courses (ex., ASP gateway courses, Anthropology, Religion, and Folklore courses). Graduate seminars in African Studies, Anthropology, Folklore & Ethnomusicology, Literature, and History *require* students to work with African language materials in our libraries (Arabic documents, taped interviews, publications in African languages and other materials); students also consult such materials when writing research papers in other disciplines. Moreover, in Linguistics field methods courses, students conduct research with African LCTL native speakers. Our ASP language instructors use authentic texts in target languages at the 3rd and 4th year+ levels. Students write essays in target languages by the end of the first semester of level one. Our African Studies Librarian collects primary source texts in African languages to support this; these are highlighted through “pop-up libraries” at ASP events. **3. Faculty** Our ALP faculty are housed in several IU units. African Studies includes Omar (native competence in Swahili, ACTFL/OPI certified, with expertise in second language acquisition and computer-assisted language learning); Adu- Amankuah (native competence in Akan, research competence in Ga and Swahili, ACTFL/OPI Certified Tester in Akan); and Sow (native competence in Bamana, nations’ *first* ACTFL/OPI Certified Tester in Bamana). We are completing a hire for a Zulu Lecturer due to a 2021 retirement (seeking native competence in Zulu and ACTFL/OPI Certified Tester). Joining them are 7 experienced Associate Instructors (AIs) who are supervised by Omar and receive on-going training (App. 3). Linguistics includes S. Obeng (sociolinguist with native competence in Twi and research in a range of West African languages); and Davis (phonology and linguistics in Arabic, esp. Egyptian dialect). Relevant MELC faculty are Al-Ani, Albdairat, Alramadan, Alsaleh, Morkus, Sinno, and Youseif. All teach Arabic with the assistance of experienced instructors. ***Performance- Based Language Pedagogy Training*** All ASP faculty use performance-based teaching methods that comply with national standards set by ACTFL and NCOLCTL. ASP’s language faculty are outstanding, active members of ALTA (attending, presenting, and facilitating), regularly attending NALRC Summer Institute, and trained through the ACTFL OPI familiarization workshop, and the Interagency Language Roundtable. *All* are certified to conduct OPI nationally in their respective

languages as ACTFL/ILR testers. Our faculty work closely with Omar and Sanuth of NALRC in implementing World Readiness standards, best practices for teaching, and new material development (ex: Sow’s 2021 Bamana textbook; online distribution of African LCTLs, §B.4; Bud.8.B.5). Our AIs are mother-tongue speakers who came to IU with language teaching experience as FLTAs, and/or training at NALRC. Faculty and AIs attend pre-semester workshops conducted by the Center for Language Excellence (CLE), the Center for Innovative Teaching and Learning (CITL), and ASP’s ALP. Workshops include integrating standards-based and thematically organized curriculum; facilitating learner-centered classrooms; using target languages 90% of the time; integrating language, culture, and content; use of authentic materials in lower-level language instruction; and proficiency-based assessment. AIs can take any of IU’s 47 pedagogy courses (ex., G700 *Excellence in Teaching*; Markus’s *Intro to Arabic Pedagogy*). Omar organizes workshops each semester on instructional methods, performance-based teaching strategies and testing procedures, and conducts regular class observations to evaluate teaching. Omar also runs monthly group sessions and ensures that AIs have appropriate language materials for their courses. During the summer, all attend NALRC’s Institute for Professional Development. Omar is ACTFL/OPI certified, a former president of *both* ALTA and NCOLCTL, has directed the Swahili GPA, Swahili Flagship, STARTalk and NALRC, participates in other professional organizations, and was the 2018 NCOLCTL Walter Lifetime Achievement award winner. We request funds so that our language instructors may attend professional development/conferences (Bud.3.B.2), receive training at NALRC’s summer pedagogy workshops, and IU CIBER/NALRC *Business in Language* workshops (2-week trainings on incorporating business content into language courses) (Bud.3.B.3). **4. Quality Measures** The African Languages Program serves students preparing for research or work in Africa, as well as those wanting to fulfill IU language requirements. Our exemplary teachers use ***performance-based*** methods that integrate cultural and social contexts in teaching oral, aural, reading and writing skills. They teach some sessions in the Learning Technologies language lab with state-of-the-art computers, listening stations equipped with more than 40 languages and fonts, a recorded materials and text library, and digital recording

studio. Some classes are offered to institutions upon request through the Big Ten Academic Alliance (BTAA), and materials are also available through the *IU Online* teaching and learning environment. Informal conversation hours led by instructors occur weekly (in addition to office hours). Rich ***pedagogical materials*** enhance the quality of our language instruction including resources developed by or under the direction of our faculty members, our library’s African languages print and audiovisual materials, audio collections of the Archives of Traditional Music, the Black Film Center & Archives, online radio broadcasts, relevant news and language offerings online, and Omar’s and Lioba Moshi’s (Georgia) USDoEd-funded online Swahili course used by programs nationwide. All our instructors are engaged in ongoing development of web-based multimedia resources to promote the use of African languages in context and to reinforce reading skills. These include texts, audio files of dialogues and music, video clips of speakers in context and images of authentic interactions. ASP continues to partner with NALRC and IU CIBER to produce further online resources for use nationally (§H.1a/c; Bud.8.B.5). All levels of Zulu are offered as hybrid online, and since 2018, Zulu, Wolof and Kinyarwanda have been part of online course sharing for BTAA. Materials, including manuals, are available for in-class presentation and for review and learning outside the classroom. Recently, in collaboration with other Africa NRCs (ex., African Languages Material Archive -ALMA), materials have been developed to reinforce listening skills for advanced learners of Akan/Twi, Bamana, Swahili, and Zulu. We follow ***proficiency goals*** in African languages based on ACTFL guidelines. ACTFL recommends specific communicative, listening, reading, and writing tasks for each language level. After 2 years, students reach ACTFL Intermediate Mid/Intermediate High: they communicate effectively with other speakers, use basic working knowledge of linguistic structure and vocabulary, interpret and understand these structures and vocabulary in authentic texts, and demonstrate appropriate usage in conversation. After 3 years, students reach ACTFL Advanced Mid-Level, able to engage in high level discussions, narrate and describe in major time frames, handle linguistic complications, listen to and read authentic materials. After 4 years, students reach ACTFL Advanced High level, and can handle some functions at the ACTFL Superior level (such as discussing topics concretely and

abstractly, supporting and defending opinions, and hypothesizing) in real-world, spontaneous situations. We follow best practices to ensure outstanding instruction for our students.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM [NRC/FLAS]

**1. Quality and Extent of Courses:** Indiana University – a world-renowned Research I university – has long-standing African Studies strengths across its broad range of disciplines and professional schools. African Studies leads in arts and humanities pedagogy offering the nation’s *only* specialized minor in African Expressive Cultures, and its dual- and joint-degree MA programs connect with top, nationally ranked professional schools: IU’s O’Neill School of Public and Environmental Affairs, ranked *second* nationally; Kelly Business’s MBA and MS online are ranked 1st in US; the Library Science program (IU School of Informatics and Computing) is 9th in the nation; and the Media School and School of Education remain top 10 (SoE online BA is also top 10). Graduate programs in the College of Arts and Sciences are also nationally ranked, ex.: Folklore & Ethnomusicology is *first*; African History, African Arts and Journalism are *top ten*. African Studies offers courses across IU, providing exceptionally comprehensive coverage (with 383 Africa-content courses distributed over 57 distinct academic units; App. 1b details breadth and depth of offerings *across* IU). Our courses include all of Africa and reflect the broad country and regional expertise of our faculty. App. 1a details rubrics for the most recent two-year period: 221 courses across departments/units, 10 professional schools, and 5 other units (Collins LLC, Honors College, DEMA, Language Workshop, and the Graduate School) at IU Bloomington. From our roster of 383 Africa-content courses, offerings vary yearly due to faculty leaves or alternation of courses (avg. 220 courses annually). Forty percent have 100% Africa content; our efforts to teach Africa content *across the disciplines* creates more partial content offerings, though most of those courses have significant (40% or more) Africa content. IU’s World Cultures GenEd *required* courses include 28 with 40-100% Africa content. These gateway GenEd courses show consistent growth in enrollment since 2018, increasing 61% over the past four years. Between 2018-2021, an average of 1,600 students/year took courses with significant (45% +) Africa- content. To meet demand, in 2020 ASP began offering a new gateway course, *Introduction to*

*African Studies* (in Fall 2022, a new integrated BA/MA will open for students; §D).

ASP undergraduate and graduate curriculum committees coordinate offerings, encourage course development, and ensure a wide selection for students to complete degree requirements, obtaining depth and breadth of knowledge. We add new courses regularly: the list of ASP courses (App. 3b) includes 60 new courses (37 with 100% Africa content), and an additional 18 more academic units teaching Africa content than just 4 years ago. ASP faculty continually add comparative courses or introduce new Africa content into existing ones (ex: 2021, MacLean added politics of race and transnational protests to *African Politics*). Further, interactive technologies such as Zoom have brought country-specific realities into the classroom as students communicate *directly* with their peers and scholars in Africa (as noted in §D). Our faculty also offer innovative, timely *Topics* courses (designed for students who have not yet declared a major, serving as gateways into African Studies); 7 developed in 2021-22. ***Professional Schools*** ASP students receive degrees in all 15 professional schools; 10 are *core* instructional providers. Cooperation with colleagues, recruitment of new faculty with Africa interests, and internationalization efforts at IU, have expanded courses in the professional fields. Professional schools house 60 core ASP faculty. Ten professional schools (Education, Kelly Business, HLS Global and International Studies, Mauer Law, O’Neill Public & Environmental Affairs, Public Health, Media, Art/Architecture & Design, Optometry, Music) offer 104 of 353 non-language courses listed in App. 3b. O’Neill students take courses on public affairs, development, and NGO management from a growing cadre of 7 African specialists. Public Health represents another area of strength: 7 faculty with Africa expertise teach courses in epidemiology, health behavior, sports and health education. The Global Law, Business and Human Rights Initiative supported by 5 faculty in the Law School added a degree in Global Legal Studies, including courses with Africa content such as *Law and International Development*, *Transnational Law*, *Comparative Legal Systems*, *Comparative Inequalities*, and *Commercial Activity and Human Rights*. Our 6 SoE colleagues provide expertise for internal IU and external internationalization efforts and teacher-trainings. Media houses 5 engaged faculty, and Business 4, stimulating new

career-focused study abroad and courses. In fact, creation of overseas field schools and curriculum- linked Africa components are becoming standard: 8 professional schools and the Medical School have extensive offerings (§D.3; see App. 3 for faculty bios). **2. Depth of Specialization** At IU, students pursue varied degrees that include an Africa-focus due to the depth of expertise and course breadth (see above rubrics; App. 1b). Five professional schools (Business, Global & International Studies, Public Health, Public and Environmental Affairs, Media) and *all* of our core departments have undergraduate through graduate level sequences (App. 1b). Other disciplines have thematic courses at two or more levels taught by Africa specialists. IU has 227 advanced level courses (undergrad 300- through 700- grad level), 79 of which are at 100% Africa content. All professional schools offer graduate courses. Over the past four years IU has built capacity in Business, International Studies, Anthropology, Gender Studies, African American & African Diaspora Studies (AAADS), Media and Public Health. ASP’s strengths in history, diasporic studies, expressive culture and trans-nationalism allow for articulation of courses *across* disciplines. For example, students interested in music can begin with a 100-level course in Folklore & Ethnomusicology, a 200-level in ASP or AAADS, a 300-level History course, and cap it with 400- level courses in Anthropology. Such depth has led to formation of the IU-wide *Global Visual Cultures* working group which explores, and documents, the complex relations between the art forms of music, literature, the visual arts, and popular media and has stimulated new curriculum (ex: new MA in Curatorship; Buggenhagen’s *Photography and Ethnography*) (Bud. 8.C.4). Departments also offer capstones, directed research, internships, field methods training, and curriculum-linked study abroad. **3. Non-Language Faculty** 88 tenured and tenure track ASP faculty teach non-language courses as well as 6 professional staff with PhDs. IU recruited 9 new tenure-track faculty positions since 2018, and the ASP also added 3 professional staff members (2 PhDs; 1 MLS/MA). A search is in progress for an Africanist in Ethnomusicology. Hiring outpaces departures and retirements, and IU does not employ part-time contingent lecturers. Our new faculty have committed to increasing the range of courses, and our rubrics continue to expand as IU hires more Africanist faculty. ***Pedagogical Training of Instructional Assistants*** Faculty teaching large

ASP courses may have graduate assistants (AIs). IU leads in providing training to AIs through a Certificate in College Pedagogy, courses (ex. *Intro to College Teaching*; *Teaching World & Global History*), the Center for Innovative Teaching and Learning’s broad range of pedagogical workshops, and in unit-organized training of two eight-hour-long intensive workshops before each semester. Additionally, ASP faculty supervise and mentor their associate instructors (AIs) during the semester. For professional development purposes, one undergraduate course, *Contemporary Africa* (L232), has an advanced ABD graduate student instructor. ASP Director Buggenhagen and Language Coordinator Omar work with AIs to review syllabi, conduct classroom observations, administer course evaluations to students and offer constructive suggestions to AIs. **4. Interdisciplinary Courses** The ASP’s core courses are transdisciplinary. *African Civilizations* (L231) and *Contemporary Africa* (L232), required for the undergraduate Certificate, Minors and BA/MA, involve transdisciplinary readings and guest lectures by ASP faculty. Since 2020, the transdisciplinary gateway course, *Introduction to African Studies*, has been offered. Our core graduate courses include A650 *Interdisciplinary Research Methods*, with guest presentations by ASP faculty members, and the A731 interdisciplinary graduate seminar -taught on a rotating basis by an ASP faculty committed to addressing a topic from diverse disciplinary perspectives. When team taught, A731 furthers interdisciplinarity. Visiting scholars with diverse perspectives augment the seminar through public lectures. ASP requires FLAS awardees to enroll in A731 at least once. We request funds for visiting scholars to enrich A731 seminars (Bud.8.C.1). ASP faculty offer interdisciplinary courses through their departments in cross-listed ASP courses, which attract students of varied disciplinary backgrounds from across campus. Additionally, ASP organizes a weekly Colloquium series to promote diverse perspectives and debate among IU and visiting faculty, graduate students, and the public. ASP requires FLAS fellows’ attendance. Interdisciplinary conferences inspire new curricular initiatives; we propose several for the next four years organized by faculty working groups (Bud.8.C.2-6).

