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# List of Abbreviations and Acronyms

AASCU American Association of State Colleges and Universities

AASP Association of African Studies Programs

ACTFL American Council on the Teaching of Foreign Languages

ADA Americans with Disabilities Act AHAW African History and Anthropology

Workshop

AHHI African Heritage and Humanities Initiative

ALTA African Language Teachers Association

AS African Studies

ASA African Studies Association ASC African Studies Center ASM Academic Services Manager

ASOC African Studies Outreach Council ASRI African Social Research Initiative AY Academic Year

BA Bachelor of Arts

BS Bachelor of Science

ca. circa

CABA Children’s Africana Book Award CAMP Cooperative Africana Materials

Project

CC Community College CEDER Center for Education Design,

Evaluation, and Research

CGIS Center for Global and

Intercultural Study

CIC Committee on Institutional Cooperation

COE College of Engineering

CRL Center for Research Libraries

CRLT Center for Research in Learning and Teaching

CWPS Center for World Performance Studies

DAAS Department of Afroamerican and African Studies

DEI Diversity, equity, and inclusion DOE Department of Education

DOS Department of State EC Executive Committee

EMU Eastern Michigan University

FERA Formative Evaluation Research Associates

FLAS Foreign Language and Area Studies

FLTA Foreign Language Teaching Assistant

FTE Full-time Equivalent

GEPA General Education Provisions Act GMEI Global Migration Education

Initiative

GMIP Global Migration and Inclusive Pedagogy

GPA Group Project Abroad GR Graduate

GSI Graduate Student Instructor GSP Global Scholars Program HR Human Resources

ICP International Career Pathways

ICPSR Interuniversity Consortium for Political and Social Research

IEDP International Economic

Development Program

IFLE International and Foreign Language Education

II International Institute

IISF International Institute Student Fellowships

ILL Interlibrary Loan

IPE International Programs in Engineering

KCAU Kenya College of Accountancy University

LCTL Less Commonly Taught Language LRC Language Resource Center

LSA (College of) Literature, Science and the Arts

MIIIE Midwest Institute for

International-Intercultural Education

MIRS Masters in International and Regional Studies

MOU Memorandum/a of Understanding MSI Minority Serving Institution MSU Michigan State University

NASPA National Association of Student Personnel Administrators

NCSS National Council for the Social Studies

NCTE National Council of Teachers of English

NGO Non-governmental Organization NRC National Resource Center

NTT Non-Tenure Track

OPI Oral Proficiency Interview PICS Program in International and

Comparative Studies POC People/Person of Color

SDSU San Diego State University

SMART Specific, Measurable, Achievable, Relevant

SMTD School of Music, Theatre & Dance

SOE School of Education

STEM Science, Technology, Engineering and Medicine

TT Tenure Track

TV Television

UG Undergraduate ULWR Upper-Level Writing

Requirement

UM University of Michigan UMAPS University of Michigan African

Presidential Scholars

UMMA University of Michigan Museum of Art

UPR University of Puerto Rico US United States

US/ED United States Department of Education

USAID United States Agency for International Development

WHaLI World History and Literature Initiative

WSU Wayne State University

## Diverse Perspectives

The University of Michigan African Studies Center (ASC) is committed to the principle of free speech and has built into its organizational structure procedures to ensure the representation of diverse voices in ASC committees and leadership. All ASC activities and programming are intentionally designed to allow for the presence of diverse (and differing) viewpoints.

ASC’s Executive Committee has three at-large members, elected by ASC affiliates in the STEM, Social Sciences and Humanities. Reserving EC seats for these three areas ensures that ASC’s focus remains broad and that complex issues are addressed from multiple disciplinary perspectives. There are also two director-appointed positions on the EC, used to ensure a well- balanced EC in terms of demographic composition, viewpoint, etc. Additionally, there is a student member on the EC ensuring that students have input into ASC planning and activities.

All ASC programming is designed through a consultative process with input from our over 130 faculty affiliates through our disciplinary committees, creating opportunities for substantive input on the content and structure of activities from the broadest possible range of our campus community. ASC has an Advisory Board comprised of UM alumni who work in industry (investment banking, venture capital, private equity, biotech) and philanthropy (foundations) in both the US and Africa, bringing a diverse range of voices to bear on setting of ASC’s strategic agenda.

In designing events, ASC intentionally invites participants (speakers, panelists, etc.) that represent a broad range of viewpoints. Although it is not possible for every event to have multiple participants representing many viewpoints, over the course of an academic year our events are well-balanced in this regard. Additionally, all ASC events are designed to allow for active and vigorous audience participation in Q&A sessions, and all events are open to and advertised to the general public. This allows space in all events for viewpoints of speakers and panelists to be subjected to vigorous discussion and debate from the audience, including members of the general public and including audience members who may disagree with the speakers/panelists.

The University of Michigan has a deep commitment to building a representative campus community in terms of the demographics of students, faculty and staff, with programs in place aimed at student recruitment from across Michigan, ranging from more conservative-leaning rural counties to more progressive-leaning counties concentrated in urban centers. Similar programs are in place to ensure a diverse faculty and staff. The impact of these programs is reflected in the composition of ASC’s affiliated faculty, where the proportion of female faculty is 65% for Assistant Professors (compared to 32% for Full Professors), and the proportion of individuals of color is 45% for Assistant Professors (compared to 26% for Full Professors).

## Government Service in Areas of National Need and in Other Employment Sectors

ASC’s programming is intentionally designed to “encourage government service in areas of national need … as well as in areas of need in the education, business, and non-profit sectors”.

**Languages program**: Our language program offers three or more levels of Arabic, Portuguese, Swahili, and Yoruba–all four designated as priority LCTLs in the 2022 Consultation with Federal Agencies on areas of national need. The US Departments of Defense, Energy, and State list Arabic, Portuguese, and Swahili as priority languages, with USAID including Yoruba as well. We intentionally recruit students from professional schools into our language programs and will give priority to such students in FLAS awards too. Our proposal also includes building language programs focusing on the priority languages of Swahili and Yoruba at two other regional universities, Wayne State University and Eastern Michigan University (MSI-eligible), therefore further increasing the number of students from Southeast Michigan who will attain advanced proficiency in these languages.

**Careers in education, business, and non-profit sectors**: ASC’s existing and planned programming contains many initiatives focused on enabling students to pursue careers in government, education, business, and the non-profit sector, including (but not limited to):

* Globally-Engaged Career Panel: This long-standing joint program between UM’s NRC’s brings to campus UM alumni employed in federal government agencies, nonprofits, business, and education for a day-long event including panel discussions, mentoring and networking activities.
* Career Planning Mini-Course: This new 1-credit course will become part of the curriculum of the Master’s in International and Regional Studies (including an AS concentration) and will assist students in planning global career paths focused on public service. The course is being designed in collaboration with UM’s Opportunity Hub, a campus unit focused on enabling students to find internships and job opportunities.
* Fireside Chats (Africa-focused Career Pathways): This new initiative will support the African Business Club (student organization in the Business School) and the African Graduate Student Association to host four “fireside chats” per year, each featuring a UM alum with an Africa-focused career in business, government, or the non-profit sector. This will allow for mentoring and networking opportunities for students interested in developing similar career paths.
* Africa Career Focus Outreach Newsletter: Through this new initiative, ASC will publish an annual “Africa Career Focus” newsletter, featuring UM alumni who have built successful Africa-focused careers in education, government, business, and the non-profit sphere. We will also recruit advertisements from potential employers for the newsletter that will be distributed widely on our campus (focusing on professional school students) and electronically to our alumni.

# The African Studies Center at the University of Michigan

UM demonstrated its long-term commitment to African Studies by founding the African Studies Center (ASC) in 2008. ASC serves as the conduit for UM’s Africa-related research, teaching, outreach, and partnerships, and as a regional and national resource about Africa. Now that our ASC is well into its second decade, we are intentionally and strategically broadening our focus to include learners and teachers in our region and across the country through partnerships with MSIs and by leveraging our extensive network of Africa-based faculty who are alumni of the UM African Presidential Scholars (UMAPS) program.

## Commitment to Africa and African Studies

UM remains strongly committed to African Studies, as evidenced by the institutional support for ASC operations; Africa-related teaching and research; library acquisitions; outreach activities, and institutional partnerships, amounting to over $20 million in AY19-20 (see Table A-1) and an additional $5.5 million to support qualified AS students (see Table A-3).

* 1. **Institutional Support for Teaching Staff, ASC Operations**. UM assumes the cost of salary and benefits for 134 faculty whose teaching, research, and/or professional/mentoring engages substantially with Africa, amounting to over $10 million in AY19-20. This includes ten language instructors, 84 faculty who offer non-language Africa-focused courses, and 40 whose engagement with Africa is based on research and mentoring. (Salary and benefits are prorated according to the percent of faculty members’ time devoted specifically to Africa—see Appendix

I). ASC has secured a permanent $300,000 annual allocation that supports ASC’s 2 FTE permanent core staff, temporary student staff, as well as programming and faculty/student support. UM also assumes the cost of salary and benefit for staff time in the International Institute (II) and in the Department of Afroamerican and African Studies (DAAS) devoted

exclusively to African Studies (AS). In addition, UM compensates faculty to serve as ASC Director and provides research stipends to the two Associate Directors. UM also provides direct support for Africa-focused projects and initiatives, including $419,000 annually from the President’s Office, the Provost’s Office, and other campus units, for the UMAPS program administered by ASC.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table A-1: UM institutional support for AS** (For student support, see Table A-3.) | | | |
| **PERSONNEL** |  |  | **$10,188,071** |
| **Teaching Staff (prorated by % AS effort) Salary** | **Benefits** | **Subtotal** |  |
| Faculty 7,018,464 | 1,654,277 | 8,672,741 |
| Language Lecturers and Faculty 547,559 | 148,792 | 696,351 |
| **Professional & Administrative Staff (prorated by % AS effort)** | | |
| ASC Staff, including Director, Associate Directors 108,339 | 25,197 | 133,536 |
| II Staff: Advising, Communications, Oversight 131,346 | 36,641 | 167,987 |
| ASC Temporary and Student Staff 23,342 | 1,501 | 24,843 |
| DAAS Staff 20,800 | 6,448 | 27,248 |
| Library Staff 297,582 | 89,030 | 386,612 |
| Museum Staff 59,291 | 17,308 | 76,599 |
| Language Resource Center 1,645 | 510 | 2,154 |
| **FACULTY SUPPORT** | | | **$9,315,216** |
| External grants secured by AS faculty, prorated for % AS effort |  | 9,223,188 |  |
| ASC support for faculty research |  | 46,500 |
| DAAS support faculty research |  | 45,528 |
| **SUPPORT FOR AS EVENTS** | | | **$72,982** |
| ASC programming and co-sponsorships |  | 51,372 |  |
| DAAS programming (Africa-focused) |  | 20,000 |
| Language Resource Center programming |  | 1,610 |
| **INSTITUTIONAL SUPPORT FOR UMAPS PROGRAM** | | | **$419,000** |
| Office of the President |  | 200,000 |  |
| Office of the Provost |  | 100,000 |
| South Africa Initiatives Office (DAAS) |  | 119,000 |
| **LIBRARY ACQUISITIONS AND MUSEUM SUPPORT** | | | **$235,904** |
| Library Acquisitions: Sub-Saharan Africa |  | 80,542 |  |
| Library Acquisitions: North Africa |  | 60,000 |
| UMMA: Installation of new permanent Africa exhibit |  | 58,200 |
| UMMA: Commission to Meleko Mokgosi (Botswana-born artist) |  | 37,162 |
| **TOTAL UM INSTITUTIONAL SUPPORT FOR AFRICAN STUDIES** | | | **$20,295,673** |

**Support for Library Staff and Acquisitions**. UM support for library staff and acquisitions specifically for Africa amounts to over $527,000 per year. This includes salary and benefits for a

dedicated librarian for Sub-Saharan Africa (1 FTE) and a librarian for North Africa/Middle East (.3 FTE devoted to Africa). These two librarians are further supported by a .3 FTE position to catalog AS materials and another 1 FTE specifically for cataloging Arabic-language works. It also includes the yearly acquisitions budget for Sub-Saharan Africa for monographs and periodicals ($80,542), and 30% of the $200,000 acquisition budget for North Africa/Middle East. Additional budget is available for one-of-a-kind resources, such as specialized databases.

