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**Supporting Sustainable Connections**

KANSAS AFRICAN STUDIES CENTER

**Comprehensive NRC/FLAS Application 2022**

[**www.kasc.ku.edu**](http://www.kasc.ku.edu/)

# ACRONYMS GUIDE

AAAS: African and African-American Studies AADL: African and African Diasporic Languages

ACTFL: American Council on the Teaching of Foreign Languages ALMA: African Language Materials Archive

ALTA: African Language Teachers Association ASCs: Area Studies Centers

AY: Academic Year

BA/BGS: Bachelor of Arts/Bachelor of General Studies CABA: Children's Africana Book Awards

CC: Community College

CGSC: Command and General Staff College

CIEE: Council on International Educational Exchange CLAS: College of Liberal Arts and Sciences

COIL Collaborative Online International Learning ColLAB: Humanities Collaborative

CTE: Center for Teaching Excellence DCCC: Dodge City Community College

DEIB: Diversity, Equity, Inclusion, and Belonging EFC: Expected Family Contribution

EGARC: Ermal Garinger Academic Resource Center

EEO/AAE: Equal Employment Opportunity/ Affirmative Action Employer FAO: Foreign Area Officer

FLAS: Foreign Language and Area Studies FY: Fiscal Year

GCCC: Garden City Community College GOE: Global Opportunities Expo

GPALP Great Plains African LCTL Pipeline GRW: Graduate Research Workshop GTA: Graduate Teaching Assistant GWLA: Greater Western Library Alliance

HBCU: Historically Black Colleges and Universities HCH: Hall Center for the Humanities

HR: Human Resources

IHAWKe: Indigenous, Hispanic, African American, Women KU Engineering IIGE: Institute for International and Global Engagement (IIGE)

ILL/DD: InterLibrary Loan and Document Delivery IT: Information Technologies

ItC: Internationalizing the Curriculum JCCC: Johnson County Community College K-12: Kindergarten - 12th Grade

KASC: Kansas African Studies Center

KS: Kansas

KU: University of Kansas KUCR: KU Center for Research

KUL: The University of Kansas Libraries KUMC: University of Kansas Medical Center KUSW: KU Scholar Works

LCTL: Less Commonly Taught Language MA: Master of Arts

MAAAS: Mid-America Alliance for African Studies MSI: Minority Serving Institution

NALRC: National African Language Resource Center NRC: National Resource Center

OIP: Office of International Programs OPI: Oral Proficiency Interview

OPIc: Oral Proficiency Interview Testing via Computer OOE: Other Operating Expenses

OSA: Office of Study Abroad

PhD: Doctor of Philosophy

ROTC: Reserve Officers' Training Corps

SALI: Summer African Language Institute at KU

STEM: Science, Technology, Engineering, and Mathematics UG: Undergraduate

WGSS: Women, Gender, and Sexuality Studies WLF: World Languages Fair

KASC

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***Supporting Sustainable Connections: The Kansas African Studies Center***

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***Supporting Sustainable Connections: The Kansas African Studies Center***

Founded in 1992, the Kansas African Studies Center (KASC) is in its fourth decade as the premier resource for African Studies in the Great Plains region. KASC is a leading national voice in African Studies with a reputation for regional excellence in the creation and dissemination of Africa-based knowledge through its mission of language instruction, undergraduate (UG) teach- ing, graduate education, faculty research, and cultural outreach. **Table 1** provides an overview of recent KASC activities and contribution to objectives and purpose of NRC and FLAS Programs.

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| **Table 1: Recent Impact of the Kansas African Studies Center in the Great Plains Region** |
| Offered **regular instruction in three African languages (Arabic, Kiswahili, and Wolof)** to 544 students (including 153 in advanced classes) from 2018-2021. Supported the KU **Summer African Language Institute (SALI);** Continued to conduct program-wide **oral proficiency assessments.** |
| Awarded **150 FLAS fellowships since 2014, including 65 (43%) at the advanced level**, to 110 different stu- dents for study in critical African LCTLs to serve national needs. |
| Continued to showcase our language programs in an annual **African Language Festival**, with average attendance of over 200 people each spring since the inaugural event in 2016. We subsequently launched an annual African Food and Film Festival that has attracted over 100 attendees **e**ach fall since the inaugural event in 2018. |
| Produced 66 undergraduates in the **African Studies major and minor,** provided more than 150 BA/BGS earners with 15+ hours of African Studies courses since 2018. |
| Awarded **graduate certificates** in African Studies to 69 students from 4 KU professional schools and 14 disciplines in the College of Liberal Arts and Sciences. |
| Hosted the annual **KASC Graduate Research Workshop** in 2019 and a virtual version in 2021 (after a one-year hiatus due to the COVTD pandemic in 2020), providing opportunities for 28 students from 17 disciplines and one regional institution to present their work and get feedback from an audience of 64 total attendees. |
| Encouraged **careers in federal and state government** in 28 events with 624 attendees between 2018-2020, in- cluding information sessions on employment for the CTA, Peace Corps, and Department of State; frequent "coffee conversations" with diplomats; and panel discussions on internship opportunities in Washington DC. |
| Delivered **African Studies outreach** to nearly 10,000 participants since 2019, including these events:   * a commemoration marking the 25th anniversary of the Rwandan genocide * a panel discussion comparing protest movements in the U.S. and Nigeria (i.e., #BLM and #EndSARS) * Sawyer seminars based on the Mellon Foundation project, *Chronic Conditions: Knowing, Seeing, and Heal- ing the Body in Global Africa*. * *Coming to the Heartland* and *Migration Stories* (funded by National Endowment for the Humanities) |
| Strengthened **strategic collaboration with the US Armed Forces** through academic advising with KU's Wounded Warriors program, training for officers pursuing an MA or graduate certificate in African Studies; Provided Arabic instruction for 98 ROTC students through Project GO since 2013, including 40 with KU in Tfrane, Morocco. |
| Hosted three recent **conferences (**2014, 2017, and 2019) **of the Mid-America Alliance for African Studies**  (MAAAS), bringing 172 regional faculty and graduate students together for research and teaching exchanges. |
| Facilitated **study abroad and internship opportunities in Africa** with 127 participants studying in 16 African countries since 2017, including KU programs in Morocco, Tanzania, South Africa, and Senegal. |

KASC requests annual mean amounts of $248,072 in NRC funding and $325,000 for FLAS fellowships to extend this high-quality work through activities that resonate strongly with NRC priorities for 2022-2026. These activities not only consolidate successful programs that KASC implemented with previous support, but also extend programs in ways that incorporate initiatives we developed in response to unprecedented challenges of the global pandemic. **Table 2** lists key initiatives KASC will launch with NRC and FLAS support.

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| **Table 2: KASC Initiatives for 2022-2026** |
| Better realize KASC potential as a *resource* center via **comprehensive emphasis on virtual/hybrid activities**. |
| Use internet to incorporate **African perspectives**, **involve African partners** across all activities. |
| Generate a pool of African language learners through the **Great Plains African LCTL Pipeline** initiative, sup- porting enrollment in online language courses free of charge for regional high school, MST, and CC students. |
| **Extend the reach of our language training** to high school, CC, and MST teachers with stipends for intensive language study at KU's **Summer African Language Institute** (SALT). |
| Expand language program by adding courses in **Yoruba-**a prominent language in regions where a concentration of KASC affiliates work-to supplement existing portfolio of 4-yr instruction in **Arabic, Kiswahili,** and **Wolof.** |
| Sustain the language program by **10 AY and 8 Summer FLAS** awards; broaden participation by continuing preference for students who demonstrate financial need and come from underrepresented groups. |
| Ensure the **quality of our online language instruction** through controlled comparison of student oral proficiency as a function of instruction modality; provide training for language instructors in assessment via OPT. |
| Encourage African Studies in KU Professional Schools with competitive grants to create **Cooperative Online International Learning (COIL)** experiences with African university partners. Support connections to partners with funds for **KASC staff travel** and **professional development travel grants** for KASC Faculty. |
| Support sustained interest in African Studies through **Global Awareness Correspondents/Ambassadors**  programs, linking KU students in online exchanges with African peers and community service-learning projects. |
| Use NRC funding to seed a faculty position for a scholar of **Islamic Studies in Africa** to support the Tslamic Studies track of the AAAS and to conduct teaching and research in an area of national need. |
| Use NRC funding to prioritize the search to fill the vacant position of **African Studies Librarian**. Provide funding for a Yoruba-proficient student to assist collection of materials to support inclusion as a FLAS-eligible language. |
| Expand our role as a regional center for African Studies by launching an annual **KASC Virtual Symposium** and monthly **Ujamaa Virtual Colloquium Series,** continuing our **foundational support for MAAAS** and expanding the **Graduate Research Workshop**-providing opportunities for regional Africanists to present and discuss work. |
| Support ongoing development of a key initiative from last NRC cycle through continued support for the annual  **African Digital Humanities Symposium.** |
| Support professional development of regional partners with **Great Plains Virtual Affiliate Fellowship** and sup- port for CC/MST educators to attend the annual meeting of MAAAS. |
| **Support sustainable connections** with regional K-12, MST, and CC students and educators by rotating the physi- cal site of programs (e.g., **WLF, GOE, and ItC workshops**) and extending to virtual format. |
| Tnvest in **quality K-16 education with teacher workshops** on annual themes of public health and well-being; mi- gration, identity, and citizenship; disinformation and epistemic violence; and building sustainable communities. |
| Evaluate the quality of our initiatives by developing **evidence-based assessment** of KASC programming; using results of the evaluation in a feedback loop to inform programming decisions. |

# Commitment to International Programs and African Studies

* 1. The University of Kansas (KU) has **the most extensive international education port- folio** of any university between the Mississippi River and the west coast, including a Provost- level Office of International Programs (OIP) and 5 internationally focused area studies programs that contribute to the University's international mission. KU currently ranks seventh in the nation for the most Title VI-granted NRCs, including a Language Resource Center and Area Studies Centers (ASCs) for Africa, East Asia, Latin America, and Russia and Eastern Europe. As one in- dication of commitment to international programs, KU is one of 10 participants in the 2020-2022 **American Council on Education Internationalization Laboratory**. As a result of this exer- cise, and in recognition of institutional strength, the Office of the Provost has committed

$321,807 in an era of tight budgets to create a campus-wide **Institute for International and Global Engagement** (IIGE) to support and coordinate the activities of the OIP and ASCs.

**KU supports KASC** by providing essential infrastructure, including five offices and two meeting rooms in a central campus building that it shares with other ASCs. KU provides coordi- nated finance, post-award, and HR services from a Shared Service Center in the College of Lib- eral Arts and Sciences (CLAS) and from the University of Kansas Center for Research Award Management Services. KU provides 100% of salary for KASC staff: a faculty director; faculty associate director; full-time assistant director; and full-time coordinator of outreach and commu- nications. The KU Department of African and African-American Studies (AAAS) supports KASC through the employment of 7 African specialist faculty and a full-time, PhD-holding Afri- can language coordinator. More generally, KU supports 83 Africanist faculty who are affiliated with KASC in 26 departments (CLAS) and 9 professional schools (**Appendix 3**). Library re- sources in African Studies at KU include more than 93,000 items and funding in FY 2021 of

$310,595 for electronic resources, collec- tions, supplies, IT, travel, and staff. **Table A1** summarizes financial support for Afri- can Studies of nearly $10 million annually.