# QUALITY OF CURRICULUM DESIGN [NRC/FLAS]

IU’s ASP trains and mentors students to support degree and career success. ASP designs the

curriculum to provide a foundation of Africa-content knowledge to undergraduates *across the disciplines*. It provides depth and breadth to students whom we encourage to pursue careers where such understanding of Africa will be invaluable. We also provide research, career development and professional opportunities to all our students who will be leaders in diverse fields: e.g., government, business, health, law, public and environmental affairs, media, and education. **1a. Undergraduate Degrees:** As evidenced (§B-C; App. 1b), IU students may choose from a broad spectrum of ASP cross-listed classes, with *extensive* sequences offered in 6 of the professional schools and all 15 core departments. Students have several degree options: a Certificate, Minor, Minor in African Languages, a new integrated 5-year BA/MA in fall 2022, and the nation’s only specialized Minor in African Expressive Culture. They may also pursue Africa-focus through the BA degrees in International Studies and the multi-disciplinary Individualized Major. (Table D.1).

**Table D.1 African Studies Undergraduate Degree/Certificate Options**

1. **African Studies Certificate (24 credit hours/CR):** 6 CR 100% Africa-content ASP courses; 12 CR *significant* (25%+) content courses from at least two other departments; two years of an African language (intermediate level competence). At least 3 courses must be upper level (300-400).
2. **African Studies Minor (23 CR):** 3CR 100% Africa-content ASP courses; 12 CR *significant* content courses from at least two other departments; two semesters of a language spoken on African continent. At least 3 courses must be upper-level (300-400); at least one cross-listed course must be 100% Africa-content.
3. **African Languages Minor (23 CR):** min. 12 CR in African language *above* elementary-level; min. 3 CR advanced African Linguistics course (LING-L480 or LING-L481); may be combined with ASP Minor or Certificate
4. **African Expressive Culture Minor (min. 15 CR):** 100% Africa-content courses, inc. 3 CR African History; courses chosen in consultation with Associate Director (the Director of Undergraduate Studies)
5. **B.A. International Studies Major with Africa regional focus**: inc. 3 upper-level Africa content courses; 3 electives that may have Africa-content; language; Africa-focused language study & capstone project; 6 weeks study abroad /internship in Africa
6. **B.A. Multi-Disciplinary Individualized Major with Africa-focus (min. 30 CR):** designed in consultation with ASP and supervisory committee headed by ASP faculty; at least 15 credit hours upper level; project tutorial
7. **[NEW] Integrated 5-yr degree BA/MA in African Studies (min. 60 CR + 14 CR Afr. language):** Undergrad: 9CR 100% Africa-content ASP courses; 9CR *significant* content courses from at least two other departments; four semesters of a language spoken on African continent. At least 3 courses must be upper-level (300-400); at least one cross-listed course must be 100% Africa-content. Grad: 9CR required 100% African content seminars & research methods; min. 21CR in Africa content electives. MUST complete 2 years language study; can be at either Undergrad or Grad level.

The Certificate provides a strong background for careers in the Foreign Service, government, business, law, academe, and other areas. The Minor complements a wide range of majors through our extensive cross-listed courses with 40%-100% Africa-content. Most students from the professional schools choose the Certificate and Minor options. The African Languages Minor

allows students to become proficient in one of 7 core African languages, gain social and cultural knowledge related to the language, and receive an introduction to African linguistics or pragmatics. Students may complement this minor with the African Studies Minor or specialized African Expressive Culture Minor. For International Studies majors, Africa ranks as the second-most desired regional focus area (58 students are pursuing it). Students may also choose an Africa- focused, multi-disciplinary B.A. degree through the Individualized Major Program. In 2022, students may opt into the new ASP integrated BA/MA– an accelerated path where undergrads begin graduate coursework their senior year, finishing with a BA/MA in 5 years. As noted, we offer 383 courses in 57 academic units and the professional schools. African Studies courses have seen a 136% increase in enrollments since 2014 [except during pandemic]. We teach our gateway courses *every* semester; 22 fulfill IU GenEd requirements. ASP students *must* take *African Civilizations* (L231) and/or *Contemporary Africa* (L232), and *Introduction to African Studies* (A100), a new gateway course. Enrollments solely in gateway courses exceed 1100 students per year [except during pandemic]. Since 2006, our undergraduate curriculum has been enhanced by linking IU students with students and professionals in Africa via digital technologies; ex., in 2020, Eldon’s E482/E582 matched students with NGO professionals in Senegambia to collaborate synchronously on projects and grants development. *Diplomacy Lab*s match students with State Dept. officials on projects- linking policy with practice (ex., *Immigrant & Refugee Integration*). ***Quality of Undergraduate Program*** Our undergraduate program produces outstanding Africa specialists. The rigor of our Certificate and Minors, with opportunities for internships, field research and curriculum-integrated study abroad (§D.3), results in a high percentage who go on to successful careers in government service, international business, NGOs, or to further their education (§G.1-3). The most recent survey of 140 ASP students cited 66% of recent grads had already applied Africa area studies or language knowledge; 66% are working full-time using Africa knowledge; meanwhile 44% are in graduate school or working part-time. 100% were very satisfied with their IU study abroad experiences; 67% cited cross-disciplinary knowledge of Africa as the most important benefit, and 100% of current grads “strongly agree” with the value of ASP’s

student support, course offerings, and career prep (2021 TPMA). However, we constantly reassess. ASP created the career-focused *ASP Pathways* series in 2019 and we continue to develop rigorous internships: ex. new internship in rural education and infrastructure capacity building, and with *Muslim Voices*. As part of HLS, our students have expanded opportunities for pre-professional experiences (ex: *Washington DC Leadership Program* semester internships; *NextGen Leadership Program* for public service careers; HLS-National Endowment for Democracy summer internship

- an ASP student was the first to participate, focusing on China’s influence on Africa’s news media). The new integrated BA/MA degree further assists students seeking professional careers. IU supports residential Living-Learning Centers including the Global LLC for domestic and international students focused on global citizenship, world languages, and career readiness [**AP 1b**]. The Global LLC increases internationalization on campus and its students lead the *IU Books & Beyond* cross-cultural literacy exchange (US/IN and Rwanda) (§D.4; G). HLS’ International LLC focuses on international affairs professionalization [**AP 1b**]. Students take area studies courses with a regional focus (ex. Africa), languages, a required course that introduces them to leaders in the field of international affairs and have access to specialized programming and leadership opportunities (ex. below, §D.2). Additionally, IU hosts the *Peace Corp Prep Program* for students, with IU Peace Corp alum visiting twice yearly. **1b. Graduate/Professional Training** Our faculty offer courses and direct dissertation research in 25 College departments and 10 professional schools to provide students with a solid foundation for their careers. The ASP offers 6 graduate degrees (3 with professional schools), including the new African Studies BA/MA. We rigorously prepare graduates for their future as professionals and academics, including our many African nationals who return home with global skills, increasing capacity in their fields.

**Table D.2 ASP African Studies Graduate Degree Options**

1. **PhD Minor (min. 15 CR):** AFRI-A650 Interdisciplinary Research Methods; 4 other graduate-level courses in at least 2 different disciplines outside the major, taught by Africanists (100% content); 1 third-year language course may count toward requirement; 2 years of African language strongly recommended. These are *minimum* expectations.
2. **Masters in African Studies (min. 30 CR):** AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6CR); 100% Africa-content electives; min. 4 semesters of African language; MA Thesis or Project.
3. **Joint Masters in African Studies and Public Affairs (min. 74 CR):** AFRI-A731 ASP Interdisciplinary

Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6CR); Africa-content electives (with topical/regional focus); min. 4 semesters of African language; meet all MPA requirements (36 CR); MA Thesis or Project.

1. **Dual Master of Arts in African Studies and Master of Public Health (min. 72 CR):** AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6 CR); Africa-content electives (min. 26 CR; 100% Africa-content); min. 4 semesters of African language; meet all MPH requirements (min. 34 CR); MA Thesis or Project.
2. **Dual Master of Arts in African Studies and Master of Library Science (min. 68 CR):** AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6 CR); 100% Africa-content electives (min. 26 CR); min. 4 semesters of African language; meet all MLS requirements (min. 34 CR); MA Thesis or Project.
3. **[NEW] Integrated 5-yr degree BA/MA in African Studies (min. 60 CR+14 CR Afr. Lang.)** [Table D.1,7]

With the ASP interdisciplinary PhD Minor, we strongly recommended intermediate proficiency in an African language; most study three years *or more*. In 2021, a new PhD minor and MA in Food Studies with Africa concentration was created in Anthropology (*only* program in US; resulted in 2 new Africanist hires); the first graduate will complete the MA with a focus on Madagascar and food sustainability. Joint and Dual degrees respond to increased demand for professionals with Africa specialization in Public Affairs, Public Health and Library Sciences. To further respond to needs of our graduates, and growing interest in pre-professional experiences, we developed a new portfolio option for MA degrees as well as graduate-level internship credit. Additionally, IU Linguistics students may obtain a PhD in African Languages and Linguistics by completing courses in linguistics and field methods, taking two years of an African language, and writing a dissertation on an African language. The SoE’s MS in International Education offers an Africa Concentration developed in consultation with ASP. The ASP facilitates exchanges by offering the interdisciplinary graduate seminar (A731) annually, taught by ASP faculty on a rotating basis (§C.4). Graduates (and undergrads) attend weekly ASP Colloquiums, which include visiting scholars, IU faculty, and students recently returned from research. These expose students to methodologies and ethics in fieldwork. We mentor graduate students in publishing articles in peer- reviewed journals and presenting papers at national and international conferences, and they do so prodigiously. *Graduate Students in African Studies* (GSAS) organizes an annual symposium that brings students from across the country to share new research and engage in interdisciplinary discussions on African Studies (virtual in 2021). ASP fosters faculty-graduate student

collaborative research (ex: MacLean and Brass have conducted overseas fieldwork and coauthored results with PhD students). ASP also provides professional training to graduate students who serve as Editorial Interns (Bud.1.D.1) and Managing Editor at *Africa Today*, and Instructor of L232 (§C.3). ASP MA students participate in Kelly Business School’s *Global Entrepreneurship* program in Ghana and South Africa (4 in 2018/19). More than 10 internal annual awards fund ASP graduate student research and travel. ***Quality of Graduate Program*** Our graduates’ successes speak to the quality of IU’s ASP. Since 2018, they have received 7 Fulbright-Hays, 7 Gilman Scholarships, 2 West African Research Association Fellowships, 40 FLASs, a Mellon Foundation award, an SSRC, a Carnegie Saharan Crossroads Fellowship, a Critical Languages Scholarship, an NSF, an NEH, and other honors. Many more received internal scholarships and fellowships (2021: $278,997). IU alumni with Africa specialization serve in universities, museums, government agencies, US and internationally based businesses, in NGOs, US-based refugee resettlement organizations, the media, education and non-profits in the US and abroad: ex., since 2018, faculty at Harvard and Georgetown, UN Economic Commission for Africa; World Bank; US Dept. of State; USAID, and the African Center for Media Excellence. ***Quality of Professional Training*** As shown, IU ASP provides exemplary training of African specialists across the disciplines. Moreover, fully 30% of our students enroll in IU’s professional schools such as Law, Public Health, Global and International Studies, and Public & Environmental Affairs. All have multiple pathways to internships and pre-professional experiences, supported by stellar ASP faculty vested in their success. **2. Academic/Career Advising** IU prioritizes advising and career prep [**AP 1b**]. ASP students have three tiers of advisers at their disposal: professional advisors (CAAs), faculty, and ASP staff. We provide one-on-one sessions to students, with Director Buggenhagen working closely with PhD Minors and MA students, AD Aherne advising undergraduate minors and certificates, and Languages Coordinator Omar advising students in the languages minor. We form interdisciplinary committees with ASP faculty who provide robust mentoring, networking, and graduate training. ASP leads sessions on FLAS and other fellowships, scholarships, and grants. We advise on internships, study abroad, fieldwork and funding