**Support for Institutional Linkages**. UM has extensive linkages with academic institutions in Africa. As of Fall 2021, UM has formalized ties with 34 institutions in ten African countries through Memoranda of Understanding (MOU) (See Table A.2). The ongoing connections that alumni of the UMAPS program forge between their home institutions (ca. 50 universities in Africa) and UM are another source of institutional linkages with African partners, taking the form of collaborative research, faculty exchanges, and study abroad opportunities for students.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table A.2: MOUs and UMAPS alumni** | | | |
| **Country** | **UMAPS**  **Fellows** | **Active MOUs** | **Total Active Relationships** |
| Ghana | 45 | 9 | 54 |
| South Africa | 41 | 1 | 42 |
| Ethiopia | 27 | 7 | 34 |
| Liberia | 22 | 1 | 23 |
| Uganda | 18 | 5 | 23 |
| Nigeria | 7 | - | 7 |
| Kenya | 1 | 5 | 6 |
| Tanzania | 3 | 1 | 4 |
| Zambia | 1 | 2 | 3 |
| Botswana | - | 2 | 2 |
| Cameroon | 2 | - | 2 |
| DRC | 1 | - | 1 |
| Gabon | 1 | - | 1 |
| Senegal | - | 1 | 1 |
| Sudan | 1 | - | 1 |
| **Total** | **170** | **34** | **204** |

UM provides several funding opportunities, such as Global Reach Seed Grants and the Humanities Collaboratory Grants, for faculty interested in establishing new collaboration with colleagues in Africa, which over time are expected to grow into institutional linkages. ASC also provides funding to faculty interested

in setting up new collaborations, including through its Collaborative Seed Grants program and proposals involving student exchanges.

**Support for Outreach Activities**. UM’s most significant support for Africa-related outreach is its direct support for the actual costs of many core outreach activities such as lectures, films, public events, and exhibitions. In AY19-20, institutional funding for such activities, provided by ASC, DAAS, the II, UM’s Museum of Art (UMMA) and other campus units, totaled more than

$168,000. A major venue for UM outreach activities, UMMA’s gallery space devoted to African art more than doubled with the 2021 opening of the new permanent exhibit, *We Write to You about Africa*, for which UM provided $58,200 in installation costs. In AY19-20, UMMA spent

$37,162 to commission an installation by Botswana-born artist Meleko Mokgosi, now a popular stop on K-12 museum tours. UM also assumes the cost of salary and benefits for UMMA’s 1 FTE Curator for African Art.

**Support for Qualified Students**. Graduate and undergraduate students pursuing AS language and area studies training receive extensive financial support from UM, the II, and ASC (See Table A-3). UM schools and departments offer full tuition and stipend fellowships (including Graduate Student Instructor or “GSI” positions) to students pursuing Africa-focused PhDs in various fields. Most departments, as well as the Rackham Graduate School, also provide their graduate students with additional funding for conference travel, research projects, and language training. Undergraduates are similarly eligible for ASC and II funding for research and internships in/on Africa; they also use regular UM financial aid to attend affiliated study-abroad programs, and receive various merit and need-based scholarships. ASC additionally provides financial support for study abroad projects initiated by AS faculty; language study scholarships for undergraduate, professional, and doctoral students; and support for conference travel. In AY19-20 UM support for qualified students exceeded $5.5 million.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table A-3: Support for Qualified Students** | | | | | |
| **Funding type** | **Graduate students**  **# of awards Amount** | | **Undergraduate students**  **# of awards Amount** | |  |
| **ASC INTERNAL FUNDING** | | | | | **$175,854** |
| Tuition | 3 | 74,299 |  | |  |
| Stipend | 4 | 36,905 |  | |  |
| Research | 29 | 46,250 | 2 | 2,000 |  |
| Conference travel | 3 | 900 |  | |  |
| Internship/professional development | 5 | 15,500 |  | |  |
| **UM MERIT-BASED AWARDS** | | | | | **$2,769,005** |
| Tuition | 102 | 1,371,755 | 15 | 69,690 |  |
| Stipend | 178 | 1,132,720 | 1 | 2,500 |  |
| Language study | 4 | 22,565 |  | |  |
| Research | 41 | 105,084 | 1 | 500 |  |
| Conference travel | 38 | 34,286 |  | |  |
| Internship/professional development | 13 | 14,105 | 4 | 15,800 |  |
| **TEACHING & RESEARCH ASSISTANTSHIPS** | | | | | **$2,037,055** |
| Tuition waiver | 73 | 1,156,633 |  | |  |
| Salary | 73 | 794,933 |  | |  |
| Health insurance | 73 | 85,489 |  | |  |
| **UM COST SHARING ON EXTERNAL STUDENT AWARDS** | | | | | **$100,786** |
| Cost sharing on external awards | 7 | 100,786 |  | |  |
| **NEED-BASED UM STUDENT SUPPORT** | | | | | **$507,539** |
| Grants | 3 | 2,400 | 36 | 364,379 |  |
| Child care subsidy | 5 | 34,666 |  | |  |
| Covid emergency funding | 61 | 90,386 | 13 | 15,708 |  |
| **TOTAL UM SUPPORT FOR STUDENTS ENGAGED IN AS** | | | | | **$5,590,239** |

## Quality of AS Language Instructional Program

UM language instruction programs offer three or more levels of Arabic, Portuguese, Swahili, and Yoruba–all four designated as priority Less Commonly Taught Languages (LCTLs) in the 2022 Consultation with Federal Agencies on areas of national need. The US Departments of Defense, Energy, and State list Arabic, Portuguese, and Swahili as priority languages, with USAID including Yoruba as well. These courses enroll over 500 students annually.

* 1. **Instruction and Enrollments in AS Languages**. UM provides instruction in languages commonly spoken in Africa, including cross-regional languages. Circa 40 language courses are taught each year (18 for Arabic; 11 for Portuguese, 6 each for Swahili and Yoruba). Yoruba was added to the curriculum in AY19-20 in response to student demand. Despite the challenges

posed by the pivot to remote instruction in early 2020 in response to the Covid-19 pandemic, Yoruba has proven a successful addition, with the result that UM authorized the recruitment of an internally funded continuing Yoruba instructor who started teaching in AY20-21.

**Student Enrollment in AS Languages**. Enrollments for AY21-22, totaling 519, are shown in Table B-1. Our strategy for maintaining enrollment levels for Swahili (which have been steady at

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B-1: African Language Enrollment, AY20-21** | | | | | | | |
| **Language** | **Levels** | **Year 1** | **Year 2 Year3+** | | **UG** | **GR** | **Total** |
| Arabic | 5 | 128 | 122 | 78 | 280 | 48 | **328** |
| Portuguese | 3 | 11 | 36 | 15 | 51 | 11 | **62** |
| Swahili | 5 | 66 | 45 | 4 | 107 | 8 | **115** |
| Yoruba | 3 | 7 | 7 | - | 13 | 1 | **14** |
| **Total Enrollments** | | **212** | **210** | **97** | **451** | **68** | **519** |

this level for a number of years) and growing those for Yoruba includes promoting these languages to heritage speakers,

encouraging students to enroll in the Fulbright GPAs organized by Howard University to accelerate their progress through the language sequence, and creating a regional community of language learners to foster enthusiasm and a greater sense of relevance and real-life application of the languages (see section I: Program Planning, pp. 37-39).

* 1. **Three or More Levels of Language**. During the academic year, UM offers five years of Arabic, and three years each of Portuguese, Swahili, and Yoruba. One-year equivalents of intermediate and advanced Arabic are offered every summer at a ten-week LSA Summer Language Institute. Arabic, Portuguese, and Swahili have an independent-study option to allow students to continue language study beyond the formal course offerings, and the same will be available for Yoruba study starting in AY22-23. We encourage students to participate in the Fulbright GPAs for Swahili and Yoruba after their first year of language study, accelerating their learning so that they may enroll in Level 3 earlier.

**Courses taught in AS languages**. Advanced Arabic-language students can enroll in a cyclical variety of over 15 courses at the fifth-year level taught in Arabic. The Portuguese language

program offers the course “Conversations through Film and Popular Music” in Portuguese as part of its language sequence, and plans to add a discussion section in Portuguese to the course “History of Brazil” starting in AY22-23. Similarly, a Swahili section can be added to a course on East African history, based on student demand. Advanced students in Swahili can take an Independent Study course taught in Swahili to correspond to their research interests. With the growth of Yoruba, the Independent Study option of taking a course in Yoruba will also become available for 4th-year level students in that language.

* 1. **Strength of AS Language Faculty and Pedagogy Training**. AS teaching faculty for Arabic, Portuguese, Swahili, and Yoruba comprises a combined total of 10 UM instructors (one tenure track faculty and 9 lecturers) (see Table B-2). Required qualifications for UM language lecturers are native or near-native fluency in the appropriate language as well as in English, proven excellence in teaching foreign/second language courses and minimally a master’s degree

|  |  |  |
| --- | --- | --- |
| **Table B-2: ASC Language Instructor Qualifications**  (Asterisk indicates certification as ACTFL OPI tester.) | | |
| **Language** | **Instructor** | **Highest qualification** |
| **Arabic** | Al-Sayegh, Wijdan | PhD, Mosul, 1995 |
| \*Alhawary, Mohammad | PhD, Georgetown, 1999 |
| \*Beebani, Tara | MA, Michigan, 2013 |
| Hannouchi, Said | PhD, Wisconsin, 2017 |
| Reading, Liana | MA, Michigan, 2009 |
| **Portuguese** | Costagutta Mattos, Maria | MA, Coimbra, 2015 |
| Marahao, Tiago | PhD, Vanderbilt, 2020 |
| **Swahili** | Mpesha, Nyambura | PhD, Kenyatta, 1996 |
| Mwipopo, Marko | PhD, Oregon, 2016 |
| **Yoruba** | \*Ayoola, Gabriel | PhD, Georgia, 2019 |

in a language-related field, with advanced training or degree strongly preferred. Most of our language instructors hold a PhD in a language-related field; three are also certified as

ACTFL Oral Proficiency Interview (OPI) testers.

**Pedagogy Training for Performance-Based Instruction**. Our instructors have substantial pedagogy training through their degrees and specialized training programs (e.g. ACTFL), and they extend their knowledge of performance-based language teaching by attending pedagogy

conferences and workshops. ASC supports this by making funds available to language instructors to attend the annual meeting of the African Language Teachers Association (ALTA), and to become certified for OPI. UM provides additional pedagogical training and support for language instructors, including for performance-based teaching, through UM’s Language Resource Center (LRC).