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| **Table A1: KU Institutional Support in 2021** | |
| **Activity/Item** | **Amount** |
| KASC Faculty Admin Salaries | $229,160.00 |
| KASC Faculty Salaries | $6,666,341.00 |
| Lecturer Salaries | $351,598.00 |
| GTA Salaries and Tuition Waivers | $440,925.00 |
| KASC Staff Salaries | $122,972.00 |
| African Studies Library, FY 2021 | $310,595.00 |
| Spencer Art Museum (approx) | $10,000.00 |
| EGARC (Language Lab) (approx.) | $53,000.00 |
| KASC & AAAS Student Workers | $9,926.00 |
| Admin/Support Salaries | $477,079.00 |
| KASC OOE, TT, & Outreach | $17,640.00 |
| External Grants | $905,220.00 |
| **TOTAL** | **$9,594,456.00** |

**KU supports links to institutions abroad** via the OIP and an active Office of Study Abroad (OSA). KU has more than 100 active programs of international study

and cooperative research and more than 180 agreements with partner universities worldwide. All KU schools offer study abroad programs. Roughly one quarter of KU UGs study abroad; many of those students use aid to finance it, including 18% who receive Pell grants for students with high financial need. The OSA encourages every student to gain international experience and en- sures that students who receive financial aid to study on campus receive that aid to study abroad.

**KU links with African universities** include formal institutional arrangements and continu- ally expanding student and faculty affiliations throughout the African continent (**Table A2**).

KU's Medical Center (KUMC) has formal links to medical clinics in Ghana, Kenya, Uganda, and Zambia that host interns annually. Since 2017, 127 KU students have held internships and stud- ied abroad in 16 African countries, many with financial assistance from KU. Prior to the

COVID-19 pandemic, KU had steadily expanded its study abroad opportunities in Africa, includ- ing the 2019 ColLAB humanities field school in Tanzania (with 3 undergraduates and 4 graduate students). We are eager to continue that expansion when the pandemic situation permits it.

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| **Table A2: Links to African Universities and Research Centers** | |
| Al-Akhawayn University (Tfrane, Morocco) | Great Zimbabwe University (Masvingo, Zimbabwe) |
| Kisii University (Kenya) | Makerere University (Kampala, Uganda) |
| Nelson Mandela Univ. (Port Elizabeth, South Africa) | Rhodes University (Grahamstown, South Africa) |
| Universite Cheikh Anta Diop (Dakar, Senegal) | University of Dar es Salaam (Tanzania) |
| University of Development Studies (Tamale, Ghana) | Universidade Eduardo Mondlane (Mozambique) |
| University of Fort Hare (South Africa) | Universite Gaston-Berger (Saint-Louis, Senegal) |
| University of Ghana (Legon) | University of Tlorin (Nigeria) |
| University of Maiduguri (Nigeria) | University of Mogadishu (Somalia) |
| West African Research Center (Dakar, Senegal) | Zanzibar University (Tanzania) |
| ***Additional KASC Student and Faculty Research Affiliations*** | |
| ACT Baobab Center (Dakar, Senegal) | Amadou Bello University (Zaria, Nigeria) |
| Ashesi University (Accra, Ghana) | Bayero University (Kano, Nigeria) |
| Centre d'Etudes Maghrebines a Tunis (CEMAT) | Kenyatta University (Nairobi, Kenya) |
| Lagos State University (Nigeria) | Saint Paul's University (Addis Ababa, Ethiopia) |
| Saint Yarek Hospital, (Addis Ababa, Ethiopia) | Sokoine University of Agriculture (Tanzania) |
| State University of Zanzibar (Tanzania) | Stellenbosch University (South Africa) |
| Universite Abdou Moumouni (Niamey, Niger) | University of Botswana |
| University of Buea (Cameroon) | University of Calabar Teaching Hospital (Nigeria) |
| University of Cape Coast (Ghana) | University of Cape Town (South Africa) |
| University of Dar es Salaam (Tanzania) | University of the Free State (South Africa) |
| University of Tbadan (Nigeria) | University of KwaZulu-Natal (South Africa) |
| University of Namibia | University of Pretoria (South Africa) |
| University of South Africa (UNTSA) | University of the Western Cape (South Africa) |
| University of the Witwatersrand (South Africa) | University of Yaounde (Cameroon) |

**KU provides support for outreach** through its Center for Service Learning and public edu- cation outlets such as the Spencer Museum of Art, Natural History Museum, and the Lied Center for the Performing Arts. KU provides support for KASC outreach through a full-time Outreach Coordinator who collaborates with counterparts from the other ASCs to organize joint teacher training workshops, programs for K-12 students, and other international education events.

**KU supports KASC and FLAS students** via the OIP's Global Scholars Program and pre- dissertation research awards, the KU Center for Undergraduate Research, and other academic fellowships. **KU supports KASC graduate students** via fellowships, graduate teaching and re- search assistantships, and tuition credits. Graduate students receive support from the Graduate Scholarly Presentation Travel Fund and other travel awards to conduct research and attend pro- fessional meetings to share their work with regional, national, and international audiences.

# Quality of Language Instructional Program

* 1. As a regional and national center for African studies, KU offers **instruction in a geo- graphically diverse group of African languages** with particular attention to national needs in Islamic areas of Africa from Senegal to the Swahili Coast (**Appendix 1**). Besides regular instruc- tion in Arabic, Kiswahili, and Wolof, we have also offered Amharic and Hausa and provided fac- ulty-supervised, individual instruction in Akan, Afrikaans, Chinyanja, Kikongo, Shona, and Yo- ruba during past NRC cycles. KASC has collaborated with AAAS to offer the annual **KU Sum- mer African Languages Institute (SALI)**, an 8-week course of intensive instruction in African languages to meet the needs of KU students and the wider community of language learners in the region and beyond, including high school teachers, officers at United States Army Command and General Staff College (CGSC), and ROTC students in Project Global Officer (GO) studying Ara- bic and Kiswahili. KASC and AAAS hosted a Kiswahili STARTALK Academy in 2019, where 22 regional middle and high school students studied intensive Elementary Kiswahili. As a fol- low-up, we have applied for STARTALK funding to support intensive training in Elementary Arabic for regional students. If funded, the program will run from 2022-2024.

Fall term **enrollments in African Languages** at KU during the past 4 grant cycles include over 1,500 students, including more than 300 students at advanced levels. Since 2014, 63 FLAS awards have supported study at the advanced level in Amharic, Arabic, Kiswahili, Somali, and Wolof. **Table B1** lists enrollments in African language courses during recent years.

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| **Table B1: Enrollments in African Language Courses at KU, Fall 2018 - Summer 2021** | | | | |
| **Level** | **Arabic** | **Kiswahili** | **Wolof** | **Total** |
| **Year 1** | 86 | 67 | 22 | **175** |
| **Year 2** | 111 | 69 | 36 | **216** |
| **Year 3, 4** | 101 | 40 | 12 | **153** |
| **Total** | **298** | **176** | **70** | **544** |

When COVID compelled a move to virtual interaction, KASC language instructors made a virtue of necessity and embraced the opportunities that online delivery affords. Instructors instituted virtual language tables that more readily afford participation of native speakers from the language community, and participation has been higher than pre-pandemic rates.

Foremost among new initiatives is the ***Great Plains African LCTL Pipeline (GPALP)***, through which KASC offers elementary-level courses for KU credit free of tuition to students at high schools, Minority Serving Institutions (MSIs), and community colleges (CCs) in the region. We have piloted this initiative for Wolof courses, and it has been a resounding success (e.g., full enrollments of 15 students during Spring 2022). In the upcoming NRC cycle, KASC will strategically enhance our language program by using NRC funds to extend this initiative to Arabic and Kiswahili, to support KU SALI, and to **introduce regular instruction in Yoruba.**

* 1. KASC regularly offers **instruction to the 3rd year level** in Arabic, Kiswahili, and Wolof, with opportunities at the 4-5th year levels available as faculty-supervised independent readings or study abroad language immersion programs. The Kiswahili and Arabic advanced readings courses (401/402/505) are literature and media languages courses, with enrollments of 5 in Arabic and 13 in Kiswahili over the past two years. For example, students in ARAB 401 and ARAB 402 read and discuss authentic materials from Arabic-language media on such topics as politics, international relations, trade, and industry. KASC's Morocco program offers 4-level in- struction in Arabic, with FLAS recipients studying Arabic at the 3rd and 4th year levels every summer prior to the pandemic. Similarly, several Kiswahili and Wolof students participate annu- ally in study abroad language immersion programs in Tanzania and Senegal.

KASC students have exposure to African languages via courses in Theatre, Film & Media Studies, Geography, and History (**Appendix 2**). KASC has included Arabic and Kiswahili in an

initiative through the KU Honors program, KU Language Across the Curriculum, which uses world languages as the medium of instruction for courses and discussion sections in fields such as business, history, political science, and environmental studies. KU teaches African literature in English and French. The Francophone Studies UG Certificate requires two years of language training in either Wolof, Arabic, or Haitian Creole.

* 1. **African language faculty coordinate, teach (at all levels), and advise** effective lan- guage instruction in collaboration with a full-time African Language Coordinator and Assistant Teaching Professor of Arabic, Amal El Haimeur, who holds a PhD in Linguistics with expertise in Arabic as a heritage language, second language acquisition, and teaching Arabic as a foreign language. Language faculty include a tenured professor of Kiswahili (Ojiambo)-an expert in development of curriculum and assessment tools who previously served as KASC Associate Di- rector and African Language Coordinator-and an Arabic lecturer (Ben Baba) who holds a PhD in Adult and Continuing Education. AAAS has hired a new Kiswahili lecturer (Muhando), who will join KU in Summer, 2022 with a PhD in Linguistics. The Wolof lecturer (Correa Fernandes) is an ABD PhD student in Public Policy and Urban Affairs as Southern University.

KU instructors of African language use **performance-based teaching** that emphasizes func- tional and cultural competence in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The courses reflect the world readiness standards for language learning with a contextual reference to grammar and an emphasis on inte- grating language and culture into the instructional content and assessment process. Instructors practice a backward design framework and make extensive use of online educational platforms (e.g., VoiceThread, Kahoot, Peardeck and Flipgrid) to assess and enhance the three modes of communication: interpretive, interpersonal, and presentational.

In collaboration with the Ermal Garinger Academic Resource Center (EGARC), the African Language Coordinator provides instructional support and holds teaching seminars and pedagogy workshops in which language lecturers receive training and supervision in performance-based methods and the use of technology in foreign language classrooms. We supplement this with di- rect classroom observation of teaching and regular meetings between the language coordinator and the lecturers. Language faculty regularly attend professional development workshops on such topics as world readiness standards for learning languages; use of authentic materials for instruction; a backward design approach for syllabi and learning plan preparation, teaching, and assessment; and effective instruction and assessment for virtual and hybrid classes. Language faculty received additional training through Michigan State University on development, facilita- tion, and assessment of online language courses. We plan to continue this training in the coming cycle. The training made our pandemic transition to virtual instruction easier, and it enabled us to offer both synchronous and asynchronous language classes to students during SALI.

All KASC language faculty and lecturers have attended ACTFL workshops. KASC language faculty are active in training and conference activities of the National Council of Less Com- monly Taught Languages and African Language Teachers' Association (ALTA). For many years, KU faculty have worked with the National African Language Resource Center (NALRC) to de- fine and implement national standards for material production, curriculum development, teach- ing, and assessment of LCTLs. NRC funds for ALTA conference attendance on proficiency-ori- ented teaching methods and for local workshops on teaching and assessment of LCTLs in virtual and hybrid formats will enhance this extensive professional development.

To provide **language instruction beyond KU,** we have developed a standards-based, online course in Elementary Wolof, and we are developing similar courses for Kiswahili and Arabic for

launch in the coming academic year (AY). In collaboration with EGARC initiatives to develop Open Education Resources, we have developed a Wolof Idiom Dictionary and an open access, standards-based, first-year Kiswahili E-textbook that we will pilot in Fall 2022. We plan to de- velop and launch a second-year Kiswahili E-textbook in Fall 2023. We anticipate similar efforts to develop an elementary E-textbooks for Arabic and Wolof.