opportunities to support pre-professional experiences and academic research for our developing scholars and connect them to services of the Graduate Mentoring Program and Walter Center for Career Achievement. We organize monthly career workshops (*ASP Pathways*) and ask visiting scholars to offer sessions focused on career advice [**AP 1**]. For example: B. Lawrance, editor of *African Studies Review* on publishing; J. Hart on public-facing scholarship; and K. Christenson (MPH) on careers in international NGOs for students in Public and Environmental Affairs and Public Health. We also disseminate information on jobs, internships, and other opportunities via weekly bulletins, directed emails, and social media (inc. LinkedIN). Assisted by dedicated career advisors, HLS offers further ways for students to plan for their careers and make valuable professional connections [**AP 1b**]. Internships are posted weekly, and students receive credit for summer-length internships through HLS-X373. The *HLS Professional Mentors Program* and *Global Leaders and Professionals Program* offer customized career counseling, skills development workshops, networking opportunities, and internships. The HLS *Emerging Leaders Council* and *Global Students 7* offer students leadership development; 3 ASP students are in the current cohorts. Students avail themselves of the Walter Center which hosts *Career Communities* that link students with similar career interests online and through focused events, specialized training, alumni/job contacts, and targeted opportunities (ex: *Government, International Affairs & Public Policy*; and *Education, Non-Profit & Social Services*). We work with the Walter Center to bring our alumni from various professions to speak with students [**AP 1b**]. The IU *College Luminaries Program* connects current students with prominent alumni through forums, online networks, on-campus talks, and one-on-one consultations [**AP 1b**]. Recent *Luminaries* include K. Ntiamoah -Bureau of Population, Refugees, & Migration (State Dept.); A. Khalid -Political Correspondent (NPR); H. Brandt -Dept. Director of US Diplomacy Center (State Dept.), US Ambassador V. Jackovich, and international business CEOs. **3. Research and Study Abroad** The ASP actively encourages students to study in Africa and benefits from IU’s national leadership in this area [2020 pandemic put programs on hold; some restarted this fall]. Despite the pandemic, IU is ranked 2nd in nation for students studying abroad; 5th in nation for extended, semester-long

study (IIE Open Doors Report, 2019-20). Participation increased 59% in the last 10 years, significantly exceeding the national average. 78% of HLS students studied abroad in 2019-20; 90% of International Studies students. Over 300 IU students studied in 13 African countries in 2018 and 2019 (follows upward trend overall). IU minority enrollment is 22.9%, facilitated by direct IU funding: $4.5 million in IU gift aid is dedicated to study-abroad. In AY18-19, before the pandemic, IU students received nearly $14 million in aid for study-abroad from the Office of Overseas Study (OOS). IU runs study abroad programs in Botswana, Ghana, Kenya, Morocco, Rwanda, Senegal, South Africa, Swaziland, Tanzania, The Gambia, and Uganda. These include semester, yearlong and summer programs. As well, ASP faculty have developed focused programs (ex: Senegal on Muslim culture; Kenya with news outlets for Media students). O’Neill prioritizes such study abroad, since 2014 sending graduate and undergraduate students to Rwanda, Uganda and Senegambia for both curricular-integrated and service-learning programs (ex., *O’Neill in South Africa* for environmental management). O’Neill also has the Olduvai Field School in Kenya (Njau). SPH has Field Experience and I-CARE in Botswana (Reece). The Law School’s *Comparative Legal Systems* has a Nigeria component (Krishnan); another course links to Ghana (Brown); and recent hire Thusi works with students in South Africa. HLS’s *Peace, Conflict and Development*, includes 2 weeks in Rwanda (Desai). IU SoE has programs for pre-service K-12 teachers in Ghana, Kenya and Tanzania. ASP supported development of a new African History curriculum-integrated course in South Africa for 2018-19 (Lichtenstein); we seek funding for faculty mini-grants to stimulate further development (Bud.1.C.1). The Kelley Business School, second in the nation to include international business curriculum, has multiple offerings in Botswana, Ghana, and South Africa. *Global Business Immersion* (BUS-X272) consists of a set of undergraduate business courses offering students study of region in depth, and participation in a linked study-abroad component (ex: *Business and Human Rights in South Africa*). Graduate students in the MBA take advantage of *Global Business and Social Enterprise* (Globase), a program that sends graduates to work with nonprofit organizations in emerging economies (ex., Botswana, South Africa). The *Global Business and Entrepreneurship Program* sends ~20 students

annually to South Africa. IU supports the Kelley School’s and US Dept. of State’s *Global Business Institute*, which fosters internationalization and connects Indiana business and government leaders with a global marketplace (ex.: 15 Lilly employees to South Africa, 2020). IU provides *Internship Incentive Grants* to make international internships affordable. In 2017, IU approved 8 new internships in Ghana, Morocco, Swaziland, and Uganda for ASP undergrads and Dual MA students in HLS, O’Neill, Law and Business. Since 2013, the Media School (Kelly) has offered a course on reporting focused on a specific theme and country, linked with a summer internship with a news agency in Africa. Students intern in Kenya, South Africa, and Uganda; Kenya is offered in 2021. The Schools of Public Health and Optometry partner with universities in Liberia and Ghana on internships and clinical rotations. IU Medical School has a long-standing, award-winning program in Kenya, AMPATH. The *IU Books & Beyond*, a nationally recognized program, is in its 12th year involving an average of 70 IU students per year working locally with 80 elementary students and teachers, then serving almost 3,000 elementary students in Rwanda through the summer study abroad (ASP provides pedagogical/content support; Bud.3.A.2). Opportunities will grow with the opening of the IU Global Gateway in Africa, postponed due to Covid. ASP graduate students go to Africa on a regular basis. From 2018 to 2020, 19 graduate students conducted pre- dissertation research in Africa with IU grants, making 23 trips to 17 African countries. Many of the programs discussed above involved graduate students. All assist in preparing a global workforce to meet national needs [**AP 1**]. Fulbright Group Projects Abroad (GPA) and FLAS awards provide further opportunities to gain in-country experience and develop language skills, and our students receive dissertation grants to conduct research on the continent (see §A.1). ***Access to Other Programs*** ASP collaborates with IU’s Office of Overseas Study (OOS) in providing information and advice on non-IU and third-party programs offered through proven venues such as the NCSA, CIEE, and the Midwestern BTAA (a consortium of 14 universities with a *Shared Study Abroad* program). AD Aherne reviews programs for OOS. There is also a mobile-friendly website with information on non-IU programs, funding sources, safety and more. In 2018-19, 328 undergraduates undertook such travel in 14 countries, 3 participated in language GPAs. Since

2018, 6 IU students studied languages in Africa through FLAS, 14 virtually with African scholars.

# QUALITY OF STAFF RESOURCES [NRC/FLAS]

ASP draws on the expertise of 97 specialists of Africa: 80 tenured and tenure-track faculty, 10 FTE lecturers with PhDs, and 7 PhDs in professional positions who teach to achieve the proposed activities. This group includes 60 in 10 professional schools. We employ 13 graduate teaching assistants (App. 3). The depth and reach of our faculty include 10 tenure track faculty hires since 2018: Berry (Theatre/AAADS), Collins (Anthropology), Guzman (Anthropology/AAADS), Hamilton (Gender Studies/AAADS), Martinez-Ruiz (Art History), Nti-Asare (Cybersecurity), Otero (Folklore), Santangelo (English), Schnable (O’Neill), Thusi (Law), and 7 PhD non-tenure track hires largely in professional positions: Amoah-Ramey (African Studies/AAADS), Bradshaw (Language Workshop), Eldon (Environmental Studies), Hellman (Eskenazi), Lovten (Global LLC), Martino (Eskenazi), and Sanuth (NALRC/African Studies). A current search is underway for an FTE Zulu Lecturer with a PhD to address a 2021 retirement. **1. Qualifications of Faculty** ASP faculty research receives global recognition (App. 3). Our senior faculty earn prestigious awards such as Dunn’s 2021 NSF, Goodman’s 2017 NEH Fellowship, Hanson’s 2019 African Studies Association Lifetime Service Award, MacLean’s 2017 Carnegie Fellowship, and produce public facing scholarship. Mid-career faculty hold international stature and receive competitive funding, ex: Brass’s 2019 Social Science and Humanities Research Council award; Martinez- Ruiz’s 2022 Creative Capital Award; Buggenhagen’s 2020 Smithsonian Fellowship; Kelly’s 2018 Fulbright Fellowship; Namorato’s 2021 Fulbright Fellowship; Njau’s 2022 NASA Grant, 2019 Leakey Foundation Fellowship and Wenner-Gren Grant; Osterhoudt’s 2017-21 NSF; Vieira’s 2019 Humboldt Fellowship; and Wasserman’s 2019 NSF. Early career scholars demonstrate potential for research excellence- ex., Helman’s 2021 NEA Fellowship. Emeritus faculty serve in leadership positions in professional associations (ex: Grosz-Ngate, ASA President/Past-President, 2017-2020) and remain active in research and mentoring students. Overall, since 2018, ASP faculty have taken 58 trips to Africa, published 29 monographs, edited 23 books, written 233 articles and 95 book chapters. More publications are forthcoming from faculty research supported

by 19 external fellowships and grants since 2018. Our faculty collaborate as co-editors of *Africa Today, History in Africa, Black Camera*, *American Historical Review*, *Journal of Folklore Research*, *Mande Studies,* and of book series. High national rankings for several departments and schools reinforce individual faculty credentials (§C.1). ***Professional Development*** IU supports the development of faculty research and creative activities that are innovative, timely, and interdisciplinary, augmenting external awards with research support and multiple course releases, sabbaticals, and conference funding. Named professorships and endowed Chairs also provide funds for research, programming, and more to 11 ASP faculty (including a 2019 endowed chair in African Art History). In sum, this is ~$300,000 annually for Africa-focused research. In 2018, an IU Emerging Areas of Research (EAR) grant of $5.5 million through 2021 added $262,000/year. The IU Global Gateway in South Africa will add opportunities for funding of faculty travel and academic programming in Africa; the ASP tapped $29,000 for Africa-focused conferences at the IU Gateway in Berlin since 2018. ASP proposes to supplement IU support with partial funding for faculty presenting Africa-content papers at conferences, professional meetings for staff, mini- grants for curriculum initiatives, and funding to bring research collaborators to IU for workshops and conferences (Bud.1.C.1; 3.A.3; 3.B.1/4). ***Teaching, supervising & advising*** ASP faculty teach 4-6 courses annually. High enrolled courses involve faculty supervision of teaching assistants (§C.3). The ASP teaching faculty keep a minimum of 4 office hours a week and devote considerable time outside office hours for advising graduate and undergraduate students on course selection, research projects, mentoring, and other academic issues. As discussed in §D.2, the ASP office advises and mentors degree and non-degree students through organizing workshops and professional development seminars like *ASP Pathways*. We participate in study-abroad orientations, mentoring, and serve as advisors to student groups such as *IU Books & Beyond*, *Graduate Students in African Studies*, and the *African Languages Club*. **2. Program Staffing and Oversight** Our Faculty engage in planning and policymaking of ASP. The ASP director is a full- time tenured faculty member appointed to a 4-year term. Rotation within this position allows for shared distribution of administrative duties, vested interest in, and knowledge of, the program’s

activities and understanding of its operations. The AD is a full-time administrator with PhD and added teaching duties; this allows for institutional knowledge and continuity. The Executive Committee convenes 12 members, including at least two from professional schools and a graduate student. The director, associate director, languages coordinator, and librarian serve as ex officio members. Faculty serve on committees of 5 members each in academic initiatives, diversity, emerging technology, graduate affairs, languages, library, outreach, and undergraduate affairs; each chair serves for no more than 2 terms to invite greater faculty investment. Committees make recommendations at all-faculty meetings held at least twice a semester. ***Staffing*** ASP staff include a half time faculty director (Buggenhagen), full-time AD (Aherne), languages coordinator (Omar), full-time administrative coordinator (Estep; App. 2), and support by HLS centralized services staff. Buggenhagen specializes in Muslim West Africa and has published two books, with a third under review, and numerous articles. She has received a Smithsonian Fellowship, an NEH, and a Wenner-Gren. Aherne, specializing in African art, held the endowed position of Mellon-Moravic Senior Academic at the Eskenazi Museum of Art where she created rigorous academic programs and reported on the $1.5 million Mellon Foundation grant; she is a Fulbright, SSRC and AAUW recipient. Omar received the 2018 A. Ronald Walton Lifetime Achievement Award from the National Council of Less Commonly Taught Languages for her work on LCTLs. All ASP staff are members of diverse professional bodies and continue to teach and publish on African Studies topics. As editorial home of *Africa Today*, the ASP employs a Managing Editor. The ASP benefits from HLS shared specialists and professional staff support, including a manager for HLS outreach initiatives (PRGIM), the Coordinator of Global Education Initiatives (GEI) in the SOE, a FLAS manager, a fiscal officer who oversees all Title VI centers’ accounts and ensures compliance with Title VI and state regulations, and more. The ASP requests funds for an Outreach Assistant reporting to Aherne, an hourly for assistance with TVI data and communications, and small contributions toward education outreach specialists shared with IU NRCs (Bud.1.B.1/2/3/8; 1.D.2/10). **3. Non-discriminatory Practices/ Underrepresented Groups** IU policies incorporate state and federal laws, including §427 of GEPA concerning non-discriminatory admissions,

employment and treatment in university activities and programming. The ASP is committed to these policies and governed by them. A major strength of our faculty is its diversity: 44% are faculty of color, and 52% are women. As a result of ASP’s efforts to increase diversity, *underrepresented populations make up fully 65% of our faculty*. This faculty profile is significantly more diverse than that of IU as a whole, a commitment that is recognized by IU; for example, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA) relies on our faculty for outreach and support of students, and it regularly funds our inclusive campus programming initiatives. Our facilities are ADA compliant, and IU’s Assistive Technology and Accessibility Center assures ADA compliance of technologies fostering accessibility for those with disabilities, including websites for the sight impaired (see also §G.5 *Equal Access*).