* 1. **Quality of Performance-Based Instruction**. UM’s AS language programs provide context-oriented training designed to prepare students to use their knowledge in real-world situations. Courses are taught using either a modified communicative approach in combination with grammatical analysis (Arabic and Swahili), or the communicative language approach (Portuguese and Yoruba). The communicative approach, consisting of a student-centered classroom, where all instruction is delivered in the foreign language, is well supported in pedagogical research as a highly effective method of language learning.

**Resources for Language Teaching and Practice**. Our AS language programs work closely with UM’s LRC, which serves both language lecturers and students with technical assistance, pedagogical support, and access to foreign language materials in a variety of formats. For instructors, LRC hosts programs to foster dialogue around current language learning and teaching issues, including as part of the newly created *Language Collaboratory*, a partnership for the advancement of intercollegiate dialogue on the teaching of languages and cultures, organized by UM’s LRC and peer units at the University of Iowa, the University of Minnesota, Michigan State University, and the University of Wisconsin-Madison.

The LRC also maintains a library of foreign language audio, visual, and literary materials, including satellite TV channels in Arabic, French, Portuguese, and Tamazight, as well as additional language learning materials for Swahili and Yoruba. LRC provides assistance with

finding language tutors and conversation partners, and free access to the online language learning platform *Foreigncy*, geared to advanced learners and professionals. Pedagogical innovations spearheaded by LRC staff include the Virtual Exchange Initiative that connects UM language students with international peers for meaningful and sustained interaction as part of their regular coursework. A current pilot links UM Swahili students to students at Kenya College of Accountancy University (KCAU) who are training to be teachers of Swahili (section I, p. 38).

**Language Proficiency Requirements**. Placement tests are required for incoming students with prior exposure to the language they wish to study, to be placed at the appropriate level of instruction. All our language courses are designed to develop students’ proficiency in listening, speaking, reading, and writing. Rigorous testing occurs throughout, including final examinations with oral and written components that follow OPI guidelines. LSA requires 2nd year foreign language proficiency of all students, which means students must be able to perform at a level equivalent to ACTFL level Intermediate Mid for speaking and writing, and equivalent to Intermediate High for listening and reading. UM’s popular International Minor in Engineering also requires 2nd year foreign language proficiency, while the LSA major, Program International and Comparative Studies (PICS), requires 3rd year foreign language proficiency, which means a level equivalent to reaching ACTFL Advanced Low proficiency in speaking and writing, and Advanced Mid in listening and speaking (see also Table D-1).

## Quality of AS Non-Language Instructional Program

UM offers a broad range of over 280 AS non-language courses, including 67 with 100% AS content. In AY20-21, these courses enrolled over 6,000 students (4,830 undergraduates and 1,496 graduate and professional school students).

* 1. **Extent and Disciplinary Breadth of Non-Language AS Courses**. In AY20-21, 284 area studies and international courses with at least 25% Africa content covered the continent in depth and across the disciplines (see Appendix II). These courses are taught in 19 different departments in LSA, three departments in the School of Music, Theatre, and Dance, as well as 7 professional schools. Courses are offered at all levels, from UG introductory courses with no prerequisites to advanced courses for doctoral students. AS courses in AY20-21 included 61 lower-division UG, 131 upper-division UG, and 92 graduate-level courses.

UM courses are taught by nationally and internationally recognized faculty with strong research and teaching experience, who span the disciplinary breadth of humanities, arts, social sciences, health-related fields, and natural sciences (see Table E-1 and Appendix I).

**AS in the Professional Schools**. UM’s professional schools have long cultivated relationships with institutions in Africa, which have fed back into the UM teaching program. In AY20-21, nearly a quarter of courses with at least 25% AS content (68 out of 284) were taught in the professional schools, as follows: public policy-19, public health-13, business-13, law-12, architecture and urban planning-5, social work-3, nursing-3. The Law School runs an externship program in South Africa, through which law students spend a semester working in South African firms or non-profits. Students in the School of Public Policy may enroll in the popular International Economic Development Program (IEDP), which in AY20-21 focused on Kenya. In 2018-22, the William Davidson Institute developed an action-based learning program on international business culture that brings together students and faculty from UM, Egypt, Libya, and Lebanon; as of AY22-23, this course is part of the regular Business School curriculum.

* 1. **Depth of Specialized Course Coverage**. The greatest depth of specialized AS course coverage is offered by the Departments of Afroamerican and African Studies (DAAS), History,

Anthropology, Economics, and Political Science, with additional strengths in History of Art, Public Health, and Public Policy (see Appendix II). In the disciplines that contain AS faculty, UM strives to present well-articulated course sequences that start with introductions aimed at undergraduates and culminate in specialized seminars for doctoral students. For example, in Political Science, an incoming undergrad may start by taking an intro course on Comparative Politics, followed by a 300-level specialized course with significant AS focus, such as Comparative Analysis of Government Institutions, and a 100% AS seminar at the 400-level focused on Political Violence in Africa. Although the extensiveness of such sequences in each discipline varies based on faculty composition, effort is made to serve the increasing specialization of students as they progress through the curriculum and to provide a solid foundation to undertake independent doctoral research in the region.

* 1. **Non-Language Faculty**. UM area studies and international courses are taught by highly qualified faculty who bring both deep empirical knowledge and the latest methodologies and theoretical approaches to their teaching. The 84 AS faculty teaching Africa-focused area studies courses as part of their regular teaching rotations can well sustain a high-quality teaching program in African studies, which consists of a combined teaching repertoire of over 280 courses (See Table E-1 for number of faculty by discipline; see also Appendix I.)

**Training for Instructional Assistants**. Graduate Student Instructors (GSIs) complete at least 20 hours of pedagogical training, including a seminar from UM’s Center for Research in Learning and Teaching (CRLT), before their first teaching assignment. Departments normally require further training: Anthropology, History, and Political Science each require a two-day, 1-credit course for GSIs prior to the start of classes, meetings throughout the term, and a 1-credit workshop at UM’s Sweetland Writing Center for writing-intensive courses. GSIs work under the

close supervision of a faculty member who is responsible for setting the content, learning goal outcomes, and assessment standards. The CRLT supplements departmental training by offering programs throughout the academic year that enhance teaching skills, provide confidential consultations, and offer feedback through review of recorded classes.

* 1. **Extent of Interdisciplinary Courses**. UM demonstrates its support for interdisciplinary study and research through the establishment of institutes whose intellectual identity trajectories cross disciplinary lines. The II is expressly dedicated to interdisciplinary work as are the Humanities Institute and the Michigan Society of Fellows. Numerous AS faculty are affiliated with interdisciplinary and interdepartmental programs, and/or hold dual appointments. This commitment to interdisciplinarity finds expression in our course offerings. In AY20-21, a quarter of course offerings with at least 25% Africa content were cross-listed between two or more departments (72 courses cross-listed out of 284 offered: 40 UG and 32 at the graduate level).

Co-curricular interdisciplinary workshops and lecture series co-sponsored by ASC provide additional opportunities for undergraduate and graduate students to interact with students and faculty from different disciplines with a shared interest in Africa and its diaspora. The Africa Workshop, which attracts undergraduate as well as graduate students, features presentations by respected Africanists in fields such as anthropology, the arts, economics, history, and political science. The African History and Anthropology Workshop (AHAW) provides graduate students in these and related fields with a venue to present their work, gain professional experience. In AY20-21, AHAW hosted ten sessions with an average attendance of 15 to 20 participants.

## Quality of Curriculum Design

UM offers Africa-related coursework for UG and graduate students, ranging from introductory to advanced levels. Courses are taught by faculty in a broad spectrum of disciplines and fields. A

UM student can take an Africa-related class in over twenty discipline in the arts, humanities, as well as STEM disciplines and professional schools. (See Appendices I and II.)

* 1. **Undergraduate Training in AS**. UM’s undergraduate training in AS is primarily coordinated through the Department of Afroamerican and African Studies (DAAS), which offers a major in African Studies. This major approaches AS as an interdisciplinary field and requires both regional and comparative courses drawn from a range of disciplines (e.g., anthropology, economics, gender studies, history, literature, or political science). In the past four years, DAAS graduated 84 AS majors focused specifically on African Studies.

Undergraduates also pursue an AS focus as part of the Program in International and Comparative Studies (PICS) major. PICS majors take three years of language and three courses in international studies, formulate their remaining coursework in International Security, Norms, and Cooperation; Political Economy and Development; Comparative Culture and Identity; or Global Environment and Health. In 2018-22, 27 PICS majors graduated with an AS focus.

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| **Table D-1: Program Requirements for AS undergraduate degree programs** | | | |
| **Majors** | | | |
|  | **Afroamerican and African Studies BA** | | **Program in International and Comparative Studies (PICS) BA & BS** |
| **Credit Hours** | 28 credits | | 34 credits excluding language requirement |
| **Language Requirements** | None | | Sixth term proficiency in a language; two terms in a language of the region |
| **Sub-major Requirement** | None | | At least 4 courses in one sub-plan (listed): International Security, Norms, & Cooperation; Political Economy & Development; Comparative Culture & Identity; Global Environment & Health |
| **Other Requirements** | AAS 200, 201, 202, 498; 2 300-  level comparative or global  courses; 4 AAS electives; at least one AAS ULWR course | | 1 quantitative research methods course; 1 course in world region of language studied; 3 elective courses (requires approval of advisor) |
| **Minors** | | | |
|  | **Minimum Credits** | **Language Requirement** | **Required Courses** |
| **Global History** | 15 credits | None | 2 courses from HISTORY 238, 239 or 240 |
| **Global Media Studies** | 16 credits | None | 7 credits from the following: FTVM/RCHUMS 150 (FTVM/RCHUMS 236) & one of the following: FTVM 351/352/353. At least 2 electives focus on non-US, transnational, comparative film/media (AAS 232, 440,  442, 470 are options) |

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| --- | --- | --- | --- |
| **Global Theater and Ethnic Studies** | 15 credits | None | THTREMUS 222, THTREMUS 233, THTREMUS 324 or  performance practice through RCHUMS 334/RCCORE 301/ARTDES 312 |
| **Islamic Studies** | 16 credits | None | MIDEAST 216, Introduction to Islam, 2 courses 300-level or above on Islam Societies, 2 courses focused on 1 region (Sub-Saharan Africa is option) |
| **International Minor for Engineers** | 16 credits | Fourth term level in a non-English language | 7-9 credits focused on non-US cultures/countries, 2 1- credit International Engineering Seminars, 6 weeks of experience in intercultural setting |
| **International Studies** | 18 credits  (excluding languages) | Sixth term level  in non-English language | INTLSTD 401: International Studies Advanced Seminar, 3  courses focused on a single world region,3 courses focused on a single theme |

Additionally, undergraduates pursue courses of study focused on Africa while pursuing majors in many other departments. The PICS, Global History, Global Theater & Ethnic Studies, and Islamic Studies all include robust course offerings for students interested in Africa. These minors are available not only to students in LSA but also to undergraduates affiliated with the College of Engineering (COE), the School of Business, and the School of Art and Design. COE also offers its own international minor for engineers, which requires two years of language, three courses forming an international sequence, an international engineering seminar, and relevant overseas experience. (See Table D-1 for program requirements for AS majors and minors.)