* 1. KU ensures the **high quality of its performance-based instruction in African lan- guages** by measuring teaching outcomes according to nationally recognized standards (ACTFL Proficiency Guidelines). All language instructors conduct Oral Proficiency Interview (OPI) as- sessments at the beginning and end of the year for all language students. Given program goals of functional competence, instructors base their assessment on performance in everyday language situations. Instruction in first-year language courses is intensive, with introductory courses of 5 classroom hours per week capped at 25 students. One-hour weekly Arabic, Kiswahili, and Wolof language tables enhance students' oral proficiency and develop cultural competency in African contexts. In 2016, KASC initiated an annual, campus-wide African Language Festival that has attracted over 200 attendees every spring. In 2018, KASC initiated a Food and Film Festival that has attracted over 100 attendees every fall. Both events effectively showcase our African lan- guage offerings, enhance oral proficiency, and spur increases in our language enrollments.

Other **high-quality resources facilitate African language teaching and learning**. Espe- cially important are online instructional resources and assessment tools that enable virtual and hybrid instruction. Classrooms are equipped for synchronous hybrid instruction, with the option to capture and upload the classroom session for asynchronous virtual participation. Students use language websites (e.g., Lingco) and have access to resources at EGARC, which has three computer labs, a digital language classroom, a media-enhanced conference room, a soundproofed

recording studio, and a Learning Commons designed to facilitate collaborative work. EGARC has an extensive library of interactive language-learning materials in Arabic, Kiswahili, and Wolof; extensive holdings in multimedia instructional materials; and an extensive African film collection featuring more than 350 titles, with additional films available through KU Libraries (KUL). KASC affiliates contribute extensively to the development of such materials. KU instruc- tors and an open access, standards-based, first-year Kiswahili textbook that follows two Ameri- can students spending the year studying abroad in East Africa. KUL developed Library Guides for Arabic in Africa, Hausa, Kiswahili, Somali, and Wolof that attract extensive use **(Section F)**. NRC funds will support the development of this language collection.

African language instruction at KU emphasizes **high-quality, performance-based learning and oral proficiency requirements**. As a result, oral proficiency of KASC students has been consistently high across all levels of ACTFL measures. Teaching and testing methods help learn- ers use language to achieve functional and intercultural competence.

The UG KU Core curriculum (**Section D**) emphasizes language learning, and the CLAS BA degree requires fourth-semester proficiency in a foreign language. Students in the AAAS BA major must fulfill this requirement by taking an African language. Likewise, the UG certificate in **African and African Diasporic Languages (AADL)** requires fourth-semester proficiency in an African language. The African Studies Minor in AADL concentrates on proficiency in one language and general knowledge of the relationship of language to culture and history. Students in the minor are required to take six semesters of an African language. MA students in African studies must attain end-of-2nd year competency in one of KU's African languages. KASC does not require Graduate Certificate students to take African languages, but they increasingly matric- ulate into our language courses at advanced levels. All doctoral students must pass KU's Foreign

Language or Research Skill (FLORS) requirement; to date, many of KASC's PhD-level Graduate Certificate students have done so through fieldwork-level competency (as assessed via OPI) in Arabic, Kiswahili, or Wolof, or with proficiency in other languages that we have offered on de- mand (Akan, Afrikaans, Chinyanja, Hausa, Karimojong, Kikongo, or Somali).

# Quality of Non-Language Instructional Program

* 1. From a large menu of introductory courses to comprehensive offerings for graduate stu- dents, KU provides **high quality non-language instruction at all academic levels in a variety of disciplines and regions of Africa (Appendix 1)**. Our UG program features 89 regular courses with 50-100% Africa content in 47 disciplines. Our graduate curriculum features 72 courses with 50-100% Africa content across 42 departments in CLAS. Another 214 UG and graduate courses (in 47 departments in CLAS plus 6 professional schools) contain 25-49% Af- rica content. **KU professional schools with Africa-content courses** include the Schools of **Ar- chitecture** (*Global History of Architecture* with KASC affiliate Nayeem Bushra), **Business** (*Business Finance* with KASC affiliate Babajide Wintoki), **Education** (*Language, Discourse, and Ideology* with KASC affiliate M'balia Thomas), **Journalism** (*International Journalism*)*,* **Law** (*Islamic Law* and *International Trade Law* with KASC affiliate Raj Bhala), and **Music** (*Music in World Cultures* with KASC affiliate Dylan Bassett). Initiatives for 2022-2026 include course development grants for KU faculty in professional schools (and stipends for their African faculty partners) to create **Collaborative Online International Learning (COIL)** experiences around annual themes of *Public Health and Well-Being* (Y1); *Identity and Citizenship* (Y2); *Dis- information and Epistemic Violence* (Y3); and *Building Sustainable Communities* (Y4).
  2. **KU offers considerable depth of specialized course coverage across multiple disci- plines.** Course offerings in African Studies span all levels: interdisciplinary undergraduate and

graduate courses at the introductory level (e.g., AAAS 103: *Introduction to Africa*), specialized courses at the upper UG level (e.g., AAAS 550: *Senior Seminar in African Social and Political Development*), the entire series of core courses for the African Studies MA (AAAS 802: *Intro- duction to African Studies*; AAAS 803: *Research Methods in Africana Studies*; and AAAS 804: *Seminar in Africana Studies*), and advanced seminars at the PhD level (e.g., *ENGL 980/PSYC 993: Decolonizing Knowledge*). Of our 164 courses with 50-100% Africa content, 94 offerings in 23 departments qualify as specialized or in-depth beyond the broad, introductory survey of a field (**Appendix 1**). Besides AAAS, programs offering these courses include the School of Ar- chitecture and Design, School of Music, and Departments of Dance, Economics, English, His- tory, Political Science, Psychology, Religious Studies, and WGSS (among other CLAS units).

* 1. **Faculty availability for teaching African Studies courses is** extensive, with 83 core and affiliated faculty and full-time lecturers in 26 departments in CLAS and 9 professional schools housing 19 KASC affiliates in the Schools of Architecture and Design, Business, Educa- tion, Health Professions, Journalism and Mass Communication, Law, Music, Pharmacy, and So- cial Welfare (**Appendix 3**). Within the College of Liberal Arts and Sciences, 64 KASC affiliates work in the Humanities (24), Social and Behavioral Sciences (13), Natural Sciences and Mathe- matics (4), International and Interdisciplinary Studies (20), and the School of Arts (3).

KASC takes seriously the necessity of **pedagogical training for instructional assistants.**

All departments require and provide GTA training, mentoring, and formal review in consultation with the College Office of Graduate Affairs. Faculty instructors directly supervise and meet with GTAs weekly to review pedagogy on an individualized basis tailored to the course and to the needs, research interests, and experience of the graduate student. Some experienced graduate stu- dents offer African Studies courses as assistant instructors. They work closely with faculty

mentors to develop and implement curriculum, providing critical training for the next generation of African studies teachers. All GTAs attend a fall pedagogy workshop run by the KU Center for Teaching Excellence (CTE), with follow-up sessions throughout the academic year, as well as individual departmental training programs. They may also take a credit-bearing course on peda- gogy through CTE. Many faculty also use CTE resources. Students in the dual MA program of AAAS and Museum Studies typically work as interns in the Spencer Museum of Art, which of- fers pedagogical training in the context of a university art museum that enriches learning not only for the academic community, but also K-12 students, senior citizens, and the general public.

* 1. **Interdisciplinary course offerings are extensive.** Of our 164 UG and graduate courses with 50-100% Africa content, we cross-list 36 courses in at least two disciplines. Examples in- clude courses on *African Art and Gender*, *Islam and Politics*, *African Human Geographies*, and *African Theatre and Drama*. Multiple disciplines and professional schools offer entry-level courses with 25-49% African content. Course offerings demonstrate commitment to cover all ar- eas of the continent, whether within a single course or through region-specific courses (e.g., *In- troduction to West African History*, *Discovering Popular Culture in East Africa,* or *Language and Power in North Africa*).

# Quality of Curriculum Design

KASC instructional programs include the UG major in AAAS, the UG minor in AAAS or AADL, the UG certificate in AADL, the Graduate Certificate in African Studies, the MA in AAAS, and the Africa track of the MA in Global and International Studies.

* 1. **KU has incorporated African Studies training into a wide variety of UG degree programs** across the humanities, social and natural sciences, and professional schools. In the previous cycle, we successfully focused on integrating KASC programming into the UG **KU**

**Core**: a university-wide curriculum initiative designed to transform education beyond mere in- formation provision to promote not only (1) critical thinking, (2) communication skills, and

(3) breadth of knowledge; but also (4) cultural diversity and global awareness; (5) social respon- sibility and ethics; and (6) creativity. As a result, students can gain competence in African Stud- ies through Africa-focused courses across disciplines. In the past 3 years, 150 KU baccalaureate graduates took 15 or more hours in African Studies courses from 17 CLAS departments and 2 professional schools (**Table D1**).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D1: 2019-2021 BA/BS Graduates with 15+ African Studies hours** | | | | |
| **Divisions & Schools** | **2019** | **2020** | **2021** | **Total** |
| Humanities | 34 | 46 | 14 | 96 |
| Social Sciences | 14 | 11 | 17 | 42 |
| Natural Sciences | 0 | 0 | 5 | 5 |
| Professional Schools | 1 | 1 | 3 | 7 |
| Totals | **49** | **60** | **39** | **150** |

KU offers UGs both a Major (BA or Bachelor in General Studies, with 25 graduates since 2018) and a Minor in AAAS (with 41 graduates since 2018). The BA in AAAS requires 2 years of African language study. The Minor offers a specialization in AADL (6 graduates since 2018). Funding for UG FLAS to support students wishing to pursue advanced language coursework will increase this number. Students pursuing the **AAAS minor** complete 18 hours of coursework, in- cluding *Introduction to Africa* or *Introduction to African History*, a thematic cluster of 4 courses at intermediate or advanced levels, and a senior project providing a capstone learning experience. The senior project is typically a research paper in a capstone course, but it also can be a field ex- perience; study abroad; or an honors project, thesis, or independent study with Africanist faculty. Each cluster has a set of faculty experts who meet regularly with students to advise them about KASC programs that strengthen interaction among the KU Africanist community (**Table D2**).

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| --- | --- |
| **Table D2: African Studies Advising Clusters** | |
| **African Languages & Linguistics** | Amal El Haimeur (AAAS Language Coordinator); John Gluckman (Linguistics); Peter Ojiambo (AAAS) |
| **African Arts & Literature** | Jessica Gerschultz (AAAS); Van Kelly (French); Nicole Hodges Persley (Theatre/AAAS); Peter Ukpokodu (Theatre/AAAS); James Yeku (AAAS) |
| **People and Space** | Glenn Adams (Psychology. KASC Director); Hannah Britton (Political Science/WGSS) Kathryn Rhine (AAAS/Geography Atmospheric Science); Stacey Vanderhurst (WGSS) |
| **Societies and Civilizations** | Jacqueline Brinton (Religious Studies); Marie Grace Brown (History); Majid Hannoum (Anthropology); Elizabeth MacGonagle (History/AAAS) |

The AAAS Major and AAAS Minor provide an **appropriate array of requirements to demonstrate Africa expertise at the UG level**. Students seeking the BA Major or AADL Minor must take 2 years of an African language. AAAS Minor students take an African language to fulfill their CLAS language requirement or obtain the Francophone Studies UG Certificate.

**KASC offers extensive, appropriate, and high-quality training options for graduate stu- dents.** The Center currently trains almost 30 continuing graduate student affiliates in 3 profes- sional schools and 15 CLAS departments. KASC provides a second home to more than 100 Afri- can KU students from 22 countries, roughly half of whom are studying for graduate degrees.

More than 400 students earned Africa-focused MAs or PhDs at KU over the last 30 years-a tes- tament to excellence in African languages and success with publications, grant competitions, professional conference presentations, and job placements. Through the first three years of the current NRC cycle, more than 79 graduate students from 14 KU departments and programs have taken courses in African languages. Others come to KU with African language skills, attracted by KASC's high-quality graduate training. In addition to on-campus AY language training, op- portunities include the SALI, KU's summer intensive Arabic program in Morocco, intensive Wolof language training in Senegal, intensive language training on programs of other universi- ties, and Fulbright Group Projects Abroad for Kiswahili. These advanced language programs benefit from and contribute to our overall excellence in graduate training.