# STRENGTH OF LIBRARY [NRC/FLAS]

**1. Strength of Holdings** The African Studies Collection (ASC), located in IU’s Wells Library with 11.3 million volumes, 2.3 million e-books, 60,000 e-journals, and over 1,800 electronic databases – has strength in the arts, humanities, and social sciences. In-depth coverage parallels historical and current African Studies faculty expertise, both in specific disciplines and in cross- disciplinary areas (ex., our working groups). Additionally, the ASC contains uncatalogued reprints, posters, maps, photographs, and more (11,634 total). Materials are in all major world languages and more than 700 African languages, including *significant* collections in 74 African LCTLs: the more than 115,000 volumes in African LCTLs makes our ‘Languages of Africa’ category *preeminent* among US libraries. Table F.1 highlights holdings for our 7 regularly taught languages, as well as for summer language offerings of Wolof, Igbo, and proposed addition of Amharic (FLAS §H). In support of Kinyarwanda, since 2018, holdings of this LCTL increased 56%; we budget for continued growth of resources for new LCTLs (Bud.5.A). To increase holdings of works published *in* Africa, we budget for two acquisition trips (Bud. 3.A.1).

**Table F.1 Library Holdings for Regularly Taught African Languages *(\*Kinyarwanda added 2018; Igbo in 2020)***

**Arabic** (77,843 vols.); **Swahili** (3,353); **Yoruba** (1,532 vols.); **Kinyarwanda** (555); **Igbo** (387); **Akan/Twi** (364);

**Bamana** (363); **Zulu** (408); **Wolof** (341); \**proposed addition of* ***Amharic*** *to IU Language Workshop/FLAS (602)*

Internationally, researchers prize our special collections and can receive Repository Research Fellowships from IU’s Institute for Advanced Study. Our outstanding collections include: the Somalia Digital Archive, one of the top three collections *in the world* and searchable with links to full-text sources; the fully digitized Liberian collection is an official depository and the *world’s largest*; H. K. Banda Archive with papers from this Malawian leader; Nuer Field Notes Project (collected in South Sudan from 1949-1963); Onitsha Market Literature; more than 14,000 maps, and outstanding ephemera including more than 1,100 posters and more than 1,000 pamphlets. Further support for research includes 180 print serial subscriptions, 74 Africa-specific databases, and African newspapers. African materials are housed in other specialized holdings across campus, as well. The Lilly Library, holding an additional 8 million rare works, includes the archives of NgugT wa Thiong'o and Ousmane Sembene, the papers of Nadine Gordimer, Athol Fugard and Boris Boubakar Diop, Africana such as first editions of Leopold Senghor’s works, the Breon Mitchell Collection of 400+ African language dictionaries, the R.E. Dennett manuscript collection on Yoruba folklore, and 19th century linguistic materials on the Galla language. The Archives of Traditional Music, the nation’s largest collection of recorded music and interviews, underwent a massive digitization project to preserve and make accessible these unique materials. The Folklore Collection, the largest and most comprehensive collection of its kind *in the world*, supports the nation’s premier Folklore and Ethnomusicology department. The Fine Arts collection, with *one of the most significant* university collections on African Art, contains over 100,000 volumes. IU’s digitized image archives include rare photographs of over 7,000 African objects and fieldwork photos of Art Historian Roy Sieber and those of a generation of scholars he trained. The Black Film Center & Archive (BFC/A) holds archives and films of African creators. Recently added is Paulin Vierya’s archives; BFC/A expects to receive Dani Kouyate’s in 2022. Our ASP faculty’s innovative *New Media and Literacy Initiatives in Africa* documented the cultural production of Africans across the globe through an open-access web platform; the new IU-wide *Global Visual Cultures* working group expands their original efforts. ASP requests funds in support of the group (Bud.8.C.4). ***Institutional Support*** IU’s commitment to the ASC remains very strong with an

acquisition budget of $140,000 annually (9% increase since 2018), supporting the purchase of ca. 3,000 monographs and other materials annually. This amount does *not* include additional acquisition funding for Africana materials purchased for special libraries’ collections (ex: Lilly Library). The ASC is allocated 2.5 FTEs, as well as part-time hourlies and the hiring of specialists for specific projects (ex: full-time project archivist for the Liberian Collection). The full-time personnel salary commitment is $201,831. Other part-time employees and the Digital Collections staff salaries (who allocate 10% of their time to African Studies) received an additional $56,102 (adjusted). Thus, IU’s total annual contribution to ASC *exceeds* $257,000. We are fortunate to have two FTE Africanist-trained librarians. Dr. Frank-Wilson, Associate Dean for Collections Development and Archival Collections, and member of the Graduate Faculty, has received numerous awards and distinctions and served both as Chair of the Africana Librarians Council and as coordinator of the Title VI librarians. The African Studies Librarian, M. Djenno, holds an MLS and MS and has research experience in 6 African countries. Djenno authors a blog that continually updates Africana collection information as well as a research guide to the ASC collections. During the pandemic, when libraries closed for 5 months, Djenno assisted with making collections available through scanning requests, and through HathiTrust emergency arrangements: 47% of IU print collections were available digitally. Djenno also holds annual sessions for incoming graduate students and faculty on use of, and access to, the collections. She meets one-on-one with faculty and students regarding research needs, meets all other requests for assistance, and teaches a section of the research methods course (A650) dedicated to bibliographic sources and archival research.

**2. Cooperative Arrangements/Online Resources** As a UN, EU, and US Federal Depository since 1878, IU Libraries receive 85% of the materials printed by the US federal government. IU Libraries is a prominent member of the Association of Research Libraries (ARL), a nonprofit organization of 125 research libraries at comprehensive research institutions in Canada and the US which promotes exchange of expertise, equity and diversity, and pursues advocacy and policy efforts. IU hosted the 2018 ARL Digital Scholarship Institute and supports ARL’s diversity/equity/inclusion (DEI), open source, and advocacy initiatives. IU is a consortia partner with Center for Research

Libraries (CRL) and the Big Ten Alliance (BTAA) which maintains the “Combined Catalogue” of all Big Ten universities and the University of Chicago. IU participates in expedited interlibrary loans among BTAA, Indiana state libraries, and the national Inter-Library Loan system. IU shares resources with OCLC (serving more than 41,000 libraries around the world). The ASC has exchange agreements with more than 60 African and European libraries. Further, the ASC participates in cooperative projects with other Africa NRCs, including initiatives organized by the Africana Librarians Group and CRL: the open-source African Languages Materials Archive (ALMA), for digitization and archiving of African language materials for advanced learners; and the digitization/metadata collection of African journals in NRC libraries (Bud.8.B.1). ***Access to Holdings.*** IU prioritizes access to its collections, and as a public institution, access is open to all. It is a net-lender and a national leader in digitization, one of the first BTAA members to participate in the Google-BTAA Digitization Project. IU has championed open source: *IU Scholar Works* is a digital repository of IU faculty presentations, publications, and other materials available to anyone across the globe. It also hosts 40 open access journals. Holdings are accessed through online catalogues, the CRL, the open-source Digital Library of the Commons, and the HathiTrust Digital Library – an international repository. In 2019, IU joined Open Textbook Network, to assist with access to affordable textbooks for all students (critical for those students with financial need).

# IMPACT AND EVALUATION [NRC/FLAS]

1. **Impact of ASP Activities/Training:** The ASP impacts the university, community, region and nation. Tables G.1 and G.2 summarize select indices of this effect (see also course/enrollment data, App. 1a/b). Since 2018, our outreach and teacher-training endeavors have reached more than 122,000 (Table G.1); 100% of survey respondents stated they would attend future ASP programs; 95% of teachers included training content in curriculum within a year (TPMA & SoE 2018-2021 surveys). Institutional internationalization efforts have reached even more. Our new initiatives will considerably increase the scale and geographic scope of our reach. These include internationalization and faculty professional development for more than 40 MSIs, CCs, HBCUs, and Tribal colleges across the nation, strategic outreach to rural Indiana schools, national teacher

support through award-winning programs, online-language resources, digital platforms for Africa curricular content, and public-facing programs (including podcast series). Campus-wide interest in African Studies supports content across the disciplines and 10 professional schools (with enrollments increasing; HLS up 23% in 2021), 7 African LCTLs, and large audiences for visiting scholars, policymakers, African film directors and artists, international business, and non-profit leaders. We highlight faculty accomplishments in §E and App. 3; support of emerging areas will foster greater productivity. The ASP-edited journal *Africa Today’s* impact can be measured by the more than 100,000 articles accessed annually by subscribers internationally. Our undergraduates become professionals, join Peace Corps, or attend graduate school in diverse fields, and ASP MAs and PhD Minors gain prestigious post-docs and have careers in major universities and entities such as the US Defense Dept., State Dept., USAID, World Bank, the CDC, West African Research Assoc., and Center for Applied Second Languages (§G.2-3, D). IU Africa-focused PhDs publish their dissertations as books (19 in four years, including 2 Herskovits finalists). Alumni hold positions in professional and national organizations, and direct African Studies programs in major universities (Florida; Michigan; IU). Strategic enhancement of ASP degrees further benefits our students. We contribute to events that have impact nationally and beyond: ex., to increase national competence in African languages, IU hosted, with ASP co-sponsorship, the 48th Conference of the Association of Contemporary African Linguistics (ACAL) -the *only* US conference focused on African Linguistics. ASP faculty and alumni have served and continue to play key roles in the African Studies Association (ASA), including M. Grosz-Ngaté (Past-President/Pres.), O. Alidou (Vice-President), I. Kalumba (ASA Board), T. Aherne (Vice-Chair, ASA Outreach Council).

**Table G.1 Impact of Select Outreach Efforts by Participation Rates (2018-2022 grant cycle)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity by type and examples** | **K-16****Student** | **K-16****Educator** | **MSI/CC****impact #** | **Public, Media, Gov., Business** |
| Africa-content for K-12+, ex: K-12 Rural Arts programs; museum educational curriculum tours (K-16); in-class, Zoom/video presentations; international nights; visiting Artists and musicians; Lotus World Bazaar; *IU Books & Beyond* local K-6activities; high school club culture activities; afterschool enrichment programs during pandemic | 36,056 | 1,202 |  |  |
| Teacher-trainings, ex.: ASA Annual Teacher |  | 2,003; & |  | 15 Lilly employees to |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Workshops; Joint IU HLS Summer Institutes; AY workshops and trainings for pre/in-service Social Studies Teachers; Teaching in Times of Crisis series; Global Competency Workshops; Global Literacy Invitations; annual Conference workshops (IN Foreign Lang. Teachers; IN Council for Social Studies; NCSS; NCTE); Global Educator Badgeand Africa inter. experience for pre-service teachers (Global Gateway -Ghana & Tanzania) |  | addition of 7,419for virtual webinars for IN lang. teachers (INFLT) |  | South Africa (IU Global) |
| College-level: MSI/CC student-focused events; MSI/CC faculty PD trainings (MIIE, CAORC, IU); in-class presentations; African Language Festival; IU World Language Festival; ASP Colloquium; guest speakers; mini-language lessons; Cont.African Seminar; career *Pathways*; Human Rights Movements in Africa; COVID & Africa; Africa Today journal (IU Press; IU faculty editors) | 1,757\*\*impact less due to COVID | 1,062 | 397; 38courses interna- tionalize d | *Africa Today*: over 2,402 individualsubscriptions, 1,300 domestic institutional and 2,300 foreign; for 2020 downloads=100,207; 35,640 for PROJECTMUSE**\*** |
| Language Outreach to K-12 students, ex.: Bridges early language (Arabic, Kinyarwanda, Swahili, Zulu); STARTalk Swahili; Summer Swahili Camp;IU CIBER Business is Global High School Camp | 282 |  |  |  |
| Public, ex.: all above lecture events; *Muslim Voices*; *Great Decisions; First Thursdays; Mini University; Life-Long Learning;* African cultural performances-theater, music, film, dance, African art exhibitions; African Languages Festival; public library Africa*Storytime* series and *African Dance Bonanzas* |  |  |  | 24,060;**\***plus *Muslim Voices* blog/Twitter = 125,000 |
| Government, ex.: Indiana National Guard language & cultural trainings; Camp Atterbury support for refugees; faculty presentations for Dept. of State |  |  |  | ~90, not including Camp Atterbury impact numbers |
| Business & media, ex.: IU CIBER Language for Business modules; Speakers Service-faculty experts |  |  |  | **\***media interviews impact ~150,000+ |
| Statewide internationalization efforts: *Principals Academy*; *Global in Indiana; ICCI; Dual Language Immersion; Language Roadmap; Internationalizing**Academic Standards* (see also §H) |  | 9,692 |  |  |
| **TOTALS** | **38,095** | **59,473** | **397** | **24,165, \*plus media** |