**D.2 Graduate Training in AS**. The II houses the interdisciplinary Master’s in International and Regional Studies (MIRS) program, which includes a specialization in AS. Established in 2019, MIRS serves as an umbrella for eight regional and thematic sub-plans anchored in the II’s Area Studies centers. Because MIRS deliberately attracts students with different interests and career paths–ranging from pursuing a PhD to entering government service–students are uniquely trained to bridge the increasing gap between academics and policymakers. Since its inception in 2019, MIRS has enrolled a total of 73 students (eight in the AS subplan) of whom 12 (three from the AS subplan) have completed the program to date.

Doctoral students are affiliated with academic departments where they receive discipline- specific training in order to carry out independent research projects in or about Africa as the basis for writing a dissertation. Africa concentrations are formalized as specializations of PhD programs in History and Art History, and are accepted as concentrations within broader fields in other departments (e.g., Political Science doctoral students may pursue a field in World Politics with a concentration on Africa). Most departments require language competency in one or two foreign languages and encourage Africa-focused PhD students to study African languages.

DAAS offers a graduate certificate program in AS for students enrolled in PhD programs in other disciplines. In 2018-22, ten students (in Art History, History, Nursing, Political Science, Romance Languages, Sociology, and Urban Planning) completed the AS graduate certificate.

* 1. **Academic and Career Advising for AS Students**. UM provides extensive, individualized academic and career advising to students. Undergraduates who major in AS receive academic counseling from the academic advisor in DAAS, while PICS majors and minors are advised by the II advising staff. MIRS AS students are assigned a DAAS faculty advisor in their first year and work with individual AS faculty on their 2nd-year thesis. Dedicated MIRS advisors in the II provide additional guidance for funding and career opportunities. UM’s Career Center provides undergraduate and graduate students with advising focused on career options and assistance with internship and job searches. DAAS faculty are responsible for advising students in the Graduate Certificate in African Studies. The ASC director and associate directors share advising duties for students with specific career interests in Africa, drawing on their respective areas of geographic and disciplinary expertise.

Doctoral students receive academic and career guidance specific to their fields from mentoring and dissertation committees in their respective programs. Dissertation advisors use

their national and international networks to assist students with placement. In the past ten years, UM’s doctoral programs placed 63% (51 of 91) of AS graduates in university or college teaching positions (See Table G-1 for more detailed placement information).

* 1. **International Opportunities for Students**. UM administers formal undergraduate study abroad opportunities in Africa through CGIS, IPE, and other schools. CGIS offers regular semester, academic year, and summer programs, as well as short-term overseas experiences. Through CGIS, undergraduates can choose from among AY, semester, or summer programs in Ghana, Kenya, Madagascar, Morocco, Senegal, South Africa, Tanzania, and a combined Uganda/Rwanda program. All programs offer the normal combination of language and culture courses. In addition to these programs, ASC has supported instructors who have led groups of students to Ghana and South Africa as part of winter or summer term UG and graduate courses. With support of the ASC, the Global Scholars Program (GSP), a living/learning community of UM students that incorporates coursework, collaborative projects, and international experience, now offers a globally-engaged internship with the South African NGO Inkululeko.

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| **Table D-2: Student trips to Africa for AY 19-20** | | | |
|  | **School or College** | **Number of trips** | **Total** |
| **Professional School** | Business | 18 | 101 |
| Law | 17 |
| Dentistry | 15 |
| Medicine | 11 |
| Public Health | 9 |
| Nursing | 8 |
| Engineering | 7 |
| Pharmacy | 6 |
| Social Work | 6 |
| Architecture & Urban Planning | 1 |
| Interprofessional Program (Medicine, Nursing, Social Work) | 3 |
| **Other** | LSA | 60 | 66 |
| Environment & Sustainability | 5 |
| Art & Design | 1 |

In AY18-19, UM ranked 4th in the nation for the number of students studying abroad for academic credit, with 5,640 students traveling to 137 countries. This included almost 600 student trips to

countries in Africa. While the spread of COVID-19 significantly disrupted education abroad, UM

retained its placement as the 4th in the nation for study abroad during AY19-20, with 2,372 students traveling to 111 countries, including 23 in Africa. In AY19-20, students from UM’s professional schools represented 60% of student trip counts to Africa. Students of traditionally underrepresented groups made up circa 17.5% of international education experiences at UM, up from 15% in AY16-17. Participation in overseas research and study abroad in African countries by School or College for AY19-20 is shown in Table D-2. For 13 of the past 15 years, UM was also the top producer of DoS Fulbright fellows.

**Facilitation of Access to Other Institutions and Programs**. UM has streamlined its administration of study abroad and other forms of international experiences, such as internships. Through M-Compass, students can search and apply for suitable programs and scholarships.

While M-Compass provides the necessary search engines for students to research an array of overseas opportunities, CGIS provides hands-on academic and financial advising to all undergraduates regardless of school affiliation. The II has a dedicated fellowships advising team for the numerous funding opportunities, such as FLAS, Boren, and Fulbright, that support research abroad, international internships, and the study of less commonly taught languages. The LSA Opportunity Hub has dedicated staff to connect students to international internship and research options. Finally, ASC language instructors actively promote the GPA programs for Swahili and Yoruba organized most recently by Howard University. UM and ASC funding is available for students wanting to enroll in these or other overseas programs.

## Quality of Staff Resources

ASC’s faculty and professional staff are highly qualified and committed to the training of students and the development of Africa-focused programs.

* 1. **Faculty/Staff Qualifications**. ASC’s core faculty comprises 84 area specialists who regularly teach courses in African Studies (42 full, 17 associate, 15 assistant professors and 10 non-tenure track continuing faculty). In addition, 40 faculty members whose teaching is not focused on Africa but who are engaged in research and mentoring related to Africa, are actively involved in the activities of the ASC. (See Table E-1 for the distribution of these faculty by academic unit.) All AS faculty have PhDs or other terminal degrees in their fields and excellent publication records commensurate with their rank and stage of career. Seven of the ten ASC language faculty hold a PhD in language-related fields (see Table B-2, p.7). Ten new Africa- focused faculty have been appointed since 2018, and a search is currently underway for an Endowed Chair in African History, reflecting UM’s continued commitment to strengthening its position as a prime institution for African Studies.

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| **Table E-1: AS Non-language faculty by academic unit** | | | | |
| **Departments: College of Literature, Science & the Arts** | |  | **Other Schools & Colleges** | |
| Afroamerican and African Studies | 22 |  | Architecture & Urban Planning | 2 |
| Anthropology | 11 | Art & Design | 2 |
| Communication and Media | 2 | Business | 3 |
| Comprehensive Studies Program | 1 | Education | 2 |
| Earth and Environmental Sciences | 2 | Engineering | 9 |
| Economics | 2 | Environment & Sustainability | 5 |
| English Language and Literature | 2 | Information | 3 |
| History | 6 | Law | 2 |
| History of Art | 2 | Medicine | 13 |
| Linguistics | 3 | Music, Theatre & Dance | 4 |
| Mathematics | 1 | Nursing | 5 |
| Middle East Studies | 8 |  |  |
| Physics | 1 |  |  |
| Political Science | 6 |  |  |
| Psychology | 2 |  |  |
| Romance Languages and Literatures | 3 |  |  |
| Sociology | 4 |  |  |

Many AS faculty are recognized nationally and internationally. They include three MacArthur Fellows, six Guggenheim Fellows, two elected members of the National Academy of Sciences, and three past officers or board members of the African Studies Association (ASA). Numerous AS faculty have received book awards from their professional associations, including in the past

four years: Naomi André (Society for American Music), Michelle Bellino (Council of Anthropology and Education); Jatin Dua (Association for Africanist Anthropology), Mai Hassan (American Political Science Association; African Studies Association for Best Book on East African Studies), Judith Irvine (Society of Linguistic Anthropology), and Annette Joseph-Gabriel (Modern Language Association).

ASC’s core staff is highly qualified. ASC faculty director Andries Coetzee is internationally recognized for his work on minoritized varieties of Afrikaans spoken in South African and expatriate international communities. Faculty associate director Naomi André is the foremost expert on Black South African opera. Staff associate director Henrike Florusbosch holds a PhD in Anthropology and has conducted ethnographic fieldwork in francophone West Africa for over 20 years. Program and Events Coordinator Teyei Pam holds a Master’s degree in International Development and has extensive NGO experience in Nigeria.

**Professional development and overseas opportunities**. AS faculty are given numerous opportunities to pursue research, including for research projects abroad. They are eligible for UM-funded research leaves, such as those offered through the Institute for the Humanities and UM’s Office of Research, and are encouraged to apply for outside funding. Several of these opportunities are open to both tenure and non-tenure track faculty (including language instructors), while there is also funding aimed specifically at non-tenure track instructors, such as the Lecturers’ Professional Development Fund. ASC directly funds faculty research through its annual Seed Grant competition for new collaborative research projects between UM faculty and Africa-based partners, as well as through individual faculty research grants; ASC earmarks about

$55,000 to support faculty research annually.

Faculty improve their teaching skills through applying for instructional development grants offered by the Center for Research on Learning and Teaching (CRLT) and the Language Resources Center (LRC). Both CRLT and LRC also offer workshops and individual counseling focused on pedagogy, to faculty as well as Graduate Student Instructors (GSIs).

For ASC staff, development opportunities exist through the ASC, II, Organizational Learning, and participation in international education professional organizations. ASC supports staff participation in the annual ASA meeting and the business meetings of the Association of African Studies Programs (AASP), in addition to other relevant conferences, including overseas. The II allocates $20,000 annually for professional development for staff members.

**Commitment to Teaching, Supervising, and Advising**. Except for those in the professional schools, all tenure-track AS core faculty teach both graduate seminars and undergraduate courses in their fields (typically 2-2 course load) and serve on dissertation committees. Weekly office hours are an integral part of all UM courses, and doctoral students meet with their advisors on a regular basis, receiving formal progress reports each year in the program. AS faculty’s commitment to teaching has been recognized with 15 UM teaching awards, including 5 Thurnau Professorships for Outstanding Undergraduate Education. Numerous AS faculty serve or have served as chairs or associate chairs of their department, and directors of graduate or UG studies.

Advising for students interested in African Studies is shared between ASC, II advising staff, and AS faculty in DAAS (see section D.3, pp. 16-17). II advising staff comprises 7.5 FTE advisors, supervised by an Academic Services manager. The present advising staff all hold bachelor’s degrees, six hold additional Master’s degrees, and one holds a PhD; their professional recognitions include conference presentations at regional and national advising and higher

education conferences such as the annual Civic Learning and Democratic Engagement Meeting co-sponsored by NASPA and the AASCU (see Appendix I).

* 1. **Faculty Involvement and Oversight**. ASC associates actively participate in governance and administration. ASC is organized around three faculty-led disciplinary Initiatives: African Heritage and Humanities Initiative (AHHI); African Social Research Initiative (ASRI); and STEM-Africa. Faculty and professional staff with significant Africa-focused research, teaching, or professional engagement are eligible to join the Steering Committees for the Initiatives. Steering Committee members of each Initiative annually elect one of their members to serve on ASC’s Executive Committee (EC). Additional members of the EC are elected from among the ASC associates and serve staggered two-year terms. The ASC director and associate directors as well as the associate director for African Studies in DAAS are ex officio members of the EC; other members include the African Studies Librarian and the president of the African Graduate Student Association as a non-voting student representative. Taken together, the EC, Initiative Steering Committees, and ASC sub-committees for student funding, research grants, and UMAPS admissions, include faculty representation from the humanities, social sciences, STEM fields, and various professional schools.