During recent NRC cycles, KASC implemented 3 successful initiatives to formally recognize graduate students for coursework on Africa. One was an **MA in African Studies** (through AAAS) with an African language requirement. Since 2013, 30 students have earned an MA from AAAS. Another was a **Graduate Certificate in African Studies** for students across the univer- sity. To earn the certificate, students take 12+ hours of 100% Africa coursework, including a re- quired interdisciplinary seminar, *AAAS 802: Introduction to African Studies* (taught by MacGon- agle, Ojiambo, and Gerschultz). To date, 69 students from the School of Education (4), School of Architecture (1), School of Health Professions (1), School of Journalism and Mass Communica- tion (1), and 14 CLAS units (AAAS; Anthropology; Communications, English; Fine Arts; French; Geography; History; History of Art; Global and International Studies; Linguistics; Mu- seum Studies; Political Science; Psychology, and WGSS) have earned KASC Graduate Certifi- cates. The third was a **fast-track MA program for US Armed Forces Foreign Area Officers** (FAOs) in AAAS, with 1 of the 5 recent graduates since 2013 studying Kiswahili at our SALI in Summer 2018 before serving in the Congo.

Besides formal coursework, KASC also initiated an annual **Graduate Research Workshop** (GRW) in 2011 to provide an opportunity for students to get feedback about their work in an in- terdisciplinary Africanist forum. After a one-year hiatus due to COVID, the GRW was back in a virtual format in 2021. In the most recent GRWs (2019 and 2021), 28 students representing 17 disciplines (and one regional institution) presented their work to 64 audience attendees. Although circumstances may permit in-person meetings, we have decided to conduct GRW 2022 and fu- ture meetings in a hybrid format to take advantage of affordances that the internet offers for broader participation of graduate students across the Great Plains region-a theme that informs initiatives that we propose across all areas of programming for the 2022-2026 cycle.

* 1. **KASC teaching faculty and professional staff** in more than 30 units **provide aca- demic and career advising** to students that is specific to their disciplines and African regional expertise. Africanist faculty advise KASC undergraduate and graduate students in their disci- plines and professional schools. Thematic clusters **(Table D2)** provide students with advising from and interdisciplinary Africanist standpoint. Africanist faculty in AAAS (all core faculty of KASC) advise AAAS majors. The AAAS Director of Graduate Studies (DGS, Jessica Gerschultz) co-directs the MA program with AAAS Chair, Shawn Alexander. The KASC Fac- ulty Associate Director (Rhine) and AAAS DGS advise for the Graduate Certificate. A KASC and AAAS faculty review and mentor GTAs in African Studies courses each term. FLAS fellows meet regularly with the FLAS Coordinator (KASC Assistant Director, Doreen Siilo) and benefit from professionalization sessions with faculty and staff tailored to all KU FLAS fellows.

KASC works with the University Career and Employment Services to advise students on Af- rica-related opportunities. NRC funds support an annual International Careers workshop to high- light employment opportunities for Africa-oriented careers. The Global Awareness Program in OIP advises students seeking certification of their international expertise, and many of this pro- gram's 215 current advisees are Africa-focused. KASC staff and faculty have partnerships with other campus programs-including Multicultural Scholars, McNair Scholars, Wounded Warri- ors, Honors, and School of Engineering IHAWKe (Indigenous, Hispanic, African American, women, KU Engineering) programs-to advise students about opportunities in African Studies.

* 1. **Formal arrangements for student research and study abroad** are integral to many Africa-related programs at KU. **Providing access** to these international experiences is a shared mission for KASC and the OSA. Since 2017 a total of 127 KU students studied abroad in 16 Af- rican countries, including 6 students who studied languages abroad with FLAS support. Of KU

students who studied abroad in Africa since 2017, the percentage who were ethnic minority stu- dents was 25.1% (up from 21.5% in the preceding four-year period). OSA, with assistance from KASC, aims to increase student participation from underrepresented groups in African study abroad experiences by developing new access programs. These initiatives include the Airfare As- sistance Program to help high-need students pay for their airfare, and a scholarship to help high- need students obtain a passport. As a top Gilman Scholar producer, OSA collaborates with the Council on International Education Exchange (CIEE) to offer Go Gilman funds to any Pell-eligi- ble student studying on a CIEE program. Additionally, CIEE will provide a Global Access Initia- tive Grant from $750 - $2000 to Pell-eligible students to purchase airfare.

Many students who study abroad in Africa attend KU programs. Since 2017, 34 students have studied abroad in the KU Business School program on *Business Practices in South Africa*, and 21 students have studied abroad with the KASC Arabic program in Morocco. In 2018 and 2019, a total of 13 students from 6 disciplines across the university, including the Law School and KUMC, accompanied one CC professor and 4 KASC faculty for a collaborative medical hu- manities project with colleagues in Tanzania.

**Access to other study abroad and summer programs** is extensive. KU facilitates study in Senegal, Morocco, Tanzania, and South Africa on programs of the CIEE, School for Interna- tional Training (SIT), and School for Field Studies, in addition to programs of other universities. KU Students studied in Botswana, Ghana, Morocco, and South Africa with the International Stu- dent Exchange Program. KU study abroad advisers, including a dedicated Coordinator for Afri- can programs, provide a comprehensive range of student services for outbound students. Faculty members, fairs, websites, and brochures provide information about these and other opportunities.

# Quality of Staff Resources

* 1. **KASC faculty and staff are highly qualified for center activities and training pro- grams and participate in teaching, supervising, and advising students** (See **Section D.2.**). The KASC Director is Glenn Adams, professor of (social and cultural) psychology with a PhD from Stanford University and language training in Krio, Twi, Dagbani, Spanish, and Vietnamese. He maintains a prolific research program based on extensive fieldwork in Ghana and maintains active intellectual collaborations with colleagues in Ghana and South Africa. The Faculty Asso- ciate Director is Kathryn Rhine, an associate professor of AAAS and Geography and Atmos- pheric Science with a PhD in Anthropology from Brown University. A highly productive re- searcher with a long history of successful grant applications, her research focuses on topics of public health and medical anthropology across Nigerian settings. The KASC Assistant Director and FLAS Coordinator is Doreen Maanuor Siilo. Fluent in Twi, Fante and Dagaare, she holds an MA in African Studies from Ohio University with a focus on public health interventions in Ghana. The KASC Coordinator for Outreach and Communications is Charlotte Kukundakwe, who holds a Bachelor of Laws degree from Makarere University. Fluent in Luganda, Runyankole and Kiswahili, she has more than a decade of experience working with and offering legal advice to local communities, schools, and non-profit organizations in the suburbs of Kam- pala and other regions of Uganda. Two accountants support KASC with efficient post-award as- sistance and day-to-day financial management.

**KU provides an array of professional development opportunities** for faculty and staff in- cluding research travel grants through the OIP, CLAS Travel Fund, Hall Center for the Humani- ties (HCH), the General Research Fund, the CLAS Research Excellence Initiative, and KU Re-

search Rising: a series of major new research initiatives aligned with strategic priorities associ- ated with the UN Sustainable Development Goals. Faculty receive up-to-the-minute external funding information (and email bulletins) from the KU Center for Research (KUCR). KU re- search centers-including KUCR, HCH, and Institute for Policy and Social Research-provide grant development and management support. CTE supports professional development for faculty with course development grants, pedagogy training and support, workshops on course design, and presentations on evidence-based assessment of learning goals. KU staff have a professional development fund, full library privileges, and IT access, as well as tuition assistance, fee waiv- ers, and release time to take KU courses for credit.

* 1. **Faculty from a variety of departments, professional schools, and the library over- see KASC activities** via an annual meeting of the African Studies Council and 4-6 annual meet- ings of the 15-member KASC Executive Committee. The African Studies Council, comprised of all Africanists at KU, meets each spring to discuss issues and elect the rotating members of the Executive Committee, who serve for 2-year terms. The Executive Committee consists of the Di- rector, Faculty Associate Director, Assistant Director, Language Coordinator, African Studies Librarian, one faculty member from AAAS, and five at-large faculty representatives from CLAS (humanities, social sciences, and natural sciences) and the professional schools (with recent representation from Schools of Business, Education, Journalism, and Law). One student is a non- voting member. Ex-officio members include the AAAS Chair, the contact Associate Dean of CLAS for ASCs, and OIP Associate Vice Provost. This structure ensures a diverse representation of voices in feedback to the KASC Director and for planning and oversight of KASC activities. The Director, Faculty Associate Director, and Assistant Director **oversee center staff, admin- istration, and outreach**. The Director officially reports directly to the Dean of CLAS and meets

regularly with all ASC directors, the contact Associate Dean of CLAS for ASCs, and the OIP Vice Provost. The Director supervises the duties of the Assistant Director and Coordinator for Outreach and Communications and completes an annual performance assessment based on for- mal procedures as mandated by Human Resources.

* 1. **KU's non-discriminatory employment practices encourage applications for em- ployment of persons from groups that have been historically underrepresented in aca- demia,** including members of racial or ethnic minority groups, women, persons with disabilities, and the elderly. Long a committed EEO/AAE institution, KU seeks to provide equal oppor- tunity for all individuals to become aware of available positions, to apply for those positions, and to ensure equitable treatment of applicants throughout the hiring process and during em- ployment at KU. KASC has often increased the number of affiliates through KU initiatives to hire candidates from underrepresented ethnic minorities. Each search for a KU position in- cludes proactive procedures for increasing diversity and providing equal employment oppor- tunity for all potential applicants.

**KASC leads by example**, **hiring faculty and staff who are members of historically un- derrepresented groups**. Three of the four KASC staff are women, and two identify as women of color. Of KASC's 26 core faculty members, 10 (or 38%) identify as women, and 12 (or 46%) identify as scholars of color. KASC values the knowledge and institutional expertise of faculty elders and maintains close relations with Emeritus Professors, including two former Directors and an Emeritus Africana Librarian who remain active in KASC events. Institutional recognition of this leadership is evident in the selection of a KASC Core faculty member (Nicole Hodges Persley) as KU Vice-Provost for Diversity, Equity, Inclusion, and Belonging (DEIB).

# Strength of the Library

* 1. KU Libraries (KUL) serves the Great Plains with the **largest collection of Africana** in the region. KUL provides annual support of $310,595 for African Studies: roughly 41% to col- lections; 35% to processing, public services, and preservation; and 24% to personnel (**Table F1**). Ordinarily, KASC works closely with the African Studies Librarian, a permanent member of the Center's Executive Committee, to strengthen African Studies at KU. In early 2020, KUL was on track to hire a new faculty librarian for African studies when immigration issues and the

COVID-19 pandemic derailed the hiring process. Since then, two faculty librarians (Jon Giullian and Lea Currie) have shared responsibility for African Studies. KUL has committed to hire a new African Studies Librarian in AY 2022-2023 (Y1 of the new grant cycle). KASC will lever- age NRC funds to facilitate this hire.

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| **Table F1. Institutional Funding for Africana (Libraries)** | **USD** | **Percent** |
| Librarians, Staff, and Student Assistants | $75,000 | 24% |
| Print Collections (books, journals, microforms, DVDs, maps, etc.) | $90,030 | 29% |
| Electronic Collections (databases, e-books, e-journals, etc.) | $36,930 | 12% |
| Processing, Public Services, Preservation, Travel, and Equipment | $108,635 | 35% |
| **Total** | **$310,595** | 100% |

The **Africana collection** consists of 93,000 physical items in various print formats (**Table F2**), over 21,000 streaming videos in diverse languages and topics related to Africa, and over 1,000 Africa-related serial publications. KUL provides **access to 16 Africa-specific databases** as well as hundreds of multi-subject and other databases that include content about Africa and the Afri- can diaspora. KUL maintains 10 online research guides that bring together print and electronic resources about Africa and the diaspora. These attract annual average views of 5,650, with guides to African languages among the most popular. In keeping with the core emphasis on knowledge from Africa, a primary KASC priority is to acquire imprints published in Africa.