1. **National Needs:** We design ASP’s initiatives to meet national needs for those who excel at African LCTLs, have a depth of expertise on Africa, and international experience. We encourage students to consider career options in areas of national need through mentoring, career events that expose students to a range of employment options (*ASP Pathways*, other events), on our website, through programming, the Walter Center’s *Career Communities*, IU *College Luminaries Program* and HLS’s numerous opportunities (§D.1). Our location within HLS provides our students with direct contact with international leaders, timely debates on current foreign affairs and diverse viewpoints (ex: annual bipartisan conference, *America’s Role in the World*, with HLS faculty-

including former Rep. L. Hamilton (D) and Sen. D. Coats (R); Bud.8.D.7). HLS career services fund domestic and international internships and experiences (ex. 10 HLS students to 2021 climate conference COP26 in Scotland), provide unsurpassed links with professional schools, and two globally focused Living-Learning Centers (LLCs) provide a pipeline for careers in government service, international business, education, and non-profit sector jobs, while exposing students to diverse perspectives (§A; D). *We prepare students to be part of a globally competent workforce* [**AP 1**]. ASP expands its reach beyond IU through early language education and programs for under-resourced students (rural, urban, low-income and minority populations; §H). Additionally, we direct activities toward strengthening research and teaching on Africa and in African languages at IU and beyond (§B-D; G). The majority of our FLAS fellowships are at advanced levels. Since 2018, 77% went to URM and 38% to those with financial need (see below, §G.3) **[FLAS CP 1/2].**

**Table G.2 Select Activities & Impact on University, Community, Region and Nation (2018-2022, unless noted)**

|  |  |  |
| --- | --- | --- |
| **Activities** | **Impact/Meeting National Needs** | **Indices** |
| Internationalize IU courses with Africa content, including within professional schools, School of Education. Assure diverse perspectives. | **Increased breadth of courses with Africa content knowledge; normalization of use of Africa content across the disciplines; internationalization of pre-service teacher training courses in SOE** | Increased Africa content: 383 Africa content courses, in 57 departments/units and 10 professional schools. 40% of courses are 100% Africa content. Since 2018: 60 new courses; 18new units teaching Africa content |
| Internationalization Collaborative Across Bloomington, ICABIII: CCs | **Increase breadth of Africa course content for CC Ivy Tech** | 19 new courses with Africa/area studies content; inc. 3 Adv’d Math |
| Undergraduate training in African Studies | **Increased number of undergraduates with Africa knowledge; interest in Africa- related positions/graduate work** | 19,124 undergrads in Africa courses; 1,100+ students/year in gateway courses; courses in 15 professional schools, with degrees/certs in 10; 55Certificates/Minors awarded, 18 enrolled; 16 graduated w/minors in prof. schools, 2 enrolled; 58 Inter. St. majors w/Afr. focus, 4 w/minor in Afr. focus, 55 enrolled; 2awarded with Individualized Major Africa-BA concentration. |
| Undergraduate training in African languages | **Increased supply of graduates able to take positions requiring language skills or prepared to gain superior competence in graduate school** | 28% increase in African LCTL enrollments, 9.9% increase for Arabic; 5,530 students in African language courses; 45 African language Minors, 13 enrolled. IU Language Workshop participants since 2018: 156; FLAS: 40 at 60%adv. level; Boren awards 5; CLS 7 |

|  |  |  |
| --- | --- | --- |
| Training Africanists in Graduate and Professional Schools | **Increased number of MA & PhD level specialists in higher education, NGOs, government &****the professions – to increase national pool of area specialists** | 824 students in graduate courses. 7 MA/Dual MA, 21 PhDs over 4 yrs. 7 MA/Dual MA & 36 PhD studentscurrently enrolled; 37 ASP grad students w/ full support, 2021. |
| Preparing Specialists with proficiency in priority African languages | **Graduates able to conduct research in African languages; fill professional and academic positions in areas of national need** | 165 grad students in language courses; 63% of MA/PhD have advanced/superior competence in at least 1 African LCTL; 24% w/intermediate proficiency. 2018-22: 41 FLAS awards- 61% at Adv. or superior level; 100% LCTLs; 33Language Workshop enrollments |
| Study Abroad and International Internships in Africa, including specialized study abroad[NB: no IU-linked travel 2020-early 2021] | **Strengthen academic knowledge through direct experience; increased cross-cultural and language experience for students;****increase desire to choose Africa- related careers** | 346 students in 14 Africancountries since 2018; 79 minority and low-income students (22.9% of participants = minorities); $4.5million in aid for study abroad last year |
| Specialized curriculum-linked study abroad programs for professional students [NB: no travel in 2020-21 due to the pandemic; numbers thus are based on 2018-2019 activities] | **Improved understanding of African issues; lasting professional relationships with African counterparts; diverse perspectives** | 2018/2019: 21 SOE students to Kenya/Tanzania; 24 Business students to Ghana/So. Africa; 16 MBA students to Ghana/Botswana/ So. Africa; 62 O’Neill students to Kenya/ Uganda/So. Africa/Rwanda; 23 Media students to Kenya/Rwanda/So. Africa/ Uganda;28 HLS students to Rwanda. |
| Placement of Indiana University graduates post degree | **ASP graduates train new students in higher education; fill positions in government, NGOs & non- profits nationally and internationally; returned African graduates become ambassadors****for US in their careers** | Continue educ.-13; High Ed-9; non- profit-8; Fed/local/State Govt -4; intern. org. outside US-1; US inter. org-3; private sector, inc. business- 14; intern. business-3; military – 2; museums-1; AFRI Librarian-1; K-12 -5; foreign gov: 2; unknown-10 |
| Outreach: K-12, post-secondary, teacher-trainings; ICCI and other internationalization efforts; publicactivities | **K-12 & post-secondary educators with knowledge on Africa.****Students & public with enhanced understanding of Africa** | 68,000+ total participation in programs, trainings and events. See Table G.2, below, for specificindices and Outreach §H for details |
| New Media and Literacy Initiatives in Africa (NEMLIA) workshops, conferences, lectures, publications[NB: Working group now expanded to IU-wide initiative/ working group involving faculty and graduate students; now called Global Visual Cultures.] | **Production of new knowledge on open access, intellectual property and piracy arising from African literary & film initiatives in new media formats; new resources** | Open access website w/ proceedings & database for archiving often-ephemeral African productions; 2018 international conference w/ new collaborations; knowledge integrated into 6 courses in History, Comp Lit, Anthro, Media (168 students reached);exhibit; 4 faculty publications. |
| Linkages with Africa via exchanges, faculty research and conferences, hosting of Fulbrightand Mandela Washington Fellows | **Student exposure to African perspectives; enhanced faculty expertise; new collaborative****projects; diverse perspectives** | 15 linkages in 10 African countries; 88 African faculty/professionals to IU; 58 faculty trips to Africa; travelimpacted by COVID after 2019 |
| Language training in community through STARTalk (2018), *Bridges* (2018-present); elementary school | **Early language learning in African LCTLs to increase interest in Africa and languages** | 171 students in language courses offered in community, by the Flagship & STARTalk; 77% of |

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| --- | --- | --- |
| classes (2018-present); Swahili Summer Camp (2019-present; created to serve students afterSTARTalk program cancelled by government) | **among K-12 students; increase those with African LCTL skills and interest in Africa; prepare****students to be part of a global workforce** | students who then enrolled at IU continued with Swahili to adv’d levels; 3 high-school students cont.Swahili at advanced level thru pre- college courses; 26 Swahili Camp |
| Building resources for IU African Studies library collections; Africa expertise expanded through *Africa Today* journal (IU Press; IU faculty editors) | **Enrich collection of African resource materials, with public access regionally, internationally** | 3,000+ volumes added each year; CAMP digitization increase access; added special collections-ex.: N. Thiongo’o; O. Sembene; P. Vieyra; *Africa Today* – see Table G.1 |

1. **Training of Specialists and Areas of Need** The ASP has an outstanding record of training specialists in African languages and content through our rigorous courses and degree programs (§D; Table G.2; course/enrollment data, App. 1a/b). The dual/joint MA degrees with professional schools lead to increased specialists in public health, business, media, and the non-profit sector. Our recent alumni survey shows 69% of MA/PhDs alumni are employed fulltime in Higher Ed, 18% in the Federal Government (ex: State & Defense Depts; USAID); 8% in private/non-profit sector; 4% in K-12 education, 1% State or local government (ex: refugees/immigration). 66% directly use their African language and area expertise. ASP meets national needs by creating timely programming including conferences and workshops, with funds for student participation. IU’s and HLS’s funding of international internships and study abroad, result in ~90% HLS students studying abroad. ASP increases the nation’s specialists with example, enhancement of degrees and LCTL access (§B-D), training of educators (§H), internationalization for MSI/HBCU/Tribal/and CC partners (§H) and preparing a global workforce with the collaborative statewide *Global Workforce Initiative* (§H). Further, a new HLS Alumni Network that expands IU’s *Luminaries* efforts (§D.2), facilitates alumni reaching back to assist IU students. ***FLAS Impact:*** We meet national needs as well through the awarding of FLASs. Over the past four years, ASP has awarded 80 FLASs: 62% at advanced or superior levels; 100% were priority LCTLS; 67% were awarded to women; 38% to minority students; and 37% to students with documented financial need. This proposal meets FLAS competitive priorities 1 and 2*.* ***Public Dissemination*** We open all programs to the public, and advertise widely (print/online news, social media, community e-board). During 2020-21, all were virtual, and included substantial international audiences (ex., 34 Liberians for

event on Liberian politics). IU supports open-source access to faculty research and other scholarly activities (§F.2), and substantially funds public-facing activities to serve the greater good (ex. $5.5 million for national award-winning IU Center for Rural Engagement initiatives). ASP faculty provide consultations and trainings to military (ex., language/cultural training for Indiana National Guard and Camp Atterbury (Bradford, Hanson)), businesses (ex., IU CIBER collaborations; consultations), the government (ex., Brass, MacLean), cultural institutions, and respond to media requests for expert interviews and affidavits (§H.1c; App. 3). We are expanding online access to teacher-training materials and resources with the new HLS website *Access Global*, which links all IU area studies resources at one point of access (Bud.8.B.10), and post on national NRC platforms (ex., ASOC; AASP). **4. Comprehensive Evaluation Plan:** The rigorous evaluation plan includes a Utilization-Focused Evaluation framework (U-FE), mixed-methods, qualitative, and quantitative data for continuous improvement of our programs. It includes ongoing internal assessments including annual IU curricular, GenEd, and student Learning Outcomes (SLOs), required internal self-study (AY 2021-22), required external program review (fall 2022), needs assessments for new initiatives and focus groups with key constituents (external and internal), external evaluation of all data (see below), 10-member Teacher Advisory Board for K-12 initiatives, and external surveys for stakeholders (ex: MSI/HBCU/Tribal/CC/Indiana Dept of Ed), and current students and alumni. Cumulatively, these provide valuable insight into ASP’s impacts and outcomes. Data gathering and feedback is an iterative process allowing ASP to refine programs and practices during the grant cycle, to assure ASP is meeting needs and goals. ***External Evaluators*** Thomas P. Miller & Associates (TPMA) serves as third-party evaluator for IU Title VI grants. TPMA’s evaluation experience includes conducting more evaluations throughout the country: ex., USDoEd grants (Title VI, Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering and Math grants) and US Dept. of Labor multi-year grants. TPMA employs U-FE framework and mixed-methods, provides data analysis and summative descriptive reports for alumni/student surveys, “stakeholder” surveys (K-12 outreach, professional development, shared IU NRC activities-