The EC meets at least once per semester to discuss budget requests for programming, events, curriculum development, research collaborations, and outreach activities in line with ASC’s mission. The EC guides the work of the ASC and provides oversight of its finances. **Administration and Outreach Staffing**. ASC’s 2 FTE core professional staff are responsible for annual program planning, budget and finances, grant writing/management, administration of the UMAPS program, and student engagement. Support for outreach activities is provided jointly by our staff associate director and the Program and Events Coordinator. In the new grant cycle,

we will hire an additional .5 FTE outreach coordinator to strengthen the presence of AS in the many teacher training and outreach programs offered by UM’s NRCs. HR supervision and financial oversight for ASC staff is provided by the II unit manager, with academic guidance provided by the ASC leadership. II shared staff provide an effective support structure for other aspects of ASC’s work, including publicity, website maintenance, and technical/event support. Oversight of all II staff is provided by the II executive director, with academic direction provided by the II faculty director (see Appendix I).

* 1. **Nondiscriminatory Employment Practices**. Diversity, equity, and inclusion (DEI) is central to UM’s mission. As a non-discriminatory/affirmative action employer, UM’s employment and HR policies and practices do not discriminate against any individual because of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status, and make accommodations to persons with disabilities and to accommodate religious practices.

UM has initiated numerous programs and policies aimed at recruiting and retaining persons who are members of minoritized groups, with emphasis on areas where underrepresentation has been determined. UM’s DEI Initiative, which entered its second phase in 2020, further institutionalizes the university’s commitment to broadening diversity and strengthening inclusivity for faculty and staff. The DEI Initiative explicitly includes disability issues within its mandate. Key goals are to create a university community that reflects the heterogeneity of the state and broader society, to promote a university culture that discourages individual bias, and to eliminate institutional bias.

The composition of ASC’s faculty reflects the efforts of UM to attract faculty members from historically underrepresented groups. Reflecting progress towards these goals, 44% of AS

faculty are women (32% at full, 60% associate, 65% assistant, and 42% NTT). Also, 33%

identify as POC (26% at full, 44% associate, 45% assistant, and 29% for NTT). Likewise, 50% of ASC staff and leadership are women, and 50% are African or African-American.

## Strength of Library

* 1. **Library Holdings**. The UM Library has one of the largest collections in the country with close to 13.5 million volumes and just under 200,000 serials. It is consistently ranked as one of the top ten academic research libraries in North America and is one of the founding members of Hathi Trust, an electronic database of scanned full texts no longer restricted by copyright, which are accessible to students, teachers, and the public through the library’s online catalog. Library holdings pertaining to Africa are extensive, with combined holdings for Sub-Saharan and North Africa exceeding a quarter of a million volumes. Print and electronic holdings cover important monographs and monographic series, journals and periodicals, reference works, reproductions of manuscripts and archival collections. Holdings are especially rich in respective former colonial languages such as English, French, Portuguese, Afrikaans, German, and Dutch. Collections also include (access to) primary sources, such as UM’s Islamic Manuscripts Collection, whose 1,103 volumes dating from the 8th to the 20th century include many titles in Arabic.

The UM Library actively participates in the Cooperative Africana Materials Project (CAMP) partnership, which collects previously hard to find newspapers, journals, and government publications from or pertaining to Africa, and makes them accessible on-line as well as in microfilm format. The UM Library funds and helps select CAMP projects, including a recent project aimed at digitizing African newspaper archives.

Africana holdings are designed to support undergraduate teaching across the social sciences and humanities, including in support of the teaching of African languages up to the advanced

level, as well as advanced research in a variety of disciplines. UM Library Africana collections of note are the Clark Library’s expansive holdings of African maps, as well as Spatial and Numeric Data Services, which include resources pertaining to Africa. The Institute for Social Research holds important data sets about Africa, including those of the Interuniversity Consortium for Political and Social Research (ICPSR), which maintains the world’s largest archive of digital social science data. Dedicated libraries associated with UM’s professional schools also hold and continue to acquire Africa-focused publications within their disciplinary remit; these include the Business Administration Library, the Law Library, the Fine Arts Library, the Music Library, the Health Sciences Libraries, and the Askwith Media library for films.

**Support for Library Staff and Acquisitions**. UM generously supports the acquisition of library materials and provides salary and benefits for two area-specific librarians holding advanced degrees, with a focus on Sub-Saharan Africa (1 FTE) and North Africa (.3 FTE) respectively, and a dedicated librarian in the Health Sciences with a strong focus on Africa. UM also provides salary and benefits for a dedicated cataloguer for Arabic and support staff as needed for cataloguing other non-European languages. Taken together, UM expends $386,612 on salary and benefits for library staff dedicated to Africa (see Table A-1).

The acquisition of additional materials in African indigenous languages is a priority, and the library partners with various vendors to seek out social sciences and humanities materials written in numerous African languages. The yearly acquisition budget for Sub-Saharan Africa is

$80,542; a conservatively estimate for North Africa, at 30% of the North Africa/Middle Eastern collection, represents $60,000. Both Africana librarians undertake biannual acquisition trips for their region, supported with $10,000 in additional acquisition budget. UM is also an inaugural sponsor of the East View Global Press Archive, contributing $90,000 so far to this 3-phase

program that will present worldwide newspapers in more than 30 languages. One of the first collections to be released in Phase One was East African Newspapers, which currently includes more than 450,000 pages of in-copyright material from the 1940s to early 2000s.

* 1. **Access to Materials at Other Institutions**. Research materials from other institutions are available to students through the interlibrary loan (ILL) service. Most of UM’s ILL requests for AS materials are filled by peer institutions in the Midwest, especially those belonging to the Committee on Institutional Cooperation (CIC). As a member of the Center for Research Libraries (CRL), UM’s Library provides faculty and students with convenient access to the CRL’s collection of primary sources for AS studies.

**Other Institutions’ and Public Access to UM Library Holdings**. UM’s library system cooperates in formal arrangements with other academic research libraries to grant access to its materials to their students; teachers and the general public may access research materials from UM by requesting them through the ILL service. UM also provides members of the public access to its library resources through campus-based computers, including remote access to electronic resources, such as serials in JSTOR, Press Display. UM NRCs can sponsor “guests” for full library access, and grant these privileges to local teachers and faculty from other institutions.

## Impact and Evaluation

* 1. **Significant Impact**. In the 15 years since its founding, UM’s ASC has become recognized for its role in advancing regional and national expertise on AS through training language and area studies specialists and teachers, producing scholarship on pressing concerns, and disseminating the latest knowledge through broad outreach efforts. Indices such as enrollments, graduate placement data, participation rates for events and use of Center resources bear this out.

**Enrollments**. In AY20-21, 4,830 undergraduate students and 1,496 graduate and professional students enrolled in over 280 non-language AS classes, 67 of which had 100% AS content, and 223 were upper-level UG (300- and 400-level), or graduate courses. In the same year, 519 students (451 UG and 68 GR) enrolled in AS language courses, 97 of them in advanced courses. **Graduate Placements**. Placement data for AS specialists who graduated from UM with a PhD in the last ten years are shown in Table G-3, indicating that all but one of them currently work in academia or industry. Of the 27 recent graduates (past four years) from the PICS program with an emphasis on AS, 19% have gone on to pursue graduate study while others are in careers in the private sector (26%), NGOs (15%), local/state government (7%), and international organizations (7%). Two of our three MIRS AS graduates are also pursuing graduate study.

**Events**. Tables G-1 and G-2 report participation in AS events, organized or co-sponsored by ASC, in the past three years, showing the number of events and audience reach (G-1), as well as the breadth of thematic and

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| **Table G-1: ASC event types and participant numbers** | | | | |
|  | | 2019 | 2020 | 2021 |
| ASC Events | # of events | 15 | 6 | 10 |
|  | Attendees | 829 | 231 | 559 |
| Co-Sponsored Events # of events | | 26 | 24 | 32 |
| Attendees | | 5,466 | 2,280 | 2,578 |
| Total | # of events | 41 | 30 | 42 |
|  | Attendees | 6,295 | 2,511 | 3,137 |

disciplinary coverage of events (G-2). ASC’s reach is broad both in terms of audience numbers and in terms of the breadth of themes

covered by events (see also Table H-2 for the breakdown of our events by primary audiences).

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| **Table G-3: ASC events by theme**  (Event covering more than one topic, it is counted more than once.) | | | |
|  | 2019 | 2020 | 2021 |
| STEM | 13 | 6 | 9 |
| Social Sciences | 23 | 18 | 24 |
| Humanities & Arts | 37 | 18 | 21 |
| UMAPS | 7 | 5 | 8 |

**Use of Center resources**. Usage of Center resources by students and faculty is consistently strong, as evidenced by applications to our funding programs for student research/internships,

language training scholarships, faculty research, conference travel, organization of Africa- focused campus events, and curriculum enhancement projects. Total ASC expenditure for these categories in AY19-20 amounted to over $160,000 (see Tables A-1 and A-3 for details).

* 1. **Improving Supply of AS Specialists in Areas of National Need**. UM is a major producer of AS specialists. In the past decade, 91 dissertations on AS topics were defended in 11 departments in LSA and professional schools (Table G-4). Over 60% of these currently teach AS

related subjects at universities, producing future teachers and AS specialists. Others are using their expertise as post-docs or in positions such as curators or asylum officers at the US

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| **Table G-3: Africa-focused PhD Graduates (2011-2021) by field and post-graduation placement** | | | | |
| **Department** | **# Graduates** |  | **Placement** | **# Graduates** |
| Anthropology | 31 |  | Tenure stream | 41 |
| History | 21 | Industry | 17 |
| Public Health | 11 | Non-tenure stream | 16 |
| Nursing | 7 | Post-doc | 16 |
| Sociology | 6 | Unknown | 1 |
| Middle East Studies | 4 |  |  |
| History of Art | 3 |  |  |
| Romance Languages | 3 |  |  |
| Other | 5 |  |  |

Citizenship and Immigration Services (Table G-4). Our new master’s program has so far produced 3 graduates, 2 of whom have applied to PhD programs. While the numbers are still small for AS, we expect to replicate in future years the successful placement of master’s level graduates of other UM NRCs, who have gone on to pursue graduate study (33%), and careers in business (23%), higher education (12%), and NGOs (8%).

**Encouraging Student Careers in Areas of National Need**. In the past four years, ASC has actively participated in the Globally-Engaged Career Panel series, organized by UM’s II. The series included 15 career-focused, featuring UM alumni currently employed in federal government agencies, non-profits, business, and education, and reached over 700 students.

The II is also an active member of the International Career Pathways (ICP) network, which brings UM students together with educators and employers to prepare them for international

careers. ICP hosts an average of 10 events each semester, including an annual International Opportunities Fair attended by over 400 students and over 100 representatives from employment recruiting organizations, international programs, and fellowships and scholarship programs.

Career-focused events are broadly advertised online through the II Events page, ASC’s website, UM’s event calendars, and e-newsletters. These events are open to the UM community but are specifically targeted at students enrolled in the area studies academic programs and at current and previous FLAS fellowship recipients (both undergraduate and graduate).