KUL supports this priority through book- buying trips to the African continent (Y3), duplicate book exchanges with Stanford and Northwestern Universities, and monthly shipments from major African books suppliers, including the Library of Congress Cooperative Acquisitions Pro- gram regional office in Nairobi.

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| **Table F2: Profile of KU Africana Library Holdings** | | | | |
| **Publication Language** | **Print Volumes** | **Maps, Atlases** | **Micro- forms** | **Total Items** |
| English | 59,713 | 5,275 | 10,675 | **75,663** |
| French | 8,260 | 798 | 50 | **9,108** |
| Portuguese | 1,797 | 135 |  | **1,932** |
| Kiswahili | 1,716 | 105 |  | **1,821** |
| German | 1,292 |  | 25 | **1,317** |
| Russian | 659 |  |  | **659** |
| Arabic | 437 | 126 |  | **563** |
| Wolof | 164 | 156 |  | **320** |
| Yoruba | 68 |  |  | **68** |
| Other | 1,581 | 115 |  | **1,696** |
| **Total** | **72,687** | **6,710** | **10,750** | **93,147** |

* 1. **KUL makes research materials from other institutions available to KASC affiliates through a variety of cooperative and online arrangements.** Locally, the State Library of KS provides access to multi-disciplinary databases that include Africana content, and cooperation between KU and U.S. Army CGSC at Ft. Leavenworth provides access to thousands of items re- lated to the military and security of African countries. Regionally, KUL participates in the Greater Western Library Alliance (GWLA), a consortium of 38 research libraries in the central and western United States that facilitates interinstitutional cooperation via interlibrary loan (ILL) and document delivery (DD) services, shared electronic resource licenses, data curation, and pro- fessional development. KUL is also a founding member and one of only four libraries with the top status of Archive Builder in the Western Regional Storage Trust, a cooperative print journal repository program serving academic libraries and library consortia in the Western US. Nation- ally, KUL is a member of the HathiTrust Digital Library, which provides access to millions of items beyond KUL's local collections and enabled KU students and faculty to access local col- lections virtually when the physical items became unavailable in situ during the first year of the COVID-19 Pandemic. As a member of the Center for Research Libraries (CRL), KUL has access

to vast microfilm and digital holdings of foreign newspapers and other materials that are availa- ble for long-term use. KUL provides outstanding ILL and DD services, in part through participa- tion in the RapidILL system, the most efficient platform for sharing articles via ILL/DD. From

2018-2021, KUL filled 120 requests to borrow Africana materials, an indicator that KUL meets the needs of KASC faculty and students primarily through local print and digital collections.

**KUL makes research materials available to other institutions through similar coopera- tive and online arrangements.** Non-KU patrons can use KUL collections and archives in situ at no cost. KUL collections are also accessible to patrons beyond KU via specific borrowing agree- ments with partner libraries as well as ILL and DD services. From 2018-2021 KUL supplied 515 Africana items to patrons in nearly all U.S. states and many foreign countries, filling 80% of re- quests within 3 days. KUL ranks among the top lending libraries within the GWLA, lending to non-KU patrons nearly 4 times the number of books and journal articles that KU patrons bor- rowed. KUL subject guides and most of the resources listed in them are freely accessible online. KU supports open access to publicly funded research via the university's institutional repository, KU ScholarWorks (KUSW), a freely available, searchable database of KU faculty and staff pa- pers, datasets, images, and other electronic objects. Of the 27,029 digital objects in KUSW, more than 2,000 include content about Africa, and 321 were authored by KU Africanist scholars. The number of views (207,998) and downloads (192,747) of KASC faculty publications is one meas- ure that shows the global reach of KASC faculty research among Africanist scholars worldwide.

# Impact & Evaluation

To ensure quality programming with demonstrable impact, KASC will implement evidence- based assessment of program design extending techniques developed during previous cycles.

* 1. For more than three decades, KASC activities have made a **significant impact on KU**

**and the community, region, and nation**. A telling index of this impact is enrollment in African language courses. Over the past 20 years, fall term enrollments in African languages have sur- passed 1,500 students-an average of 75 students per year. Since 2014, we granted 150 FLAS awards, including 65 at an advanced level, to 110 different students for study in African LCTLs that serve national needs. Another example of KASC's impact is public engagement with out- reach events. KASC conferences, seminars, lecture series, and other global/international events attract attention across the region, bringing African perspectives to more than 30,000 participants since 2014. **Table G1** highlights KASC's notable impacts.

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| **Table G1: Highlights of KASC Impact on University, Community, Region, and Nation** | | |
| **Activity** | **Impact** | **Indicators** |
| **Training under-**  **graduates in Afri- can Studies** | Tncreased awareness and  knowledge of Africa among college-trained Americans | African Studies course enrollments have quadrupled to over  21,000 since 2005. Curricular innovations include a shift in focus from knowledge *about* Africa from general perspectives to knowledge in general *from* African perspectives. |
| **Training Africa**  **specialists in grad- uate and profes- sional programs** | More Africa specialists  prepared for government, academia, and professions | Between 2018-2022, 8 AAAS students earned MA degrees,  students received 30 FLAS fellowships, 9 students earned Graduate Certificates, and (2) Graduate Research Workshops featured presentations from 28 students in 18 distinct units. |
| **Training students**  **in African lan- guages** | Tncreased African language  expertise in America, at KU | Since 2018, nearly 544 enrollments in language courses;  Awarded 24 FLAS fellowships at advanced levels. |
| **Internships and**  **study abroad pro- grams** | Direct learning in context,  in new and continuing pro- grams | 127 KU students have held internships or studied abroad in  Africa since 2017. |
| **Outreach**  **workshops & conferences** | Forum for Africanists to  network and collaborate; Public exposure to current African issues | MAAAS in 28th year; National Endowment for the Humani-  ties funding secured for *Migration Stories* project; Art exhibit on "When a Stranger Sojourns in Your Land." |
| **Outreach events,**  **speakers, perform- ers** | K-16 pupils in Kansas &  the region exposed to Afri- can performers and issues | More than 9,657 teachers, faculty, students, and members of  the public attended 219 KASC events between 2014-2017. |
| **Teacher training** | Teachers trained to inte-  grate Africa into K-16 cur- riculum | Nearly 350 teachers attended Educator Workshops since  2018. |
| **Support of library**  **acquisitions** | Enhanced growing Great  Plains collection of Afri- cana | KU Libraries rank 1st in Great Plains/Rocky Mountain region  in African imprints. |

* 1. KASC has a strong record of **placing students into postgraduate employment, educa- tion, and training in areas of national need**. FLAS fellowships from KASC are invaluable in this regard. In surveys of 51 FLAS alumni in 2018 and 2021, 43 respondents reported that they are working toward or have completed additional degrees or certificates; 28 of those 43 respond- ents indicated that the additional degree or certificate had a foreign language component; and 12 of those 28 respondents confirmed that this component was their FLAS language. After pursuing advanced study, many FLAS fellows seek employment in areas of national need. In our surveys of FLAS alumni, 15 of 51 respondents reported that they used their advanced language compe- tency to secure faculty positions at postsecondary institutions; 7 respondents reported that they work for the US government (2 for Education, 1 for Defense, 2 for the State Department, and 2 for the Treasury); 4 have gone on to work in international occupations, 3 are social scientists; and others work as university administrators, engineers, lawyers, or in computer-related occupa- tions and health professions.

Beyond FLAS students, KASC training of specialists in African Studies leads to **placements in a wide range of professions**. KASC graduates have pursued such positions as faculty at K-12 schools, liberal arts colleges, or major research institutions; officer in the US Armed Forces, counterintelligence, or U.S. Foreign Service; and civil servant or community organizer in urban and rural organizations. KASC helps to launch undergraduates into African Studies careers in ed- ucation, government, the US military, and the non-profit sector. Of 23 KASC UG alumni (in- cluding 16 former AAAS majors and minors) who responded to a survey in 2021, 10 respondents reported that they are working toward or have completed additional degrees or certificates-in African Studies, Communication Studies, Epidemiology, International Affairs, Law, and Politi- cal Science-and 5 of those 10 respondents indicated that the additional degree or certificate was

related to their African Studies training. More generally, a majority (14/23) of respondents re- ported that they used their African Studies training in their current position. In surveys of 24 AAAS MA and Graduate Certificate awardees in 2018 and 2021, 19 respondents were working toward or had obtained PhDs, and all but 2 of these 19 respondents continue to use advanced lan- guage expertise in their research.

**KASC makes efforts to increase the number of FLAS students who find placement in areas of national need**. Our graduate training emphasizes professional development opportuni- ties (e.g., the Graduate Research Workshop and presentations at MAAAS or African Studies As- sociation conferences) that increase the likelihood of success in areas of national need. Our out- reach efforts give visibility to KASC programs (including FLAS fellowships) and increase the pipeline of interested applicants among students who aspire to be officers in the Armed Forces, serve in the US government, or work internationally in the non-profit and private sectors.

* 1. KASC is the premier regional resource for **generation and dissemination of Africa- related information for public and professional education in areas of national need.** KASC has a long-term relationship with the **CGSC at Fort Leavenworth,** where KASC affiliates pro- vide information and training in language and cultural awareness to US Armed Forces and secu- rity personnel. A particularly important KASC activity is **educator training**, with nearly 350 ed- ucators attending workshops over the past 4 years to acquire knowledge that they then transfer to colleagues and students at their home institutions. Another important KASC activity is produc- tion and dissemination of African Studies knowledge via the monthly Ujamaa Virtual Collo- quium Series; the annual African Studies Virtual Symposium, African Digital Humanities Sym- posium, and Graduate Research Workshop; and sustained support for the annual MAAAS con- ference. The addition of a virtual component to these events in the coming NRC cycle-and to

such outreach activities as the annual Global Opportunities Expo (GOE), World Languages Fair (WLF), and workshops on Internationalizing the Curriculum (ItC)-will increase attendance, ex- pand geographic reach, and multiply this impact several times over.

* 1. KASC has developed and conducts **rigorous evaluations of programming that pro- duce quantifiable outcome data.** Several innovations during the coming cycle will further im- prove our collection, analysis, and use of these data. Chief among these is the institutional invest- ment in the IICE, which will allow for more effective collection and evaluation of data according to common metrics and procedures that efficiently eliminate redundant efforts across ASCs. Similarly, the emphasis on virtual engagement not only enhances programming, but also affords opportunities to assess and document the impact of that programming. NRC funds will support a graduate student hourly assistant to oversee analyses and reporting of evaluation data. **Table G2** provides a strategic overview of KASC's evaluation plan.

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| **Table G2: Strategic Overview of Program Evaluation** | | |
| **Mission** | **Initiative/Innovation** | **Performance Indicators** |
| Language Tnstruction | * GPALP initiative, SALT * Virtual instruction * Tntroduction of Yoruba | * Enrollment of HS, CC, and MST students in African LCTLs * Retention throughout pipeline into FLAS, advanced courses * Comparison of virtual and in-person learners via OPT/OPTc * Tntention/decision to pursue career in area of national need |
| Academic Programs | * Global Awareness Am- bassadors/Correspondents * COTL partnerships * GRW | * Creation of KASC courses for professional schools, KU Core * Tnclusion of African perspectives into curriculum * Enrollment in KASC courses and degree programs * Attainment of KU Core goals: critical thinking, global aware- ness, social responsibility, creativity * Tntention/decision to pursue career in area of national need |
| Knowledge Creation | * Fill vacancy for African Studies Librarian * AAAS hire for Tslamic Studies in Africa | * Library Tmpact Data: KU & external requests filled, number of items collected, materials developed (esp. in KASC languages) * Program and curriculum innovations related to Tslamic Studies (symposia, courses, etc.) |
| Outreach | * MAAAS, Virtual Sympo- sia, Ujamaa Colloquium * Programs w/ K-12, CC, MST educators, students (GOE, WLF, TtC) | * Attendance at events: number, spatial range, frequency * Tnclusion of Africa-based perspectives in programming * Analyses of comments (e.g., in Zoom chat, social media) for feedback about programming * Tntention/decision to engage KASC opportunities (e.g., MAAAS, Virtual Affiliate, SALT, GPALP, etc.) |

With respect to **language instruction**, we will evaluate the GPALP initiative by monitoring enrollments not only in the elementary courses that are its focus, but also in advanced-level lan- guage and non-language courses. Of course, the ultimate goal is not simply to increase the num- ber of language learners, but also to do so without any loss of quality. In past cycles, KASC has followed recommendations of external evaluators to prioritize training of instructors to perform OPI assessments, and we have collaborated with other institutions to develop tools for this pur- pose. We will continue the practice of OPI assessment at all levels of all languages using ACTFL standards. In addition, though, we will also make extensive use of third-party OPI (including computer-based OPIc), both to assess performance of online learners and to enable comparison of their performance with students who learn in a more traditional format. The African Lan- guages Coordinator will apply her considerable skills to this task, and we will apply NRC fund- ing for summer salary (Y1, Y2) to facilitate her work.