than 30 large scale, multi-year, and/or multi-site consortia

including MSI/CC programs, and for major new initiatives (ex., ASP/Center for Rural Engagement initiatives). By leveraging a single evaluation team for all IU NRCs, evaluations efficiently gather high-quality data across centers, evaluate collaborative IU NRC projects, as well as measure progress toward ASP-specific goals (Bud.E1). ***Internal*** ASP utilizes IU experts external to the program for qualitative, quantitative, and multi-method evaluations administered annually, biannually, and post-trainings. They include experts from Bloomington Assessment & Research (BAR), CITL, IU Diversity Assessment, Office of Research Administration, and SoE. All IU Language Workshop students undergo external pre- and post-program ACTFL or ILR OPI testing. ***Evaluation Components*** Internal components of evaluation include data gathering of enrollments and participation rates, GenEd and SLO assessments, needs assessments, Teacher Advisory Board feedback, and surveys at events. Externally administrated focus groups and surveys provide robust feedback from students, faculty, and constituents for new initiatives. Post-training surveys for all teacher participants and community/public surveys out of the Center for Rural Engagement are externally evaluated. External evaluations also include comprehensive formative and summative evaluation of the ASP’s programs and IU NRC collaborations, focusing on measuring the extent ASP is successfully meeting its intended goals of Title VI priorities. Formative evaluations focus on ascertaining whether ASP’s new initiatives are being successfully implemented and tracking to accomplish the goals. Feedback allows for continued refinement of programs. Summative evaluations analyze outcomes of ASP programs, including “stakeholder” impacts (ex: students/ teachers/community/MSI/HBCU/Tribal/CC partners). Evaluation priorities include: 1) To what extent ASP meets its goals of capacity building at partner institutions including MSIs, CCs, HBCUs and Tribal Colleges?; 2) To what extent do teachers trained by the ASP incorporate Africa- content into their work in 1-4 years following training?; 3) How do ASP alumni utilize Africa content and languages in future career/education paths? 4) How does ASP increase language and cultural knowledge regionally and nationally? ***Outcome Data Methodology*** As stated above, internal and external data will be gathered and accessed at multiple points during the year. TPMA’s methodology includes quarterly and annual reviews of ASP’s progress toward NRC priorities,

annual alumni/student/stakeholder surveys, and specific foci on year-after results from teachers trained and fulfilling the needs of partners. Evaluation priority 1 will be answered through a review of focus group findings (Y1) and of data (Y1-4). TPMA will conduct evaluative surveys with ASP’s partners to determine the extent to which programming meets identified needs, including changing needs over time (Y1-4). Priority 2 will be answered using focus group findings (Y1/3) and SoE/TPMA surveys (Y1-4). Surveys will be administered to teachers at the conclusion of trainings and again one year after their participation and will request information about inclusion of content into curriculum. Priority 3 will be answered by annual alumni surveys distributed annually (Y1-4). This survey will be administered online to ASP alumni and will measure the extent to which ASP has impacted former students’ college and career achievement, and their use of area studies knowledge and African languages post-graduation. Priority 4 will be met by data collection, post-event/program surveys and annual surveys (inc. alumni comments) (Y1-4). We design mobile friendly surveys to minimize burden and optimize completion. TPMA and IU entities will analyze data for different types of bias (nonresponse, acquiescence, etc.) to assess validity of interpretations, and conduct descriptive analyses. For each priority, evaluators provide annual progress summaries of findings and provide complete information across all years in final Y4 reports. ***Timeline*** Table G.3 shows the timeline for ASP evaluations. We will collect data during years 1-4 of the grant program, with enough time to include evaluation findings in ASP’s annual update to the USDoEd, and to provide feedback for ongoing improvements of initiatives. ***Programmatic Improvements Based on Evaluations*** The ASP draws on internal and external reviews to enhance its program. In 2022, we open a new integrated BA/MA degree after a 2018 external review recommendation. In 2019, in response to student focus group comments we initiated our *ASP Pathways* career events. Our 2015 internal review guided the ASP’s integration into HLS, including revision of governance documents and defining areas for strategic enhancement; we undergo another external review in 2022. We review data analysis from annual reports for impact and outcomes (ex., data cited in §G, Tables G.1 & 2). For Outreach, 73% of respondents were K-12 teachers. 100% responded they would attend another ASP event; 88% had

directly applied content learned in their classrooms or work; 66% used multiple teaching tools, with 33% using one; 80% planned to incorporate more content in future. During the pandemic, we used teachers’ comments in surveys and focus groups to offer more asynchronous trainings with synchronous discussions. To make programing accessible to greater numbers, we adjusted days/times of our Contemporary African Seminar and ASP Colloquiums. We also broadened where/how we advertise events, including an online *Community Bulletin Board*. We are creating more online resources in response to feedback (*Globally Ready Digital Toolbox; Access Global).*

**Table G.3: Timeline Summary of ASP Evaluation Plans (2022-2026)**

|  |  |
| --- | --- |
| **Year 1 activities** | -Collect data on event participation rates, IU enrollments for Y1 [ASP and Registrar data]-Run focus groups with new MSI/HBCU/Tribal/CC & CRE partners [IU external; TPMA]-Run surveys for K-12 teacher training evaluations; summary report [SoE; TPMA]-Run alumni, student, and stakeholder surveys; summary report at year end [TPMA; IU ext.]-TPMA continuous improvement meetings; annual reports of findings for all Y1 data-External review of African Studies Program [Africanists external to IU, inc. NRC directors] |
| **Year 2 activities** | -All data collection and surveys continue as in YI-Y2 includes activating recommendations from Y1 external review of the IU ASP [ASP] |
| **Year 3 activities** | -All data collection and surveys continue as in YI-2-Y3 includes further activation and IU external evaluation of ASP programmatic changes |
| **Year 4 activities** | -All data collection and surveys continue as in YI-3-TPMA also submits summative report of findings from all Y1-4 evaluation findings |

**5. Equal Access & Treatment** The ASP creates inclusive and accessible programs and resource platforms. ASP complies fully with §427 GEPA requirements. We work with the office of Diversity, Equity, and Multicultural Affairs (DEMA) and ASP’s Diversity Chair (Halloran) to assure equal access for, *and* representation of, underrepresented groups. IU’s Office of Institutional Equity monitors university policy. IU’s Assistive Technology and Accessibility Center works to improve accessibility to open-source platforms and library resources. Our facilities are ADA compliant, and we design our websites to comply with ADA guidelines for the sight impaired. We support accessible teaching and programming through the Office of Disability Services for Students (DSS). Further, our commitment extends to our Outreach efforts (§H), and FLAS awardees (§G.3; FLAS §H). We work closely with IU offices to recruit and retain underrepresented minorities (URM) (with undergraduate support mechanisms such as *IU Groups Scholars* that recruit and mentor first-generation low-income students of color, and support for URM in STEM

graduate programs), and IU dedicates financial aid resources to increase the numbers of URM students with international experiences. In 2020, IU’s *geo*diversity increased 24%. HLS courses address diversity (ex. *Race, Gender & Power in Global Affairs*), as do internships, programming, and leadership -ex. HLS-funded diversity internships and mentorships, automatic direct admit status for Hudson & Holland (URM) scholars, HLS Dean-level initiatives, and its Council on Diversity & Inclusion. HLS student body is 22% URM, 68% women, 3% UG/44.5% GRAD international. ASP has new NRC initiatives dedicated to reach underserved populations at all ages (§H). We remain *proactive* in increasing diversity, a priority of ASP strategic plans (also §E.3).

## OUTREACH [NRC Application Component]

**1. Regional & National Impact** Disseminating accurate information about Africa is central to our mission. Our efforts over the past four years have reached thousands of teachers, students, members of the business community, media, public, and informed government personnel (Table G.1). The challenges of the pandemic led to a burst of innovation in virtual outreach that paradoxically *extended* the reach and significance of our efforts. Our current endeavors focus on programs with demonstrated high impact and innovative initiatives designed in consultation with experts to reach underserved populations and extend Africa content-knowledge exponentially. Our main objectives are a) to expand knowledge of Africa in K-12 schools by training teachers and providing quality programs (with particular focus on rural schools); b) to enhance post-secondary Africa curricula, language pedagogy and publications, especially with assisting MSIs, HBCUs, Tribal and Community Colleges to internationalize curriculum and provide faculty with professional development opportunities; c) to promote critical understanding of Africa by engaging with businesses, media, government and the general public. AD Aherne, Vice Chair of ASA’s Outreach Council (ASOC), develops and implements outreach and presents nationally on pedagogical aspects. She meets bi-monthly with ASOC to share expertise and develop national initiatives, and collaborates with the NRCs’ Area Studies Outreach Council, IU NRCs, IU Center for Rural Engagement (CRE), IU SoE, IU faculty, the coordinators of Global Education Initiatives

(GEI) and International Education (IEOP), and HLS’s initiatives manager (PRGIM). We request funds for an ASP graduate student to assist in expanded outreach (Bud.1.B.1). **1a. K-12 Schools: *Programs*** ASP’s engagement with K-12 schools is multi-layered. It includes new course development support (ex: *first* IN high school course on *African History*, 2019); in-class presentations (ex: *Swahili Language & Culture*; *Francophone Africa* for French courses; *African Biomes* for Biology; Social Studies presentations; Bud.8.D.5); International Nights; interactive performances with hands-on activities by artists and musicians (ex: *Lotus Blossoms*, *Africa through the Arts*; Bud.8.D.5); after-school programs (*Bridges* language clubs for Arabic, Zulu, Swahili; guests for middle- and high school clubs Bud.8.D.4/5); community partnerships (ex: *Lotus World Bazaar*, bringing IDOE academic standards-based language and cultural activities to all grade 4 students, their teachers, and families; Bud.8.D.3); Zoom presentations which extend ASP’s reach (ex: tailored programs, including career *Pathways,* for URM in multiple states (Bud.8.A.6); Africa-content training to students and teachers of 8 IN high school US Academic Decathlon teams). We request supplemental pay and mileage for presenters (Bud.3.B.5/6). Our museum education teams, including three Africanist PhDs, create IDOE standards/curriculum- specific Africa programs for more than 8,600 students and their teachers annually; the 2nd grade programs are *required* by the school system [virtual in 2020-21]. The national award-winning *IU Books & Beyond* cross-cultural literacy exchange involves local elementary students/teachers, IU students, and 2 primary schools in Rwanda. The service-oriented project develops critical literacy and cultural skills among children locally and in Rwanda, and models cross-cultural teaching for K-6 teachers (Bud.3.A.2). A high priority remains area studies content to rural, under-resourced populations in Indiana. Many schools lie too far out to allow for field trip enrichment programs. Poverty rates are as high as 27%. In 2017 and 2021 needs assessments, teachers stated they were “desperate” for Africa and other global content (SoE; TPMA). ASP partners with CRE, SoE and IU museums on a *series* of efforts to improve global education and competencies in rural Indiana: the *Global Readiness in Indiana* (*GRIT -* includes partners CRE, AFS-USA and SOE, placing foreign students in IN high schools and offering teachers professional development with

Africa/global content); STEM teacher education; award-winning *Rural Arts* initiative bringing global content directly into classrooms; support for rural libraries through local programming (*Discovery Cafés*) and funds for global children’s literature (Bud.1.B.2;8.A.12/15/16;8.B.9;8.D.2). We utilize innovative, sustainable technologies to reach rural populations and beyond (ex., the *Globally Ready Digital Toolbox,* Bud.8.A.10*; Access Global*). [**AP 2; FLAS CP2**] Teacher- training and curricular consultations (ex: *IU Books & Beyond; African History* course) often compliment ASP programs. ***K-12 language acquisition*** ASP offers Arabic, Swahili, Zulu and Kinyarwanda through the award-winning *Bridges: Children, Languages, World* project that provides free, exploratory language instruction in LCTLs at various community sites (impact evaluation: 100% satisfaction among parents of participants; 87% practice the language outside of lessons, TPMA 2020); ASP requests partial support for Coordinator, Bud.1.B.3) [**FLAS CP2]**. Our language instructors teach Swahili to all 3rd-4th graders at a local school (Bud.1.A.3) [**FLAS CP2**], and offer language introductions to other schools and at public library events. To replace STARTalk, after hosting it in 2019, ASP successful piloted two Swahili summer camps for middle and high school students in 2020-21. Since 2018, 38 students have completed the program, receiving pre-college credits. Several former participants, now enrolled at IU, have continued Swahili at advanced levels. ASP supports the *IN Language Roadmap* initiative, that includes the IN high school *Certificate of Multilingual Proficiency* and *Dual Language Immersion* to encourage early, sustained language learning (Bud.1.B.2; 8.B.2). In collaboration with IU CIBER, ASP offers language instruction and Africa-content for *Business is Global* pre-college program for high school students interested in international business careers (Bud.1.B.6/7). ***Teacher Training*** ASP develops unique programs, as well as collaborates with other NRCs and the SOE’s Coordinator of Global Education (GEI) in systematic efforts to internationalize P-16 education in Indiana and beyond, working with pre- and in-service teachers, elementary and secondary school leaders, schools of education faculty, and IDOE (Tables G1-2; Bud.1.B.2). We provide growth points (PD), stipends, and registration support for teachers. Offering *individualized curricular support* post- trainings and shared lesson plans contribute to our success: external impact evaluation show