* 1. **Addressing National Needs and Disseminating Information**. UM’s growing interest in Africa reflects the demographic and geopolitical importance of the continent in the 21st century, at the end of which the world’s youngest and biggest populations as well as many of its largest mega-cities will be in Africa. Knowledge about the continent and the creative solutions to global challenges emanating from it is therefore ever more crucial for educators, students, and the public. Our events addressing such critical themes are promoted through our e-news, social media, and ASC, II, and UM Events pages. Our virtual “Africa Week,” including panels on FinTech, food security, and transportation, specifically targeted non-academic participants, including those in industry, and attracted a real-time attendance of nearly 800 participants.

We also leverage UM expertise to address world affairs and recruit potential students into our programs through the emerging trend of faculty journalism. For example, Tessler’s work on public opinion in Algeria, Egypt, Libya, Morocco, Sudan, and Tunisia on ArabBarometer.org has received more than 250,000 hits.

**G.3 (FLAS). Impact of FLAS Awards on National Need**. ASC will award 100% of FLAS awards to students studying a language deemed of national need through the 2022 Consultation with Federal Agencies. We have not been a FLAS-awarding unit in the past, but we expect to see

similar outcomes to those of other UM NRCs, whose FLAS alumni surveys show that 80% of (UG and graduate) awardees report that they use the area studies skills learned at UM in their current position, and 74% say that they use their language skills. Data patterns also consistently demonstrate that FLAS awardees use pursue careers in areas of national need, and indicate UM’s effectiveness at improving the supply of area specialists for the areas in which it offers FLAS.

* 1. **Evaluation Plan.** UM NRC faculty and staff and an independent evaluator have jointly developed an evaluation program for all ASC and shared UM NRC activities. Overarching goals are to (i) generate information that can be used to assess program and student outcomes, and (ii) improve programs using the findings to meet the project goals and desired outcomes.

**UM NRC Evaluation Plan.** In the last grant cycle, UM NRCs jointly hired an Evaluation and Grants Coordinator to increase implementation of improvements in a timely fashion, and aid in the collection and reporting of relevant data to Center committees and IFLE. In this cycle, UM NRCs will retain the external evaluator Formative Evaluation Research Associates (FERA) to report on 4 large-scale shared outreach projects: UM/University of Puerto Rico (UM-UPR) collaboration; World History and Literature Initiative (WHaLI); UM/San Diego State University Global Migration Education Initiative (UM/SDSU GMEI); and CWPS-SMTD Collaborative Global Artist Residencies (see Section I). FERA, a 100% women-owned consulting firm (DUNS #083426965), has provided evaluation services for over 45 years and works with local, national, and international nonprofits and education-focused organizations.

Over the course of the 4-year grant cycle, FERA will provide 3 types of evaluation: (i) Formative Evaluations for improvement, modification, and management, with data collected early enough for changes to be made to enhance program effectiveness; (ii) Outcome (Impact) Evaluations measuring the extent to which the program’s goals were achieved and determining

any unintended consequences; and (iii) Context Evaluation to understand the specific needs of individuals targeted by programs and their social, political, economic, and geographic situations. Table G-5 shows the comprehensive evaluation plan with SMART outcomes and quantifiable indicators, the overarching evaluation questions, and timeline.

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| **Table G-5: FERA Evaluation Plan and Timeline for UM NRC Outreach Activities** | | | | |
| **Guiding Questions for Evaluation**   1. Which strategies for outreach to K-14 teachers are most effective? Least effective? What additional, or adjusted, strategies are needed? 2. How effective is the dissemination of global studies materials regionally and nationally? What additional, or adjusted, strategies are needed? 3. What challenges do K-16 educators encounter teaching and incorporating global studies? 4. What professional development opportunities and resources would be useful for teachers? 5. To what extent do regional and national MSI, CC, and K-12 educators increase their access to area studies resources and professional development opportunities as a result of U-M NRCs? 6. How valuable are the U-M NRC area studies focused professional development initiatives for participants? What makes them valuable and what feedback can improve future programs? 7. What are the benefits and outcomes for MSI, CC, and K-12 participant educators? 8. To what extent do MSI, CC, and K-12 educators gain new area studies knowledge and access to resources and how is this incorporated in curriculum? 9. What are the contextual factors and how have they affected and impacted each of the collaborations? | | | | |
| **Evaluation Timeline** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Meetings, Reporting, and Data Interpretation** | | | | |
| Provide: (1) Survey Data Summaries with quantitative and qualitative data; (2) Case Study Reports highlighting outcomes and lessons learned; (3) Annual Title VI info for reporting. | X | X | X | X |
| Meet with staff and faculty employed through NRC Centers throughout each year to review evaluation designs for each initiative and evaluation results with actionable recommendations. | X | X | X | X |
| **University of Puerto Rico/UM Collaboration** | | | | |
| Conduct interviews in Spanish with participating K-12 educators in Puerto Rico. This will result in an ethnographic evaluation case study designed to tell the story and demonstrate the impact of this collaboration. | X |  | X |  |
| Implement participant feedback and workshop outcomes survey. |  | X |  | X |
| **World History and Literature Initiative (WHaLI)** | | | | |
| Implement participant feedback and workshop outcomes survey. | X |  | X |  |
| Conduct ethnographic evaluation case study designed to tell the story of WHaLI and demonstrate the impact of this program. |  | X |  | X |
| **Global Migration Education Initiative (GMEI): UM/San Diego State University** | | | | |
| Conduct on-site evaluation through observation and interviews with GMEI participants. | X |  | X |  |
| Implement a teacher survey at GMEI workshop to collect feedback and outcome data. |  | X |  | X |
| **CWPS-SMTD Collaborative Global Artist Residencies** | | | | |
| Conduct on-site evaluation through observation of the pilot program. | X |  | X |  |
| Implement a follow-up educator survey to collect feedback and outcome data. |  | X |  | X |

**ASC Evaluation**. ASC has historically institutionalized evaluation as part of its operations, incorporating UM evaluation data and creating Center-specific evaluation, including event surveys, post-conference feedback forms, and ongoing monitoring and evaluation of our UMAPS program through surveys and tracking of key program indices (PhD attainment, promotions, publications, collaborative research projects and grants with UM faculty). ASC’s EC annually reviews Center activities, and the ASC regularly hosts ASC Associates’ forums to receive feedback on large events such as our 2021 UM Africa Week or new strategic events.

Staff performance is reviewed annually by II cluster managers, as are the yearly Center reports to the II that include initiatives, budgets, and a strategic plan for the coming academic year.

**UM Evaluation**. UM implements several layers of evaluation to provide outcome-based data, including institutional accreditation (most recently in 2020), and professional school accreditation. Degrees (UG and GR) and certificate programs are evaluated by LSA and the Rackham Graduate School focusing on curriculum design and pedagogy. Additionally, individual courses and instructors are evaluated by regularly administered student evaluation. **FLAS Evaluation**. ASC’s FLAS evaluation plan is designed to align ASC’s efforts towards its internal goals with the overall tracking measures to be used by US/ED to evaluate the success of the FLAS Program as a whole (see Table G-6). Our ambition to broaden access to foreign language and area study, especially for students from underrepresented groups, is reflected in the third question in Table G-6, which seeks to understand potential barriers by focusing on the reasons given by students who started, but did not submit, a FLAS application as to why they abandoned their application. The evaluation plan will be implemented alongside ASC’s existing efforts at evidence-based programming based on data collection and evaluation and will benefit from the experience in these domains within the II advising staff and other Centers.

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| **Table G-6: ASC FLAS evaluation plan** | |
| **Overarching Question**: To what extent has ASC’s language and area-studies training contributed to improved supply and diversity of AS specialists? | |
| **Survey Question** | **Methodology/Data Analysis** |
| Q1: To what extent are students placed into post-graduate employment, education, and training in areas of national need and positions using AS language and area studies skills? How effective are efforts to increase these placements? What interventions are particularly effective? | Administration of FLAS tracking surveys. |
| II-wide comparative analysis of shared and Center- specific efforts, using placement data and additional data from exit and follow-up surveys. |
| Q2: To what extent do students increase their proficiency levels for reading, writing, and listening/speaking language skills through enrollment in advanced AS language classes? How can these efforts be improved? | Administration of proficiency tests for FLAS fellows at the beginning and end of courses. |
| Collaborate with LRC to determine best practices for learning goals based on ASC data. |
| Q3. What barriers appear from the accounts of students who started FLAS applications, but did not submit them? What reasons are given by students who don’t complete a FLAS application? What impact does timing, availability of faculty for evaluations and recommendations, etc. have on completion rates? How can barriers be addressed? | Administration of survey about FLAS application process and student experience, 1 week post- deadline, including all incomplete and complete applications. |
| II-wide comparative analysis of shared and Center- specific efforts, using application data. |

**Use of Evaluations to Improve Programs**. ASC uses the data gathered through surveys, feedback forms, and tracking on program indices to improve its programming, including administration of the UMAPS program, by identifying areas for improvement and unmet demand. FERA has served as the external independent evaluator for the 2014-18 and 2018-22 UM NRCs, and their findings have been instrumental in strengthening collaborations and professional development opportunities for K-12, MSI, and CC educators. For example, the UM- UPR collaboration used evaluation feedback to reorient its organizational structure to better assist K-12 educators to develop and deploy relevant lesson plans, and make these available regionally and nationally to all teachers.

* 1. **Equal Access.** UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. UM subscribes to the US Department of Education (US/ED)

GEPA, is ADA compliant, and has a strong Office of Services for Students with Disabilities. Campus and virtual events accommodate the needs of those whose participation requires specific accommodations.

UM NRCs collaborate with UM’s Center for Educational Outreach whose mission is to increase campus diversity and access to higher education through outreach directed toward under- represented groups in Michigan. UM’s Go Blue Guarantee waives tuition up to four years for in-state, full-time UG students with family incomes under $65,000 and assets below $50,000. **H (FLAS). FLAS Awardee and Selection Procedures**

* 1. **Application Procedures**. ASC plans to offer two undergraduate and four graduate AY FLAS fellowships, and four Summer FLAS fellowships. Table H-1 outlines the application pipeline including mass advertising, application procedures, selection committee and their criteria, as well as methods for determining merit and financial need. Per established procedures for other UM FLAS-awarding NRCs, ASC will proactively recruit applicants from professional schools, and select these applicants whenever possible. The fact that ASC has a strong network of Africa-focused faculty and staff in the professional schools (see Table E-1) will be particularly helpful in recruiting and selecting a broad and diverse pool of FLAS awardees. As outlined in Table H-1, financial need considerations will be taken into account.