For **academic programs**, we likewise will monitor enrollments in KASC courses to evaluate the effectiveness of initiatives that lead students to engage virtually with African peers. Again, though, we are interested in quality of learning beyond increased enrollment. For this purpose, KASC will play a leading role in the coordination of evaluation and assessment among ASCs in the new IIGE. We track various indicators of success using multiple methods of evaluation that draw upon principles of backward design, evidence-based practice, and theory in cultural psy- chology. Resonating with the learning goals of the KU Core, our focus extends beyond mere knowledge acquisition to emphasize broader engagement and incorporation of African Studies into a student's habits of being, as measured by indicators of behavioral intention (e.g., likelihood of pursuing Africa-related language, travel, or cultural activities), identification, and social issue

awareness. Our procedures enable tracking of individual outcomes and longitudinal and compar- ative assessment of program effectiveness at increasing African Studies understanding and cul- tural competence. A feedback loop between adjustment, assessment, and re-adjustment helps en- sure a responsive academic program of enduring quality.

**Assessment and evaluation of outreach activities** have typically focused on attendance at events, supplemented by attendee ratings of event quality or intention to use content. We will tweak this model to consider how well our emphasis on virtual format serves to increase not only the number of attendees, but also more frequent and sustained attendance of people from distant and underserved corners of our Great Plains service region. Another rationale for the emphasis on virtual format is to enable greater inclusion of African perspectives through participation of partners from the African continent. Accordingly, an important focus of assessment will be the extent to which our outreach activities-colloquia, symposia, conferences, GRW, educator work- shops and K-12 engagements-successfully include Africa-based participants.

KASC will invest in our **mission of knowledge creation** through support to hire a scholar of Islamic Studies in Africa. During the last NRC cycle, KASC seeded a faculty position in African Digital Humanities. This initiative has been a resounding success, with our new colleague (James Yeku) making impressive contributions (e.g., an annual African Digital Humanities Symposium) to intellectual life of the university, region, and discipline. We anticipate similarly impressive contributions to programming from the new scholar of Islamic Studies in Africa, in terms of both content development and the number and variety of connections that this content attracts.

KASC has made specific **use of recent evaluations to improve its program** and remains responsive to evaluative feedback. An important example comes from a recent virtual site visit of

IFLE program officers, who noted the vacant position of African Studies Librarian as a signifi- cant weakness. In response, KASC has enlisted the KU Dean of Libraries to expedite the search to fill the vacancy, and we have requested seed funding in the NRC budget to further facilitate the search. In previous cycles, KASC invited external evaluators to assess its language program, curriculum, and overall program, and the KU ASCs invited a collective external evaluation in 2021. Recommendations from such evaluations and internal assessments have prompted specific improvements. Indeed, institutional investment in the IIGE is a direct response to evaluator feed- back that KU ASCs would benefit from university-level unit that more efficiently and effectively coordinated redundant activities and better reflected their broad (i.e., more than instructional) mission. The KU ASCs have jointly proposed another external evaluation in Y4 of the coming cycle. A key focus will be the effectiveness of the IIGE in this mission.

* 1. KASC closely follows **equal access provisions to ensure participation of un- derrepresented groups.** We sponsor open, accessible, free events in welcoming spaces that ac- commodate people with disabilities. KU provides opportunities for elder students to take KASC language and non-language courses for no credit through the Osher Lifelong Learning Institute situated within KU's Professional & Continuing Education. The emphasis on a virtual compo- nent will further enhance the accessibility of KASC programming by transcending multiple bar- riers to participation (e.g., related to mobility and spatial distance).

KASC follows KU policies on equal opportunity, and we take affirmative steps to actively seek participation of people from historically underrepresented groups when hiring

student workers, when selecting recipients of FLAS and other awards, and (above all) by designing relevant programming that speaks to the experiences and needs of people from diverse

epistemic positions. KASC affiliates are active as advisors in a variety of academic support pro- grams that serve students from underrepresented minority groups-including McNair Scholars (whose director, Mulubrhan Lemma, is a former KASC undergraduate), TRIO scholars, and the School of Engineering's IHAWKe programs.

Like its peers across the nation, recent movements for social justice have prompted KU to en- gage in critical self-reflection about its complicity in systems of exclusion and epistemic vio- lence. This process of self-reflection is ongoing at different levels throughout the university, re- sulting in difficult conversations about institutional transformation. KU is taking active steps to sustain a climate of respect and inclusivity (e.g., requiring faculty and staff to complete training modules on such topics as sexual harassment and workplace inclusion on a regular basis). KASC affiliates-including the KU Vice-Provost for DEIB-are active leaders in this process.

# Outreach Activities

* 1. KASC embraces an outreach mission to **serve the information and education** needs of diverse constituents across the Great Plains region. Even in the unprecedented situation of a global pandemic, KASC hosted a total of 129 events between 2019-2021 with total attendance of nearly 10,000 people (**Table H1**). A snapshot of these activities appears in **Table H2**.

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| **Table H1: Attendance at Outreach Events and Initiatives** | | | | |
| **Year** | **K-12** | **Post- Secondary** | **General Public** | **Total** |
| **2019** (50 events) | 1,295 | 1,825 | 526 | 3,646 |
| **2020** (31 events) | 1,000 | 1,840 | 200 | 3,040 |
| **2021** (49 events) | 545 | 1,836 | 590 | 2,971 |
| **Total (2018-2021)** | 2,840 | 5,501 | 1,316 | 9,657 |

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| **Table H2: Snapshot of Outreach Activities, 2018-2021** | |
| **2018** | * Shared African diversity through K-12 presentations, reaching more than 1,150 students and educators. * Showcased KU African language classes to over 200 attending 3rd Annual African Language Festival. * Launched the first annual KASC Food and Film festival, which attracts audiences of 100 each fall. |
| **2019** | * Hosted the Mid-American Alliance for African Studies **(**MAAAS) Conference at the KU campus, bring- ing together 50 Africanists in the Midwest region. * Organized a series of events with audiences of over 150 people to commemorate the 25th anniversary of the Rwandan Genocide. * African Children's Book author Jen Cullerton visited area elementary and middle schools to share her CABA-winning work with over 350 students. |
| **2020** | * Took the WLF "on the road" to Southeast High School Wichita, giving introductory Kiswahili and Ara- bic mini-lessons to over 1,000 students. * *Chronic Conditions: Knowing, Seeing and Healing the Body in Global Africa*: This Mellon Foundation project prompted critical discussions about racism among more than 500 participants at several KS sites. * *#EndSARS Soro-s6ke: The People Speak Up*: 68 people attended a panel discussion linking protest movements for social justice in Nigeria and the U.S. |
| **2021** | * The KU Department of AAAS celebrated 50 years of Africana Studies. More than 250 guests witnessed events including a play (*The Migrant*) by Dr. Peter Ukpokodu and keynote by Dr. Charisse Burden. * *Coming to the Heartland*: Over 70 people gathered to tell and hear stories of migration to the Great Plains region in this a follow up to the *Migration Stories* project. * Global Opportunities Expo: 150 students, staff, and faculty gathered for presentations about the careers, opportunities, experiences, and identities that motivate and inform their global engagement. |

KASC outreach events typically include seminars, lunch talks, teacher institutes **(Table H3),** workshops, conferences, artistic performances, and sessions about careers in government service or opportunities within federal and state institutions (e.g., with Council of Foreign Relations em- ployees, US Diplomats, Peace Corps representatives, employees from the Department of State, and other civil servants). KASC typically holds these events in a variety of venues, including at KU, regional K-12 schools, neighboring postsecondary institutions, and other community spaces.

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| **Table H3: Teacher Training Workshops, 2018-2021** | |
| 2018 | Engaging Students in Tnternational Tssues: The "Choices" Approach |
| 2019 | Teaching Toward a Sustainable Future |
| 2020 | Black Lives Matter & Pan-Africanism; Ancient, Medieval, and Colonial History; Cultural Studies, Film & Literature; and Environment & Justice |
| 2021 | Liberation, Activism and the Power of the Media |

To perform this broad outreach mission in an efficient fashion, KASC works in close collab- oration with other ASCs. The new IIGE will further enhance cooperation and efficiency, saving time and effort by reducing redundant activities across KU ASCs. Similarly, KASC makes effi- cient and effective use of scarce resources by drawing upon local expertise. The Assistant Direc- tor and full-time KASC Outreach Coordinator direct outreach activities with extensive contribu- tions from KASC faculty affiliates, who lend their expertise in presentations to audiences in K- 12 schools, MSIs, community colleges, and at regional, national, and international conferences. KASC affiliates also conduct outreach in the form of expert consultation to business, non-profit organizations, and the US Army CGSC in Fort Leavenworth, KS (e.g., to assist in cultural awareness training on Africa and African Islam).

The COVID pandemic severely disrupted our typical outreach practice, curtailed our ability to conduct in-person events, and prompted us to shift most of our programs to an online virtual format. In many ways, this shift was a blessing in disguise. Virtual delivery enables KASC to span the great distances of our service region and reach more people in a more efficient manner than we can via in-person programming. Although we are hopeful that circumstances may permit a return to in-person events, we will emphasize a virtual component across our outreach activi- ties in the post-pandemic era.

* + 1. **KASC outreach to K-12 schools** has engaged both the mass audience of national and state social science teachers and intensive audiences for K-12 teacher workshops on global themes with other ASCs at KU. Facilitators, often master teachers, apply multidisciplinary train- ing techniques to expressed needs of K-12 teachers in consultation with KASC faculty. Partici- pants create and test modules for K-12 classroom use, which we feature regularly on the KASC website. We will continue this practice during the upcoming NRC cycle, when we will

collaborate with other KU ASCs to host teacher-training workshops-conducted via hybrid (i.e., virtual and in-person) format to permit expanded, remote participation from across our service region-on expanded on annual themes of *Public Health and Well-Being* (Y1); *Identity and Citi- zenship* (Y2); *Disinformation and Epistemic Violence* (Y3); and *Building Sustainable Communi- ties* (Y4). Besides hosting workshops, KASC has supported professional development of K-12 educators by sponsoring teacher-training sessions of the African Studies Outreach Council, offer- ing stipends for attendance at the annual MAAAS conference, and offering stipends for partici- pation in SALI. Again, the move to a hybrid format for the MAAAS conference and online in- struction for SALI will expand access to these initiatives in the coming NRC cycle.

KASC outreach initiatives to K-12 schools target not only teachers, but also K-12 students. In collaboration with EGARC and other KU ASCs, KASC hosts an annual WLF. As part of this event, KASC staff and affiliated faculty provide brief lessons about African language and culture for visiting K-12 students. The plan for the 2022-2026 cycle is not only to expand this event to a greater range of participants by including a virtual component, but also to take the WLF "on the road" to Garden City, Dodge City, and other communities in southwest Kansas-an initiative that we piloted with a trip to Wichita during the 2018-2022 NRC cycle. Another KASC initiative showcases winners of the Children's Africana Book Awards (CABA), inviting authors to share their creative writing with the region's K-12 students and educators. A particularly remarkable initiative is the GPALP. Since its launch in summer 2021, 20 high school students have taken tu- ition-free online KU courses in African languages.