teachers use ~70% of all ASP-provided content; within a year of training, 95% integrate global learning into their teaching (evals: SOE; TPMA; IU). ASP collaborates on joint K-16 summer institutes and workshops; sessions focus on topics in African history, politics, culture, library and online resources, teaching methods, and more (Bud.8.A.1-3). We provide speakers and content for annual trainings at national conferences (ex: at ASA; IN Foreign Language Teacher Assoc.; IN Council for Social Studies; NCSS; NCTE; Bud.8.A.8/11;8.B.3); and develop timely workshops with experts (ex., *Teaching in Times of Crisis* to meet educator needs in pandemic; *Supporting Refugee Students* for teachers with African immigrant students, and at Camp Atterbury for Afghan refugees; *UN Sustainable Development Goals* summer institute; *Global Competence Workshops* for pre-service teachers; *Global Literacy Invitations* (for K-6 teachers to incorporate quality world children’s literature and develop online lesson plans), and new *Teachers Supporting Teachers* for intercultural skills (Bud.1.B.2; 8.A.10-12/18). This cycle, ASP also focuses on developing greater online content for the *Access Global* outreach web platform (Bud.1.B.10). ASP statewide efforts with SOE and the IDOE include, ex: the *Principals Academy* for internationalizing schools across Indiana (2022-6 focus on rural schools and IDOE *Global School* state recognition) (Bud.1.B.2); providing language/culture trainings and resources to IU’s award- winning *Global Gateway for Teachers* (GG4T) for pre-service teachers going to Ghana and Tanzania for cultural immersion experience and to develop knowledge, skills, and perspectives necessary to work successfully with youth from different cultures in their own classrooms (while also fulfilling degree requirements for student teaching; Bud. 8.A.15). [NB: HBCU Huston-Tillotson, MSI IU Northwest (IUN), and Navajo Technical University education students join GG4T. Further, we provide funds for in-service teachers to receive international experience through GG4T’s *Overseas Program for Experienced Teachers;* we target MSI IUN’s SoE Accelerated Licensure teachers in Gary, IN and NTU’s to provide this and other PD. (Bud.8.A.14)] We will offer *Global Deliberations* training, focused on current global work of ASA’s outreach council (ASOC), providing professional development for K-12 educators nationally in collaborative projects: the ASA annual teacher workshop; *Teaching the World*

events (Bud.8.A.2). With other Africa NRCs, we support the ongoing

workshops; the nationally recognized *Children’s Africana Book Award* (CABA) and *Global Reads*, with books reviewed by scholars and educators, online lesson plans that reach thousands of teachers and schools across the country, and author presentations; and, ASOC resources and presentations for teachers at major national conferences for educators (Bud.8.A.11;8.B.7/9). We offer speakers, resources and support for AP Comparative Government teachers and students in multiple states through the *Today in Politics Speakers Series* (TiPSS; Bud.8.A.13). A new HLS web-based platform linking all HLS area studies resources, *Access Global,* will expand with new content including shared lesson plans (Bud.1.B.10). Integrated into this will be the *Globally Ready Digital Toolbox* (GRDT): begun in 2019, it is an innovative digital instructional tool developed in consultation with a teacher advisory board using object- and project-based pedagogy. Curriculum content for language arts, biology, social studies, and other subjects are built around exceptional works of art, archeological objects, flora/fauna reproductions, political ephemera, and more from IU collections. Lesson plans and resources are integrated. This phase expands Africa content, integrates content from all world regions, and provides K-12 trainings (Bud.8.A.10) [**AP 2**]. ASP’s outreach library includes films, printed materials, artifact kits, maps, posters and more, lent to teachers free of charge (~68 asks/year) and we purchase books upon teachers’ requests (ex., supporting reading circles; Bud.5.B; Bud.5.C for supplies, postage). **1b. Post-Secondary Institutions** The ASP assists two- and four-year colleges in internationalizing their curriculum. To effectively utilize resources for the greatest impact, we often combine resources and strengths, collaborating with other HLS area studies and the SoE. We join to support the 17-member Georgia Consortium of MSIs/HBCUs and CCs to support professional development trainings- including CAORC in Senegal, conferences, and student career events (Bud.8.A.6;8.D.9/11-13). The 2021 Georgia conference attendees included faculty from 34 partner MSIs/HBCUs and CCs who share in this support. ASP contributes expertise and resources to summer institutes for Higher Ed (*Global Engaged Learning*; *Institute for Curriculum & Campus Internationalization* (ICCI)), and provides funding for faculty attendance from our MSI/CC/HBCU & Tribal partners (**CPP**; Bud.8.A.4). ICCI’s impact evaluation survey results showed 100% applied knowledge gained to their teaching

and took actions to internationalize their campus; 100% internationalized their courses (inc. Business Administration courses); 100% stated it changed their approach to teaching (IU eval.). *Internationalization Collaborative Across Bloomington* (ICAB) addresses local endeavors, including assisting faculty from Ivy Tech CC and IU SoE: since 2018, 19 Ivy Tech CC courses have been internationalized, including 3 advanced math courses; one faculty obtained experience in Rwanda. ASP partners with Ivy Tech to support faculty seeking Africa curricular content **[CPP]**, participate in annual Diversity and International Days, and support professional development (Bud.8.D.6, 8.D.9). IU SoE courses for pre-service teachers were also internationalized, and this cycle, ASP provides global resources and training for the SoE librarians (Bud.8.D.6). Further, we collaborate on phase two of the Indiana statewide *Global Workforce* initiative, strengthening the Indiana/US workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana (Bud.1.B.8;8.A.8) [**AP 1; CPP**]. The core of this initiative involves

1) new *Global Workforce Skills Certificate* for Ivy Tech-Indiana CC system (developed 2018-22 cycle), and 2) continued integration of global skills into Indiana’s *Career and Technical Education* (CTE) high school curriculum through providing professional development workshops for CTE faculty and internationalizing CTE career fairs. Since 2018, ASP has partnered with other CCs, MSIs, and HBCUs, including our strong partnership with Huston-Tillotson to internationalize curriculum and provide professional development. ASP expands our close partnerships to include Navajo Technical University (NTU), MSI Fort Valley State, MSI IU Northwest and other IU MSIs. ASP will continue to provide multiple forms of support, including course buyouts, curricular assistance, speakers, trainings, and international experience (through CAORC’s *Curriculum Training & Development Workshop* (Bud.8.A.4-6;8.B.4/6/8;8.D.8/9/11-13)) [**AP 2; CPP**]. MSI/HBCU Huston-Tillotson (H-T) developed 19 courses with ASP TVI-support for a new Global Studies interdisciplinary major [**CPP**] and increased by four the capacity of faculty with Africa experience through CAORC and other trainings. We will continue to offer speakers in new areas (ex: Africa-China relations) and for broader campus initiatives. ASP also includes annual support for MSI/CC/HBCU and Tribal university faculty to attend Africa-related conferences (ex: ASA;

Bud.8.D.12). With NTU, we offer these various levels of support and partner with them as experts for *GALACTIC*, with a focus on indigenous student populations and public outreach (Bud.8.B.8;8.D.10). ASP contributes to *Internationalizing the Heartland*, assisting IU’s MSI- regional campuses (IU Northwest in Y1-2; others in Y3-4; Bud.8.B.4;8.D.11-12), and partners with the *Midwest Institute for International/Intercultural Education* (MIIE) co-sponsoring regional conferences in Y2 and Y4 and supporting teacher-training and curricular and conference support for CC faculty (Bud.8.A.7) **[CPP]**. At IU, ASP continues to assist in expanding global competencies across the campus. ASP’s on-campus programs are extensive, advertised widely, and open to the public. They include: a weekly *ASP Colloquium* series featuring recent research by faculty, graduate students and guest; the *Contemporary Africa Seminar* with outside guest speakers (from academe, NGOs, government and business); numerous workshops and roundtables; an African film series, including visiting directors (since 2018, 16 films; 6 directors); and our *African Languages Festival*, held each semester and drawing some 400 students, faculty and members of the public [cancelled 2020], as well as special events (Bud.8.C.1;8.D.1). We also participate in campus-wide events, such as the *IU World Languages Festival*. Our museums contribute *significantly*, infusing Africa content into college curriculum: since 2008, the Eskenazi Museum (EMA) has employed a Mellon Foundation Senior Academic to create rigorous, curriculum-specific, interdisciplinary programs for IU, Ivy Tech CC, and other regional colleges [**CPP**]. These programs serve ~1,900 per year (EMA closed 2017-18 for renovations); the Archeology & Anthropology Museum education staff reached a further 1,890 college students with Africa programs. **1c. Business/Media/General Public** Numerous ASP programs cross over to serve public enrichment. In the most recent Impact survey, 98% of respondents state they would attend more ASP events. ASP participates in IU public events (ex: *First Thursdays*- IU arts & humanities for the public with ~800 attendees/event; *IU Lecture Series*, specifically for the public); creates new programs to meet demand (ex: *Summer African Music and Dance Institute* and new *South Africa Remix*); and sponsors free films and performances by African musicians (ex: Thomas Mapfumo; Victor Gama). Special Africa-content exhibitions at IU museums served 9,482 since

2018; we will develop Africa-content audio-tours for the public this cycle (Bud.1.B.9). Faculty also participated in 8 *Great Decisions* programs that address US foreign policy and global issues, the most recent on democracy in South Africa. Faculty readily respond to community requests (ex: *Black Lives Matter Globally* panel; creation of a special program for underserved urban youth for Martin Luther King, Jr. Day). Further, ASP faculty regularly engage with the media conducting radio, TV, newspaper, and online news interviews, creating podcasts, writing and contributing to blogs, and consulting with museums and other cultural organizations (ex. *Africa is a Country*, *The Economist*, *Environmental Health News*, *International Business Times*, allafrica.com, *Washington Post* online, NPR and numerous public radio stations, *Profiles*, Quartz Africa, *New York Times*). This cycle we add *The G-Word*, focused on genocide (Bud.8.C.7). In a state where 25% of the GDP is from international trade, providing information to businesses is important: ASP works with IU CIBER and NALRC to produce *Language and Culture Modules* for business and tourism, provides relevant cultural and state-of-business information, and creates *Business in Language* elements. Government entities routinely seek out our faculty expertise (ex: Bradshaw’s trainings for Indiana National Guard in 2020, 2021; 2021 faculty and student assistance at Camp Atterbury for Afghan refugees; Brass at the Department of State*’s Foreign Service Institute* and the *Wilson Center;* Hanson at the *Indiana-Niger Seminar* for Indiana National Guard).

## (H.) FLAS AWARDEE SELECTION PROCEDURES [FLAS Application Component]

The ASP offers FLAS fellowships to graduate and undergraduate students in *all* fields. Academic- year fellowships are offered in our 7 core languages (priority LCTLs): Akan/Twi, Arabic (applicants focusing on Africa), Bamana, Kinyarwanda, Swahili, Yoruba, and Zulu **[FLAS CP2].** Wolof is offered for summer FLAS study, and we propose to add Amharic for summer FLAS consideration to meet growing student needs (with both languages offered through the IU Language Workshop). Students may apply for summer-intensive study in these or other African LCTLs. To encourage undergraduates to commit to deeper investigations of a language and area studies, we target awards to intermediate and advanced students who are also completing an

African Studies Certificate or Minor (§D). Further, in accord with FLAS priorities, the selection process gives preference to students with demonstrated financial need [**FLAS CP1**], and we work to expand the pool of applicants from traditionally underrepresented groups (§G.2). **1. Selection Procedures: *Advertisement*** ASP works closely with the IU FLAS manager and all IU NRCs to produce a uniform, online FLAS application and advertisements. ASP provides FLAS information, application tips, and FAQs on its web-site year-round. FLAS is also highlighted during advising. Flyers and emails about the program are sent to *all* Academic Advisors on campus to attract students from diverse fields. The same information is sent to every department, professional school, the IU campus’s multicultural centers, and Office for Diversity, Equity & Multicultural Affairs to encourage individuals traditionally underrepresented to apply. A joint FLAS information session is held on campus by all IU FLAS centers and advertised in the *Indiana Daily Student* (12,000 weekly circulation). Advertising also includes individual notifications to new MA/PhD Graduate School applicants, listings on the Graduate School and HLS websites, posting in ASP’s weekly *Bulletin* and *Events* e-news, and social media. Our FLAS manager also sends materials to potential applicants identified by IU faculty. ***Application Process*** Our process is clear. The FLAS manager, ASP FLAS Coordinator and AD answer inquiries from potential applicants year-round. We begin accepting online applications through a secure portal in November. Applicants are required to provide a statement detailing previous language training and the relationship of the proposed language to their program of study and career goals, as well as official transcripts, and three letters of recommendation (at least one from a language instructor). All applicants are encouraged to complete a FAFSA. The FAFSA score is used in giving priority to academically qualified applicants with financial need as per HEA1995 [**FLAS CP1**]. Students must submit separate applications for AY and Summer, if applying for both. January 30 is the joint IU deadline for FLAS applications. Our FLAS manager creates a file for each applicant and notifies candidates if their applications are not complete before the deadline. ***Selection Process/Criteria*** An ASP FLAS faculty committee of five members from different disciplines and professional schools, reviews and ranks all AY and Summer applicants based on FLAS selection criteria, including

competitive priorities. Selection includes quality of past performance and potential as indicated in letters and transcripts; relevance of proposed language in relation to applicant’s research agenda and/or career goals, and commitment to African Studies evidenced by enrollment in the Certificate or one of the Minors (undergraduates). ASP submits the list of meritorious candidates to the FLAS manager trained to handle sensitive student data who annotates it with the FAFSA scores. Priority consideration is given through a weighted process that accords 10% increase to those candidates with financial need **[FLAS CP1]**. Self-identified minority students receive similar consideration of 10% increase. Rankings are tabulated from composite scores. Decisions are made in March, with a letter sent to candidates by the Director to inform them of the competition results. We make 100% of our awards from priority LCTLs [**FLAS CP2**; see §G.2].