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| **Table H-1: ASC FLAS Recruitment and Selection Process** | | |
|  | **Graduate FLAS** | **Undergraduate FLAS** |
| **Languages & Levels** | - *AS languages at 2nd year level & above*, priority to advanced level training | - *AS languages at 2nd year level or above* |
| **Advertising** (September to January) | * *FLAS website* with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office * *5-8 joint info sessions* for all FLAS languages separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors * *Targeted emails* to students identified by graduate/professional program, major/minor, previous language course enrollment, African Business Club, ASC-sponsored student orgs * *Targeted & informative email* to instructors, major/minor advisors and programmers to notify students critical language courses | |

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|  | * *Social Media announcements* coordinated by ASC and the II * *Joint info booths, virtual & in-person* for FLAS languages at events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int’l Career Fair, Major/Minor Fair * *Special recruitment efforts* with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy * Work with *language instructors* to identify *promising students* & encourage them to apply. * *2 Statement of purpose workshops* designed to provide assistance in writing proposals * *FLAS Coordinator drop in office hours* Sept –Jan. for advising and questions |
| **Application** (Nov. to Jan; deadline Jan.  15) | * *FLAS website* with detailed information on eligibility, requirements, application instructions & contact information for FLAS coordinator for questions & clarifications * *Online FLAS application* linked from the FLAS website * *Required materials*: application form, statement of purpose, transcripts of all postsecondary work, 1 academic letter of recommendation, 1 language evaluation/recommendation * *Optional materials:* FAFSA, expected family contribution (EFC) |
| **Selection Criteria** | * *Academic excellence*, based on quantitative & qualitative evidence * *Strength/feasibility/appropriateness of proposed plan* for the award period * *Adequacy of language preparation* for proposed plan * *Relevance of language & area studies* in overall *career goals* * *Overall balance* of languages, disciplines, & long-term career interests among fellows * *Equal access* to students from under-represented socioeconomic backgrounds & disciplines * *Financial need*, based on student’s FAFSA, EFC |
| **Financial Need**  (GR & UG) | * Select pool of qualified candidates based on selection criteria above except financial need * Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category * Cut-off for each category to be determined annually based in part on cost of attendance (COA) and the distribution of EFC in each pool; separate cut-offs for GR & UG pools * Priority for applicants with higher need category when all other selection criteria are equal |
| **Selection Committee** | * Committee composed of faculty representing *cross-section of AS faculty* * At least one faculty member in the humanities & one in the social sciences * *Professional school faculty* included whenever possible |
| **Deadlines** | * *Sept.1*: FLAS website updated with info for the upcoming year’s competition * *Nov. 1*: FLAS online application opens * *Feb. 1*: FLAS online application closes * *Feb. 20*: Faculty review of UG and graduate applications completed; committee meeting * *March 15*: Award letters sent to selected FLAS fellows & alternates |

## H (NRC). Outreach Activities

In the past four years, ASC strengthened its commitment to outreach at all levels, including UM students not already involved in the study of Africa, K-14 constituencies (teachers and students), and the general public. We actively sought out campus units and other partners to jointly organize and/or financially support activities showcasing Africa-focused topics to students in the professional schools and departments with few if any AS faculty; in AY19-20, we co-sponsored

such events with 22 different campus units. Table H-2 shows the primary audience(s) for ASC’s sponsored or co-sponsored events in the three most recent calendar years. (See Tables G-2 and G-3 above for the overall number of (co)sponsored events, overall audience participation, and disciplinary breadth of topics addressed by these events.)

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| **Table H-2: ASC events by primary audience**  (Note: If an event targeted more than one audience, it is counted separately for each audience category.) | | | | | | |
|  | **2019** | | **2020** | | **2021** | |
| **Events** | **Attendance** | **Events** | **Attendance** | **Events** | **Attendance** |
| U-M community | 32 | 1,480 | 22 | 1,113 | 32 | 2,385 |
| U-M Students | 4 | 95 | 2 | 71 | 4 | 849 |
| Public | 5 | 484 | 4 | 279 | 4 | 1,004 |
| African partners | 9 | 528 | 6 | 293 | 8 | 1,193 |
| K-14 educators | 3 | 169 | 1 | 50 | 3 | 107 |
| K-12 students | 2 | 4,317 | 1 | 963 | 1 | 109 |

**K-12 Outreach**. To reach K-12 educators, we joined UM NRCs in their shared Teacher Trainer programs, the World History & Literature Initiative (WHaLI) based at UM’s School of Education, and the UM-UPR Collaborative Curriculum Development program in partnership with the University of Puerto Rico (an MSI). Outreach to K-12 students was facilitated by UM’s Museum of Art (UMMA), for which ASC served as key partner in the redesign and reinstallation of the new permanent installation of African Art, *We Write to You about Africa*. Counted as one event each year in Table H-2 are the multiple school tours for K-12 students and teachers at UMMA, which in the past three years have included a stop in the Meleko Mokgosi installation occupying the central “vertical” gallery that stretches over four levels of museum space.

**Postsecondary Outreach**. Through our involvement with the UM-UPR collaboration, we increased our expertise in working with other US colleges and universities, which will be an area of particular focus and expansion in the coming years. We have entered partnerships with Eastern Michigan University (MSI-eligible) and Wayne State University to expand the Southeast Michigan student population studying African languages, and with UM-Flint (MSI-eligible) to

internationalize curricula in the humanities, arts, social sciences, and STEM fields.

**Business, Media, and General Public Outreach.** Aimed at the general public interested in better understanding current issues affecting the country and the world, our virtual *Africa Week* in February 2021, consisting of 90-minute expert panels and high-level dialogues, clearly filled an important need for audiences in the US and abroad to be more informed on contemporary Africa-focused topics. Featuring industry partners from the fintech, healthcare delivery, transportation, and other sectors, Africa Week also explicitly addressed an audience of businesses interested in or already engaging with the continent. Likewise, our conference *Innovation and Appropriate Technology in Africa* straddled the fields of academia and business in its focus on low-cost, innovative technologies, from inception to market-appropriate, scalable innovations.

ASC’s own lecture series (UMAPS research colloquium series) and the co-sponsored (with DAAS) Africa Workshop lecture series are aimed at both the UM community and the general public. ASC faculty are available as media experts on the “Find Experts” website maintained by UM’s Office of Communications, to speak on relevant news items and increase national and regional awareness of the importance of Africa in contemporary issues. In recent years, UM Africa experts have been interviewed by media outlets such the *New York Times*, the *BBC*, *Forbes*, the *Detroit Free Press*, the *Glasgow Times*, *Belfast Telegraph*, the *Washington Post*, the *Ugandan Broadcasting Corporation*, and the *South African Broadcasting Corporation*.

## Program Planning and Budget

UM’s ASC requests funding in support of activities and programs that leverage the knowledge of UM experts to meet areas of national need and to train the next generation of experts in the critical languages and societies of Africa. ASC prioritizes outreach highlighting the critical role

of Africa in the 21st century, sharing resources and ideas for wide benefit. All our programming demonstrates commitment to diverse points of view and the value of debate. Now that ASC is well into its second decade, we are intentionally broadening our focus to include learners and teachers in our region and across the country through partnerships with MSIs and by leveraging our extensive network of Africa-based faculty who are alumni of our UMAPS program.

For the 2022-26 funding years, we request assistance to (i) enhance our K-14 teacher training efforts, (ii) deepen our collaborations with MSIs and community colleges, (iii) increase enrollments in our African languages program and build comparable programs at two regional universities, and (iv) expand our outreach capacities, especially in collaboration with other Title VI Centers in the II and beyond. Table I-1 describes the development plan and reasonable cost for our main new programs, while Table J-1 indicates how they meet NRC Program priorities.

## Quality Activities Directly Related to NRC Program

**I.1-a. Increasing the number of priority languages offered, including at intermediate and advanced levels, at three Southeast Michigan universities**. ASC has established partnerships with two other universities in Southeast Michigan, Eastern Michigan University (EMU, MSI- eligible) and Wayne State University (WSU), to help build new African Languages programs at these institutions. Connecting students studying LCTLs to their peers at other local institutions will allow for joint co-curricular activities in the form of public outreach events and connections to the heritage-speaker communities of Swahili and Yoruba speakers in Southeast Michigan.

Additionally, we will enhance the quality of UM’s African Languages program through setting up virtual joint classrooms between UM Swahili students and their peers at Kenya College of Accountancy University (KCAU), and between UM Yoruba students and their peers at the University of Ibadan. Taken together, we expect these initiatives to increase students’

sense of relevance of learning a LCTL, increase the likelihood that they persist with language study and reach more advanced levels of proficiency. For Portuguese, we are partnering with the UM Latin American and Caribbean Studies Center to offer Portuguese for the Professions, to allow students with an interest in Lusophone Africa to pursue professional careers [Budget 1.B]. **Swahili and Yoruba Virtual Exchange Initiative**. We are currently piloting a virtual exchange connecting UM’s Swahili language classrooms in real time to classrooms at KCAU, a business- and technology-focused university in Nairobi, Kenya. Taking advantage of the technical possibilities of Zoom, virtual exchange between the classrooms includes one-to-one or small group (“break-out room”) connections for discussion and collaborative projects. Inspired by the success of the Swahili pilot program, we have also now established a relationship with the University of Ibadan for a similar program focused on our Yoruba students. We request support for technological assistance for these two virtual language exchange programs. [Budget 8.A] **Our Stories, Our Languages**. Southeast Michigan is home to large heritage-speaker communities of both Swahili and Yoruba, the priority LCTLs offered as part of the UM language curriculum. Our language instructors for both languages are well-connected to these speaker communities. We propose to institutionalize these connections in a co-curricular program of storytelling events (in Yoruba/Swahili and English) that will bring together heritage speakers, including pre-K, elementary, and middle school students, and Swahili and Yoruba language learners. We request support for one of our language instructors to coordinate these event series. [Budget 8.A]

**New African Languages programs at EMU and WSU**. While neither EMU nor WSU currently offer African languages, both institutions are interested in doing so and expect considerable student demand for these courses if offered. EMU is an MSI-eligible institution

located in the predominantly African-American city of Ypsilanti. WSU is located in Detroit, which has not only a large African-American population but also African diaspora communities. Both institutions are committed to integrate African languages instruction into existing and new curriculum, and determine the most feasible way of sustaining and institutionalizing the languages as part of the regular language offerings after the grant cycle.

At EMU, we propose to build a full Swahili language program, over the course of four years, to eventually offer three levels of Swahili. As a measure of its institutional commitment to the program, EMU is contributing 30% of the cost through taking on the 30% fringe rate for the Swahili language instructor. At WSU, we propose to build a full Swahili language program, offering three levels, as well as instruction in Akan/Twi in a rotating schedule of level 1 and level 2. There is particular interest in Akan/Twi at WSU due to a popular exchange program to Ghana offered by one of the WSU history faculty members. We request salary support for language instructors in Swahili at EMU and WSU, a language instructor in Akan/Twi at WSU, and remuneration for a language coordinator each at EMU and WSU. [Budget 6]

**I.1-b. Deeper and Broader K-14 Impact**. Training teachers will expand with new programs to advance teachers’ knowledge of AS and global education. To more fully participate in the successful model of UM NRC teacher training and workshops, we request funds for 50% of a 0.5 FTE qualified K-14 coordinator (see position description in Appendix I). AS teacher training responds to national priorities to globalize K-14 curricula and ensures that Africa-focused thematic content will be an integral part of globally-informed curricula. The coordinator will work collaboratively with the existing K-14 and public outreach coordinators based at UM’s NRCs as well as the II, UM’s SOE, and partner institutions responsible for UM NRC’s main teacher training efforts in the 2022-2026 grant cycle. [Budget 1.D]

**World Music Course**. MUSICOL 505 is a collaboration with the UM Music Education Department to train K-12 teachers seeking an MA degree. It requires teachers to produce age- appropriate lesson plans on music from diverse world regions for their classrooms. [Budget 1.C] **World History and Literature Initiative (WHaLI)**. This long-term collaboration among UM NRCs and UM’s SOE seeks to launch a new phase of a highly successful curriculum and professional development project for teachers of world history and language arts in Michigan.