* + 1. An important focus of **KASC outreach to postsecondary institutions** is the GOE, an annual event that KASC and other KU ASCs launched in 2018 with Donnelly College (an MSI in Kansas City) to showcase student research and faculty teaching at regional MSIs. Like many

other outreach events, this initiative has been on pause during the pandemic. KASC proposes to revive the event in 2022 and to extend it to a broader audience of MSIs in southwest Kansas (Garden City Community College; GCCC), Dodge City Community College; DCCC) by moving to a hybrid format. Similarly, KASC has collaborated with other KU ASCs to offer ItF work- shops for educators at Johnson County (KS) Community College (JCCC). Again, KASC pro- poses to revive the event in 2022 and extend it to a broader audience of MSIs (GCCC, DCCC) by moving to a hybrid format.

An enduring testament to the **impact of KASC on postsecondary institutions** is its founda- tional support of MAAAS, an organization created at KU in 1995 to promote African Studies in the region. MAAAS and its annual conference have provided invaluable support for Africanist faculty and scholars at community colleges, smaller regional universities, and MSIs. As a testa- ment to its regional character, 13 different universities and community colleges in Arkansas, Illi- nois, Iowa, Kansas, Missouri, Oklahoma, and Texas have hosted MAAAS conferences. Many KASC faculty and graduate students have been MAAAS officers or served on the MAAAS Ex- ecutive Board, and KASC continues to play a central role in the funding and operation of MAAAS. After a one-year hiatus due to COVID, MAAAS was back in a virtual format in 2021. KASC has hosted the annual meeting 8 times, most recently in 2019, and we request NRC sup- port to host the annual meeting again in 2023 (Y2) and 2025 (Y4).

* + 1. **KASC designs outreach initiatives that impact business, media, and the general public**. Through outreach events, the KASC website, social media, newsletters, and a listserv, KASC provides information and training to K-12 teachers, post-secondary educators, students, the media, the military, and businesses at regional, national, and international levels. KASC staff

and faculty make frequent local and regional radio and TV news appearances and public presen- tations at the Lawrence Arts Center and the Lawrence and Kansas City public libraries. KASC is a partner in the Mid-America Consortium for International Education, the International Relations Council of Greater Kansas City, Nelson-Atkins Art Museum, and KCPT public television.

KASC's partnership with Humanities Kansas and KCUR public radio in Kansas City led to stronger, fruitful relationships with local media and statewide non-profits. University Relations at KU also often provides regional coverage of KASC initiatives and events.

KASC leaders strongly believe that social media technologies are a key to supporting sustain- able connections and disseminating African perspectives to the general public. As an indicator of impact, the KASC website has seen an increase from 2,729 visitors in 2015 to more than 5,000 visitors in recent years. KASC distributes weekly electronic announcements through the e-mail platform MailChimp to 280 subscribers. With an average opening rate of 30%, KASC's e-mail reach is significantly higher than the industry average of 16.17%. KASC's Facebook presence has increased steadily from 518 "likes" in 2014 to 1,050 in 2018 and to 1,286 in 2021 (with 1,516 followers). On Twitter, KASC's following has roughly doubled every four years from 700 followers in 2014 to 1,581 in 2018 and to 2,945 in 2021. Social media will continue to be an im- portant conduit for KASC outreach in the coming NRC cycle.

# Program Planning and Budget

* 1. **KASC proposes a coordinated program of activities** that not only consolidates suc- cessful initiatives that we implemented with previous support, but also extends them in ways that incorporate innovations we developed in response to unprecedented challenges of the global pan- demic. Two guiding themes inform our proposals. The first theme is to better realize our poten- tial as a resource center through **a comprehensive emphasis on virtual and hybrid activities**.

Rather than regard the pandemic-related shift to virtual programming as a constraint, we enthusi- astically embrace the opportunities the internet affords to enable more efficient, sustainable con- nections with our partners not only in the Great Plains or across the U.S., but also on the African continent. Accordingly, the second theme that we emphasize is to use affordances of the internet to **incorporate Africa-centered perspectives and involve African partners across all activi- ties**: teacher training, graduate education, university teaching, faculty research, and community outreach. An overview **of the development plan and timeline** for Y1 appears in **Table I1**.

Our overarching objective for Y1 is to generate content and interest for our KU-based in- structional initiatives and outreach programming. **For language instruction**, our primary inno- vation is to increase the pool of interested learners via the GPALP initiative. By moving to vir- tual instruction and providing 100% of instructor salary, KASC can offer elementary-level courses for KU credit free of charge to students at high schools, MSIs, and CCs in the Great Plains region. We request NRC funds (to cover salaries of elementary course instructors and KU enrollment fees for the non-KU students) to expand the initiative beyond Wolof to Kiswahili dur- ing AY terms and to offer the initiative for all three of our languages (Arabic, Kiswahili, and Wolof) during SALI. To further strengthen the pipeline of interested language learners, we will apply NRC support to fellowships that facilitate enrollment by instructors from K-12 institutions, MSIs, and CCs in SALI. During the AY and at SALI, the African Language Coordinator will su- pervise individual instruction by native speakers in other African LCTLs. To ensure the quality of our virtual courses, we request summer salary support for the African Language Coordinator to design and assess virtual instruction. For similar reasons, we request funds to support oral pro- ficiency interview testing to compare performance of students exposed to different instruction

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| **Table I1: Overview of Activities for Year 1** | |
| **Language Instruction** | * *Full launch of the GPALP initiative to provide online language instruction free of charge to re- gional high school, MS!, and CC students* * *Support SAL! (including stipends for high school, MS!, and CC instructors)* * *Support language and academic programs with purchases of instructional and library materials* * *Award JO Academic Year (AY) and 8 Summer FLAS fellowships* * *Collaborate with Africa NRCs to fund ALMA* * *Support best practices in language instruction with funding and training for instructors, with par- ticular attention to design and evaluation of virtual and hybrid instruction* * *Staff travel to create links with African universities in support of language program* * *Continuously monitor enrollment and OP! results to inform recruitment and training* * *African Languages Coordinator compares OP! results across different modalities to ensure quality* * *Conduct evidence-based assessment to inform program design* |
| **Academic Programs** | * *GTA directs Global Awareness Correspondents initiative in fall semester, linking KU UGs via so- cial media with African peers* * *GTA directs Global Awareness Ambassadors service-learning initiative in spring semester, engag- ing KU UGs in African Studies outreach activities to underserved communities* * Support African Studies in professional schools by launching competitive grants to develop COTL courses related to "Public Health and Well-being" and "Disinformation and Epistemic Violence" * *Host Graduate Research Workshop (with funds for students from regional and African institutions)* * *Faculty awards for international and domestic travel to support professional development* * *Continuously monitor enrollment and survey results to inform student recruitment and training* * *Conduct evidence-based assessment to inform program design* * Search for dedicated African Studies Librarian |
| **Outreach** | * Support MAAAS conference at University of Arkansas, *launch African Scholar Virtual Keynote facilitate participation of local educators through MAAAS Outreach Fellowship* * *Support the annual African Digital Humanities Symposium* * *Launch the U}amaa Virtual Colloquium Series, a scholarly forum for regional Africanists to pre- sent and discuss research* * Launch the Kansas African Studies Virtual Symposium on Public Health and Well-Being * *Award one Great Plains Virtual Affiliate per semester with preference for MS!, CC educators* * *Launch the Engaging Africa initiative with Global Awareness Ambassadors* * *Collaborate with KU ASCs on educator training at GOE, WLF, and !tC workshops* * *Collaborate with KU ASCs on outreach to students through the GOE, WLF, and !nternational Ca- reer Series* * Collaborate with KU ASCs to plan educator training workshop on Public Health and Well-being * *Consortial pro}ects with other Africa NRCs: WARA dues, CAMP, AASP support for MS!s and CCs, MSU Press Compendium of best articles from African authors, and support for TiPSS* * *Collaborate with ASOC on programming for CABA and teacher training workshop/booths at ASA, NCSS, and NCTE* * Support African Studies curriculum workshops at MTTTE * *Fund outreach graduate assistant to help accomplish pro}ect goals.* * *Fund evaluation graduate assistant to collect, analyze, and report data.* * *Monitor attendance at outreach events, follow up to encourage sustainable connections.* * *Conduct evidence-based assessment to inform program design* |
| Note: Entries in italics indicate ongoing activities that continue in Y2-Y4. | |

modalities, to support faculty and lecturer attendance at training workshops for pedagogy and proficiency testing, to use proficiency examiners for our individual language instruction pro- gram, and (alongside other Africa NRCs) to support the African Language Materials Archive (ALMA). Our language program benefits greatly from partnerships with African institutions that serve communities associated with the languages we teach. To nurture and build institutional links, we request funds for KASC leaders to visit African partners.

Similarly, our primary innovation for **non-language instruction** in Y1 is to support sustaina- ble connections with African partners to better incorporate Africa-centered perspectives into the curriculum. At the introductory UG level, KASC requests funds for GTA support to direct two initiatives in large introductory classes. Each fall semester, the GTA will direct the Global Awareness Correspondents initiative in which KU undergraduates engage via social media with students at partner African universities. Each spring semester, the GTA will direct the Global Awareness Ambassadors service-learning initiative, in which KU undergraduates develop and deliver programming for public libraries and other outreach partners that serve communities in the Kansas City metropolitan area and rural southwest Kansas (i.e., the *Engaging Africa* initia- tive; see below). At the upper UG level, KASC will fund competitive grants to stimulate the de- velopment of COIL courses-two for Y1: one on *Public Health and Well-being*, the other on *Disinformation and Epistemic Violence*-that pair faculty from the KU professional schools with colleagues at African universities (whose participation we will facilitate with stipend support).

At the graduate level, we will expand the reach of our successful KASC Graduate Research Workshop (GRW) by making it a hybrid event, and we will apply NRC funds to facilitate partic- ipation of non-KU graduate students from institutions in the Great Plains and Africa regions.

With respect to KASC's mission of knowledge creation, our priority for Y1 will be a search to fill the vacant position of African Studies Librarian. We will also launch initiatives to better support the professional development of colleagues at regional post-secondary institutions by in- cluding mechanisms for virtual participation that increase the efficiency and accessibility of our programs. We will continue our longstanding support for MAAAS and extend it by launching an African Scholar Virtual Keynote at the annual conference (currently on track to happen as a hy- brid meeting at the University of Arkansas). The inclusion of options for virtual participation will increase demand for our MAAAS Outreach Fellowship**,** which provides funds to sponsor at- tendance of high school, community college, or MSI faculty at the annual MAAAS meeting. Be- yond MAAAS, we will use NRC support to increase regional engagement and virtual participa- tion of African presenters in the annual African Digital Humanities Symposium, an annual Kan- sas African Studies Virtual Symposium (which we will launch in Fall 2022 on the theme of *Pub- lic Health and Well-being* in Y1), and a monthly Ujamaa Virtual Colloquium Series (which we are piloting in Spring 2022). We will launch the Great Plains Virtual Affiliate Fellowship for fac- ulty at regional institutions, with preference to MSIs and CCs. Besides gaining virtual or in-per- son access to KU Libraries and other resources, recipients will create a virtual presentation about their work that we will highlight during their semester as a fellow and then archive in a gallery on the KASC website. Finally, we will support the professional development of KU Faculty through travel awards, and we will contribute to consortial projects alongside other Africa NRCs: institutional dues for the West Africa Research Association, support for Title VI Librarians col- laborative projects designed to expand access to critical source material, support for MSI or CC partners to attend meetings of the Association of African Studies Programs, and a new

initiative to support publication of compendium of articles by Africa-based scholars.