## I. PROGRAM PLANNING AND BUDGET [NRC Application Component]

1. **Development Plan and Effectiveness** IU African Studies Program has a well-developed plan and strong partnerships to *ensure* success and sustainability. Table I.1 provides a timeline for *select* new initiatives that illustrate how we will meet our goals. Our activities demonstrate our capacity in African languages and area studies and provide clear evidence of our effectiveness in pedagogy and in disseminating information through outreach, partnerships, and publications (§B-H). **TABLE I.1: Timeline of *Select New* Initiatives by the African Studies Program (*all* NRC priorities represented)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **2022-23** | **2023-24** | **2024-25** | **2025-26** |
| **AP 1 & 2; CPP** | Course support for | Support Ivy Tech | Support Ivy Tech | Support Ivy Tech |
| **Statewide** | *Global Workforce* | CC faculty in on- | CC faculty creation | CC faculty creation |
| **internationalization efforts:** | *Skills Certificate*; | going creation of | of new Africa course | of new Africa |
| *Global Workforce Initiative,* | integration of | new Africa course | content *for Global* | course content *for* |
| §H.1b | global skills into | content *for Global* | *Workforce Skills* | *Global Workforce* |
| [See also *IN Language* | CTE high school | *Workforce Skills* | *Certificate*; ongoing | *Certificate*; |
| *Roadmap,* § H.1a and MSI | courses; provide | *Certificate*; ongoing | content support for | ongoing content |
| statewide initiative | content for CTE | content support for | CTE College/Career | support for CTE |
| *Internationalizing the* | College/Career | CTE College/Career | Fairs/Summer | College/Career |
| *Heartland* to internationalize | Fairs/Summer | Fairs/Summer | Workshop; Ivy Tech | Fairs/Summer |
| higher ed, starting with IUN, | Workshop; CC | Workshop; Ivy Tech | CC faculty trainings | Workshop; CC |
| §H1.b | faculty trainings | faculty trainings |  | faculty trainings |
| **AP 2; NRC Directive** | Develop materials/ | On-going annual | On-going annual | On-going annual |
| **Enrich FLAS LCTL** | teach level 3 Adv. | training & | training & | training & |
| **offerings & Expand** | Kinyarwanda; Y1 | assessment for | assessment for | assessment for |
| **African LCTL language** | assist NALRC/ | instructors/programs; | instructors/programs; | instructors/program |
| **access**: add Advanced | CIBER to develop | Y2 assist NALRC to | Y3 assist NALRC to | s; complete Y4 |
| Kinyarwanda; develop | Kinyarwanda | complete | develop Yoruba | NALRC Yoruba |
| Amharic with IU Language | language online | Kinyarwanda online | online language | online language |
| Workshop; Support Indiana | materials/ teacher | materials/ teacher | materials/ teacher | materials/ training; |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Roadmap initiatives with IDOE/SOE/ CGC; ASP/ NALRC online languages/ materials and teacher-trainings. §B.1; H.1a | training; launch Amharic at Lang. Workshop; IN Lang. Roadmap support | training; Amharic offered; Indiana Language Roadmap support: meetings, fund tests, training | training; Amharic offered; Indiana Language Roadmap support: meetings, fund tests, training | Amharic offered; Indiana Language Roadmap support: meetings, fund tests, training |
| **AP 2; CPP** | Offer support for | Offer support for | Offer support for | Offer support for |
| **MSIs/CCs/HBCUs/Tribal** | faculty buyouts, | faculty buyouts, | faculty buyouts, | faculty buyouts, |
| **internationalization efforts:** | curricular | curricular | curricular | curricular |
| With partners Georgia | development, | development, guest | development, guest | development, guest |
| Consortium, MSI Huston- | guest speakers, | speakers, CAORC | speakers, CAORC | speakers, CAORC |
| Tillotson; Navajo Tech | CAORC Senegal, | Senegal, faculty | Senegal, faculty | Senegal, faculty |
| Univ., MSI IU Northwest, St. | faculty workshops, | workshops, trainings | workshops, trainings | workshops, |
| Louis MSI CC; Ivy Tech | trainings inc. | inc. ICCI, Georgia & | inc. ICCI, Georgia & | trainings inc. ICCI, |
| CC; NTU GALACTIC | ICCI, Georgia & | MIIE conferences, | MIIE conferences, | Georgia & MIIE |
| program and globalizing | MIIE conferences, | others; NTU for | others; NTU for | conferences, |
| indigenous studies degree; | others; NTU for | GALATIC/@SI and | GALATIC/@SI and | others; NTU for |
| MIIE conference & training | GALATIC/@SI & | indigenous studies | indigenous studies | GALATIC/@SI |
| support, §H1b | curricula support | degree curricula | degree curricula | and degree support |
| **AP 1 & 2; NRC Directive** | CRE/SoE/ASP | Ongoing speaker and | Ongoing speaker and | Ongoing speaker |
| **Enhance global readiness** | focus groups with | resource support for | resource support for | and resource |
| **of rural school** | teachers/librarians; | rural STEM & GRIT | rural STEM & GRIT | support for rural |
| **communities:** teacher | work with IU SoE | initiatives; continue | initiative; continue | STEM & GRIT |
| trainings, GRIT initiatives, | STEM Program | working with | working with | initiative; continue |
| rural library support & | on Africa science | teachers on Africa- | teachers on Africa- | working with |
| *quality of place* initiatives | curricular content | content for IN | content for IN | teachers on Africa- |
| with IU CRE/SoE; | drawing on IU | Standards; offer | Standards; offer | content; speakers |
| Globalizing STEM initiative; | NRC’s 2018-2022 | speakers for ongoing | speakers for ongoing | for ongoing events; |
| community events, public | work; begin | events; language | events; language and | language and |
| speakers for *Discovery Cafes* | trainings; purchase | /cultural activities at | cultural activities at | cultural activities at |
| at libraries §H1.a | library resources | libraries/other events | libraries/other events | libraries & events |
| **NRC Directive** | Admit students to | Assist faculty with | Assist faculty with | Assist faculty with |
| **Enhancement of ASP of** | new integrated | new curricular | new curricular/study | new curricular/ |
| **undergraduate & graduate** | BA/ MA; launch | initiatives; *Pathways* | abroad initiatives (IU | study abroad |
| **degrees-** BA/ MA degree; | faculty mini- | events with Walter | new course process); | initiatives; events |
| faculty grants; career/prof. | grants; plan career | Career Center; assess | *Pathways* events; | *for Pathways*; |
| programs, §D.1a & b | *Pathways* events | Y1 of new BA/MA | advise BAs into MA | advise BAs / MAs |

ASP has extensive experience *implementing significant Africa content programming and substantive evaluations of our programs,* utilizing results to refine programs and improve outcomes (§G). Our plan draws effectively upon the skills of our 97 faculty, including 60 in the professional schools. The ASP has *dedicated* external and internal consultation at our disposal, assisting in on-going evaluation as we build new initiatives (§G.4). We develop programs from an informed position, recalibrating as we proceed, rather than at the conclusion of our efforts. We consistently evaluate the quality and effectiveness of our activities (§G; timeline Table I.1).

1. **Quality and Relevance of Proposed NRC Programs** The ASP’s activities are innovative,

timely, provide skills and insights needed for engagement with Africa’s increasingly global prominence, and lead to significant impacts as they address *all* Title VI absolute and competitive priorities. They draw on our faculty strengths, in IU’s highly ranked departments and professional schools, and build on the ASP’s position in IU HLS (nation’s fourth largest Global/International Studies school) to foster enhanced collaborations and the provision of diverse perspectives. We have described plans and included references throughout the narrative and in the budget to facilitate evaluation of quality and relevance. The ASP expands ***teacher-training*** in numerous projects targeting *all* levels. Partners include the IDOE, regional school systems, HLS area studies centers, IU’s SOE, MSI IU Northwest, Ivy Tech CCs, MSI/HBCU Huston-Tillotson, MSI Fort Valley State, Navajo Technical University, MIIE, Georgia Consortium, and IU’s nationally recognized Center for Rural Engagement (§H.1a/b). We enhance successful efforts and expand through *focused* engagement with teachers in underserved rural areas of Indiana, international experiences for teachers through the *Global Gateway* program, and with HLS/SOE/IDOE collaborations to internationalize vocational training in Indiana (ex., *Global Workforce Initiative*,

§H.1b). ***African language instruction*** expands on and off campus. We add advanced Kinyarwanda instruction at IU, add a full-time Zulu faculty pedagogist, and Swahili summer camps to enhance our outstanding African languages program (§B; H). ***Outreach*** increases through expansion of current activities, especially to underserved rural schools with strong partnerships and proven expertise. Innovative, sustainable technologies broaden our reach (ex., the *Globally Ready Digital Toolbox*; *Access Global*). Outreach is *strategically* linked to emerging areas of student and faculty research (see working groups). ***Interdisciplinary collaboration and teaching of Africa content increases***. Emerging and established areas are fostered through faculty support to create curricular initiatives, including study abroad programs with new *Faculty Mini-Grants*, Bud.1.C.1) as well as working groups planning events at IU and at the international *IU Global Gateways*. *Muslim Africa* is a collaborative initiative with IU’s Islamic Studies Program and draws primarily on IU funds: we request support for guest speakers at annual workshops and very limited support for a major conference (Bud.8.C.3). *Displaced Africans*, is of growing significance, tied to an emerging area

at IU as well as to community outreach: we request minimal funds for speakers, workshops and a collaborative conference with IU’s Institute of European Studies and Global Center (Bud.8.C.2). The new *Emerging Economies/Sustainable Development Group* is linked to rural outreach and requests minimal speaker funds, drawing predominately on a major IU grant (Bud.8.C.6). *Global Visual Cultures* is an outgrowth of a well-established working group (§C.2); we request funds for speakers and workshops (Bud.8.C.4). The *Southern Africa Working Group* will have impact at IU and beyond through seeding an exhibition as well as speakers (Bud. 8.C.5). **3. Costs** The ASP's budget is *reasonable* and *appropriate* for the proposed projects, as careful review of our budget reveals. HLS provides 100% support for ASP core staff so that funds are spent on NRC initiatives (§A). We address all Title VI absolute and competitive priorities, use NRC funds for relevant activities, and frequently adopt cost-leveraging: e.g., we partner with other Africa and IU NRCS; we put only 10% of costs for conferences on the Title VI budget. **4. Impact** ASP’s plans build on successful past efforts and will strengthen our undergraduate, graduate, and professional school programs long-term. Proposed new courses, internships, and curriculum-linked study-abroad experiences will enhance global competence, provision of African LCTL skills and Africa content knowledge, thus increasing the flow of IU students into government, business, education, non- profits, academe, and elsewhere. Our position in HLS encourages even higher rates of employment in government, non-profit sector, and other areas of national need. ASP’s faculty -fully 65% from underrepresented populations- continue to mentor students and serve as models for students of color and women who wish to have professional careers with an Africa focus. ASP initiatives draw on the unsurpassed Africa resources of IU libraries and museums, including our preeminent collection of works in African LCTLs which expand with new acquisitions (§F). ASP’s teacher training and outreach, including international trainings, curriculum internationalization and faculty professional development for MSI/HBCU/Tribal and CC partners, will add to the number of US students exposed to Africa content in the sciences, arts and humanities, social studies, and professional schools (§H). With IU’s unwavering support and strength of ASP’s faculty and staff (§A;§E), we are confident we will continue to make a significant impact at IU and on the nation.

# J. NRC COMPETITIVE PRIORITIES / I. FLAS COMPETITIVE PRIORITIES

***This proposal meets all NRC absolute and competitive priorities, as well as FLAS competitive preference priorities****.* As described above, ASP will support more than 40 MSIs, CCs, HBCUs and Tribal Colleges to increase capacity and meet national needs by providing professional development to faculty, curriculum support, and programming. Moreover, ASP provides extensive outreach nationally, strategically targets underserved populations, and supports African LCTLs. We provide a clear plan and timeline for programs that are relevant and important, while demonstrating cost leveraging and efficiency with faculty, institutional, and Title VI resources. We draw upon internal and external evaluations to maximize effectiveness of initiatives. The proposal will strengthen the IU ASP through high quality programs directly related to directives for an NRC and FLAS granting institution. The long-term impacts for the ASP, our students, and for meeting areas of national need, will be profound.