A particular focus of our proposed activities is to nurture sustainable connections through ed- ucation outreach at the K-16 level and CC level. Beginning in Y1, KASC requests funds to sup- port a variety of hybrid (in-person and virtual) programming to efficiently deliver the **absolute priority (#2) of teacher training** in an accessible fashion. To make efficient use of scarce re- sources, KASC will coordinate these activities with other KU ASCs through our partnership in the IIGE. Beginning Y1, our partners and we will conduct an annual educator workshop at the World Languages Fair (WLF), annual ItC workshops with CC and MSI educators **(Appendix 4)** and KU faculty in STEM departments, and an annual thematic training workshop for K-12 edu- cators (on the theme of Public Health and Well-being in Y1). The site of the WLF and workshop for CC/MSI educators will rotate annually among partner institutions, but we will work with hosts to enable virtual participation of other partner institutions at each event. Besides workshops in collaboration with KU ASCs, we will join a consortium of Africa NRCs in support of several initiatives of the African Studies Outreach Council (ASOC): a teacher-training workshop at the annual meeting of the African Studies Association (ASA), resource booths at meetings of the National Council for Social Studies (NCSS) and National Council for Teachers of English (NCTE), and the CABA program.

Besides outreach to educators, KASC will conduct outreach to K-12 students through the an- nual WLF and to MSI and CC students via a Global Opportunities Expo. Again, these events will happen at the site of a regional partner, but we will work with the host to facilitate virtual partici- pation of partners across the region. We will launch the Engaging Africa initiative, in which KASC staff and Global Awareness Ambassadors will work with public libraries and other out- reach partners for education and cultural exchange among communities in the Kansas City met-

ropolitan area and rural southwest Kansas. Alongside ASCs and other KU partners, we will facil- itate participation of KASC alumni in a virtual information series designed to inform KU stu- dents about a variety of international careers. Finally, KASC will join with a consortium of NRCs to support the Today in International Politics Speaker Series (TiPSS; a workshop for AP Comparative Government and Politics teachers) and to support African Studies curriculum work- shops at the Midwest Institute for International/Intercultural Education (MIIIE). Support for these events will begin in Y1 and (except for MIIIE) will continue throughout the NRC cycle.

In support of these outreach activities, we request NRC funds for a graduate student hourly assistant. We also request funds for administrative travel to national meetings and for outreach events. Finally, we request annual funds for a graduate student hourly to collect and analyze data for program evaluation. Prominent in the evaluation plan for Y1 will be (1) comparison of stu- dent performance in language courses across virtual and in-person modes of delivery, (2) track- ing of statistics from the KASC website and social media, and (3) quantitative analyses of survey data and qualitative analyses of chat data associated with virtual programming.

An overview of activities for Y2-Y4 of the project appears in **Table I2.** A highlight of Y2 will be the arrival of the new African Studies Librarian. To support this person's work, we re- quest funds for materials acquisition and for a student hourly library assistant, preferably with Yoruba language skill to support our launch of Yoruba in Y3. We will launch the search for a tenure-track faculty position in the AAAS for a scholar of Islamic Studies in Africa. The focus of annual thematic activities (e.g., educator workshops), will be *Migration, Identity and Citizenship*, including a KASC Virtual Symposium in collaboration with the KU Institute for Digital Re- search in the Humanities. KASC will award one COIL grant on this theme and another on *Sus- tainable Communities*. KASC will host the annual meeting of MAAAS at KU.

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| **Table I2: Overview of Additional Activities for Years 2-4** | |
| **Y2** | * African Studies Librarian begins work (Y2). The scholar brings expertise and curates African Studies content for KU, the GP region, and beyond (Y3, Y4) * Fund student hourly to assist African Studies Librarian with Yoruba materials collection * Launch search for AAAS faculty position, Tslamic Studies in Africa * Support African Studies in professional schools by launching competitive grants to develop COTL courses related to "Migration, Tdentity, and Citizenship" and "Sustainable Communities" * Host annual meeting of MAAAS at KU * Organize virtual symposium and programming on theme of "Migration, Tdentity, and Citizenship" |
| **Y3** | * Launch Yoruba as a FLAS-eligible language in GPALP and SALT (Y3, Y4) * African Studies Librarian travels to collect materials in support of KASC language instruction * Arrival of AAAS faculty hire for Tslamic Studies in Africa; support development with virtual symposium and programming on theme of (confronting) epistemic violence. * Support a regional partner to host MAAAS |
| **Y4** | * Host annual meeting of MAAAS at KU * Organize virtual symposium and programming on theme of "Building Sustainable Communities" * invite a joint program evaluation of KU ASCs at the beginning of Y4 to assess progress under the leader- ship of TTCE |

Our primary initiative in Y3 and Y4 will be the addition of Yoruba to our language program. We request NRC funds to support inclusion of Yoruba in the LCTL Pipeline initiative for both AY and SALI (Y3, Y4). We will support this launch with funds for the African Studies Librarian to travel to Nigeria to purchase materials (Y3) and with funds in Y2 for a Yoruba-proficient li- brary assistant. A highlight of Y3 will be the arrival of the faculty hire for Islamic Studies in Af- rica, who will offer courses and provide expertise to enhance the Arabic & Islamic Studies track of the AAAS major. KASC will support a regional partner (TBD) to host MAAAS in Y3, and KASC will host MAAAS at KU in Y4. The focus of thematic activities in Y3 will be *Disinfor- mation and Epistemic Violence*, including a KASC Virtual Symposium in conjunction with the collaboration with the **KU Center for Indigenous Research, Science, and Technology.** The fo- cus of thematic activities in Y4 will be *Building Sustainable Communities*, including a KASC Virtual Symposium in collaboration with the **KU Center for Compassionate and Sustainable Communities**. Besides programming, we will invite a joint program evaluation of KU ASCs at the beginning of Y4 to assess progress under the leadership of IICE.

* 1. The activities that KASC plans are of **high-quality and resonate strongly with NRC priorities for 2022-2026**. Following a strategy that we have pursued with great success in previ- ous NRC cycles (e.g., to hire visionary leaders in fields of Kiswahili language, medical anthro- pology, and African digital humanities), we apply a modest investment of NRC funds to expedite strategic hires of KU personnel-a scholar of Islamic Studies in Africa who will generate and disseminate knowledge in areas of great national concern, and an African Studies librarian who will solidify and extend KU's status as a leading regional resource for African Studies knowledge-who will pay back the investment many times over. Our **GPALP** initiative is a finely tailored program that concentrates and leverages a small investment of NRC funds to effi- ciently and effectively address NRC priorities not only (a) to increase the pool of learners at CCs and MSIs, but also (b) to do so for the study of languages (Arabic, Kiswahili, Wolof, and Yo- ruba) that constitute areas of national need. More generally, the systematic emphasis on virtual format-evident in COIL initiatives, Global Awareness Correspondents, Ujamaa Colloquium Series, KASC Virtual Seminars, MAAAS Virtual Keynote, Graduate Research Workshop, and Great Plains Virtual Affiliate Fellowship-enables broader engagement of participants with more diverse perspectives and a wider range of views than KASC has typically attracted in the more traditional, place-bound format. Crucially, this emphasis on virtual format enables sustaina- ble connections and routine engagement with participants from African settings-and the diver- sity of perspectives that they provide-that would otherwise be prohibitively impractical. Equally important, the emphasis on virtual format also enables more sustainable connections and routine engagement with participants across the Great Plains region, including widely dispersed CCs and MSIs that are an NRC priority to serve.

As with instruction and knowledge creation, the inclusion of a virtual format also enhances

the quality of our educator training mission, another priority of the NRC program. We will con- tinue to do real-life, in-person events, and we plan to rotate the host site of annual events among regional partners. However, the inclusion of a virtual component to such events as the WLF and ItC workshops amplifies their impact not only by extending their reach to more people beyond a limited geographic area, but also by affording regular and sustained engagement of interested ed- ucators who could otherwise participate only occasionally. Similarly, we have offered profes- sional development opportunities in past cycles, but their place-bound character meant that only a small proportion of potential participants could access them. By expanding such opportunities as the Great Plains Virtual Affiliate Fellowships, MAAAS fellowships awards, or SALI stipends for CC/MSI educators to include a virtual format, we make these high-quality programs available to a broader pool of educators.

* 1. **Costs of proposals are reasonable,** leveraging institutional investments to achieve pro- gram objectives**.** Curriculum initiative**s** leverage modest investments to enable career-transform- ing engagements of KU students and faculty with African partners. Language program initiatives leverage institutional investments in information technology to increase the pool of learners, to provide greater access to advanced-level instruction, to improve quality of proficiency testing and pedagogical training; and to expand opportunities for experiential learning (e.g., through vir- tual language tables). Library initiatives secure KU's place as the premier Africana library for our large service area. Outreach proposals leverage an institutional commitment to international and global engagement to coordinate educator training with other KU ASCs in a cost-effective manner and thereby to enable a more sustainable institutional presence in the Great Plains.

**KASC carefully plans the efficient and effective use of resources and personnel** to achieve maximum benefit. Our comprehensive emphasis on virtual and hybrid activities enables

intellectual and cultural exchange that efficiently multiplies impact and extends reach across our broad service region. This emphasis avoids costly duplication of effort and expenses by enabling simultaneous engagement with different partners, as when KASC conducts training events with several CCs and MSIs simultaneously. Similarly, KU's new IIGE accelerates a trend toward more centralized coordination of programming and evaluation with other KU ASCs that capital- izes on economies of scale and avoids costly duplication of parallel activities across units.

**KASC further ensures efficient use of resources and personnel** by funding activities that enhance each other and address multiple goals. For example, the Global Awareness Ambassa- dors initiative not only provides UG students with an important service-learning opportunity, but also serves KASC's mission of community outreach. We ensure that administrative travel by KASC leaders serves multiple purposes (e.g., library acquisition and institutional connections). When distributing faculty awards for course development or travel, we prioritize proposals that nurture connections to regions associated with our language program. Similarly, KASC requires that faculty who earn professional development awards (a) provide content and support for out- reach programming, (b) conduct KASC business during their travel (e.g., investigating institutional affiliations or purchasing), and (c) contribute to the intellectual development of the KASC community upon their return (e.g., via seminar presentation). In these and other ways, KASC coordinates programming in strategic fashion to multiply impact of scarce resources while capitalizing on the particular expertise of our trained personnel.

* 1. **Proposed activities will have significant, long-term impact on sustainable UG, grad- uate, and professional program improvement**. Language program initiatives will produce a surge of elementary learners through the LCTL pipeline to advanced-level courses and educa-

tional opportunities. The COIL initiative will bring relevant African Studies content to profes- sional school training programs. The new AAAS faculty member will enhance UG and graduate curriculum, teaching, and research on Islamic Studies from an African standpoint. The addition of Yoruba will better align the language program with the regional expertise of faculty, ulti- mately leading to more sustainable connections with African partners for purposes of both teach- ing and research. Most importantly, the emphasis on virtual programming in educator training and program outreach will enable sustainable connections and ongoing interactions with partners in Africa and the Great Plains region that persist beyond isolated or occasional visits.

# Competitive Preference Priorities

**J.1.a.** KASC addresses the *NRC Competitive Preference Priority* through a variety of **initia- tives designed to create sustainable partnerships with MSIs and CCs.** These initiatives in- clude the opportunity to learn African languages remotely without charge through the **GPALP** (for students) or SALI educator stipends. These initiatives include intellectual development op- portunities-including the Great Plains Virtual Affiliate Fellowship, MAAAS Fellowships to at- tend annual meetings of MAAAS, or even targeted invitations for attendance and presentation at KASC virtual symposia and colloquia-that enable educators at distant MSIs to sharpen their African Studies expertise through remote participation in KASC events. Finally, these initiatives include professional training and cultural engagement activities. Alongside other KU ASCs, we will collaborate with a group of CCs and MSIs (DCCC, GCCC, JCCC, and Donnelly College) on events (e.g., WLF, GOE, and ItC workshops) designed to increase international and global en- gagement among educators and students alike.