ASC has sent Africa-focused presenters to WHaLI in the past four years in order to ensure coverage of Africa in the global theme highlighted each year. Building on the ongoing success of this initiative as a three-day workshop held each June, in 2022-26 we will expand WHaLI’s reach by (i) adding virtual access by using team-based learning applications to alleviate travel constraints for teachers; (ii) develop an interactive WHaLI repository of resources within the UM’s Learning Management System, Canvas; and (iii) work closely with the Center for Education Design, Evaluation, and Research (CEDER) to design these innovative, hybrid modules, collect teacher feedback in an iterative way, and involve teachers more in the creation of learning materials. We request funding for a WHaLI consultant, who will support the program on behalf of all UM NRCs, working in close partnership with the new faculty lead for the program, an AS faculty member in UM’s SOE (Michelle Bellino, see Appendix I: Bios). [Budget 1.D, 2.D, 3.B, 4.B, 8.B, 8.G]

**UM-UPR Collaborative Curriculum Development**. UM NRCs have built a strong outreach partnership with the University of Puerto Rico (UPR) (MSI) and surrounding K-12 schools over the course of two grant cycles. ASC started to participate in the partnership in the last grant cycle by sending UM AS graduate students to participate in the program’s curriculum development workshops. Building on the successful role of UM’s CEDER in professionalizing the resources

created from the annual workshops, teachers will continue to work with them to create thematic educator toolkits customizable to different grades and curriculum standards. Our budget includes a fee for a UM-UPR Project Consultant to coordinate logistics at UPR, 5% salary for the UM- UPR Outreach Coordinator, and staff effort for a CEDER consultant. New in this grant cycle, we will engage participating K-12 and UPR educators directly in the curriculum development process. [Budget 1.D, 3.D, 8.B]

**Global Migration Education Initiative (GMEI)**. A new teacher training/MSI outreach collaboration between UM NRCs and San Diego State University (SDSU) provides innovative professional development opportunities for K-14 educators in California and Michigan, through an annual Global Migration and Inclusive Pedagogy Summer Institute. This multi-day workshop brings educators and school administrators to the US-Mexico border at the San Diego-Tijuana artery in order to better understand global migration flows as well as inclusive strategies for teaching in increasingly diverse classrooms. Resulting from these workshops will be curriculum modules around the theme of global migration and comparative border studies.

In January 2022, two UM NRCs, the UM Library, and California partners piloted the first workshop for Michigan and California middle and high school educators. GMIP is unique in that the workshop is geographically situated in an epicenter of international immigration and includes experiential components on both sides of the US/Mexico border. Participants are exposed to real- world examples of how migration impacts communities, learn about the many points of origin of migrants to Tijuana, and will be able to explain the histories and cultures of sending communities around the world in classrooms at multiple grade levels. Programming brings together an interdisciplinary team of experts on the cultures, histories, and societies of the global populations who journey along varied paths and, in the process, transform the transitory and receiving

communities in multiple ways. The workshop consists of lectures, interactive panels, and workshops themed around global migration and inclusive strategies for teaching this content. We request support for staff time to coordinate the program at SDSU. [Budget 3.A, 3.B, 8.B] **Inquiry-based Approaches to Global Learning**. ASC and the II Centers for Middle East & North African, Latin American & Caribbean, and South Asian studies regularly engage with educators to promote deeper learning in K-12 classrooms about the regions they represent. In 2022-26, the four centers will collaboratively work with CEDER at UM’s SOE to develop two globally-themed design projects/lesson plans for classroom-use by teachers that connect to ongoing professional development work by the centers. The CEDER design team uses an

inquiry-based, case-study approach to global learning in which large-scale essential questions are explored through specific case studies that speak to larger and global patterns. Lessons are designed so that teachers see opportunities for adaptation and customization to their students and teaching contexts. We request support for staff time of a CEDER consultant to lead workshop sessions and guide educators throughout the curriculum development process. [Budget 8.B] **MIIIE International Education Plan**. Since 2004, UM’s NRCs have collaborated with MIIIE, whose membership is open to CC in all 50 states. The MIIIE consortium currently has 231 members; 119 of these are designated as eligible for Title III and V programs. We request funds to sponsor CC faculty to produce and deploy AS classroom modules, supporting their access to curriculum resources, mentoring, and feedback on the development of the module. [Budget 8.B] **Global Children’s Literature for Educators**. Together with other UM NRCs and other AS NRCs (including at Howard University), we have partnered to run an online series of training workshops for K-14 educators nationwide discussing global children’s literature. Each participating NRC will be responsible for running and funding one session, facilitating debate on

diverse perspectives, guide participants in best practices for teaching these books, and share additional resources on contemporary global history. [Budget 8.B]

**African Studies Outreach Council (ASOC) Teachers Workshop**. AS NRCs jointly provide AS professional development for K-16 educators at local and national level through: (i) an workshop for K-16 educators held at the annual ASA conference; (ii) the Children’s Africana Book Award (CABA) and online teaching resources; (iii) ASOC booths at the annual conferences of the National Council for the Social Studies and/or the National Council of Teachers of English, (iv) the Global Read Webinar Series, an annual online webinar series open to the public; and (v) its culminating symposium for educators in Year 4 at the annual conference of the American Library Association. [Budget 8.B]

**I.1-c. African Voices: Learning from Africa-based Experts Across the Curriculum**. One of the unique strengths of UM’s ASC is its university-wide integration of Africa-based scholars in the UM community through the UM African Presidential Scholars (UMAPS) program. UMAPS fellows help ensure that UM students learn first-hand from faculty associated with African universities in disciplines ranging from mathematics to space engineering, and from jazz piano to cancer research. The alumni of the UMAPS program number over 180 early-career faculty members from nearly fifty African universities, who continue to be engaged with UM. Three new initiatives, under the rubric of “African Voices” and coordinated by the ASC K-14 Teacher Training and Outreach Coordinator, build on our commitment to expose UM students, and also K-14 educators and students, to African experts representing the full breadth of curriculum.

**UMAPS Guest Lecture Program**. Expanding the reach of the UMAPS program, selected fellows will be part of a guest lecture series to be developed each year in consultation with local middle and high school teachers and our collaborators at EMU and UM-Flint who specify the

disciplines and fields of interest. Additionally, one UMAPS alum representing significant achievement in their field will be invited annually to give guest lectures at our partner institutions and regional middle and high schools. We request funds for local travel for UMAPS fellows who will already be in residence in Ann Arbor (paid for by the UMAPS program) and international and local travel, and a speaker fee for the annual alum-speaker. [Budget 3.A, 3.B, 5.B, 8.C]

**African Women Film Series**. Cultural events, including films, attract the largest audiences, and are thus an effective way to expose the public, including K-14 educators and students, to African experts and creators. A biennial African Women Film Series will showcase recent films by African women filmmakers. The ASC K-14 coordinator will work with middle and high school teachers and our collaborators at EMU and UM-Flint to ensure the uptake of such events in the curriculum. We request international and local travel for the filmmakers, venue rental and tech support to show 3 films in Years 1 and 2. [Budget 3.A, 3.B, 5.B, 8.C]

**CWPS-SMTD Collaborative Global Artist Residencies**. ASC and UM NRCs for Asia and Southeast Asia will collaborate with the UM School of Music, Theater & Dance (SMTD) and the Center for World Performance Studies (CWPS) to provide middle and high school teachers and our collaborators at EMU and UM-Flint the opportunity to meet with and learn from a guest artist practitioner/scholar who will be in Ann Arbor for a 4-8 weeks long residency program.

Teachers will take part in hands-on workshops and be mentored in the classroom by the guest. SMTD will also connect students enrolled in the Music Education Department with the guest to engage in teacher training activities. This residency will also provide new perspectives and global expertise to the CWPS instructor of record teaching an intensive 4-credit world performance studies course. We request funds for partial support of the guest to conduct a

residency in years 2 and 4 (focused on Africa) of the grant with costs shared by STMD and CWPS. NRC partners will be responsible for the other years of the grant. [Budget 3.A, 3.B, 5.B, 8.C]

**I.1-d. Africa Career Focus: Career and Alumni Events to Increase Student Placement in National Need Careers**. In the same way that students benefit from learning directly from African experts, so too do Africa-based alumni present strong role models for students to consider Africa-focused careers in government, business, education, and NGOs. Funds are requested to co-sponsor campus events that promote analytical and professional skills, as well as job trajectories in business, education, nonprofit, and government sectors. Recognizing the importance of educating more students about the possibilities of global and governmental careers pertaining to Africa specifically, we additionally seek funding to publish an annual newsletter highlighting UM alumni whose careers can serve as role models for current students.

**Globally-Engaged Career Panel**. This II-wide series features UM alumni currently employed in federal government agencies, nonprofits, business, and education; we request funds for domestic travel and speaker fee for an Africa-focused panelist. ASC will work with its Advisory Board to add an additional networking opportunity event featuring high-profile speakers with Africa- focused careers, and request funds for international travel and a speaker fee for one Africa-based speaker [Budget 3.B, 8.D]

**Career Planning Mini-Course for International and Regional Studies Graduate Students**. INTLRGN 601 is a new 1-credit course, based on curriculum from the LSA Opportunity Hub, that will support graduate students with an interest in area studies to explore and prepare for post-graduation career paths. Each class will be directly followed by an optional social and networking event open to a broad range of area studies graduate students, including those

enrolled in INTLRGN 601, graduate students affiliated with II area studies centers, and students in area-studies related masters and doctoral graduate programs. [Budget 8.D]

**Fireside Chats: Africa-Focused Careers**. We seek to support a “Fireside Chat” series, jointly proposed by the Africa Business Club and the African Graduate Students Association, which is an interdisciplinary panel series focused on national interest careers and current topics presented from the perspective of African countries. Speakers will be African or Africa-based UM alumni who have been highly successful in their chosen careers. [Budget 3.B, 8.D]

**Africa Career Focus: Outreach Newsletter**. We seek support for production of a newsletter highlighting career opportunities and UM alumni profiles related to AS careers. [Budget 5.B] **I.1-e. UM-Flint Curriculum Internationalization Collaboration**. A new partnership with UM Flint (MSI-eligible), ASC, and other participating UM NRCs supports internationalization and area studies at UM-Flint. We will offer dedicated curriculum development grants to UM-Flint

faculty to increase the Africa-focused content available to UM-Flint students. Additionally, UM- Flint’s Thompson Center for Learning and Teaching will ensure that AS resources are made available to the Flint campus, and assist in bringing ASC’s teacher training programs to a wider pool of Michigan teachers through Flint’s K-12 outreach program. [Budget 1.D, 2D, 8.E]

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| **Table I-1: Use of Resources and Development Trajectories fo Key Programming for the 2022-2026 funding cycle** | | | | |
| **Language Instruction: Curriculum Enhancement and Development of New African Languages Program** | | | | |
| **Budget** | **Activity** | **Long-term Impacts** | **Use of Resources / Cost** | **Development / Timeline** |
| 8.A | Swahili & Yoruba Virtual Exchange Initiative | * Enhanced proficiency in African languages * Build stronger international relationships | * UM language instructors as part of regular teaching duties * Technical assistance by LRC staff as part of regular duties | * Pilot launched in AY21-22 with KCAU * Expansion to U Ibadan in AY22-23 * Starting w. Level 3 courses * Expanding to full range of Levels |
| 8.A | Our Stories, Our Languages | * Enhanced proficiency in African languages * Build relationship with SE Michigan community | * Supported by ASC K-14 coordinator * Coordinated by UM language instructor, additional compensation | * Yr 1: Initial event series, pilot, in Ann Arbor * Yrs 2-4: Rotating event series, hosted in Ypsilanti, Detroit, Ann Arbor |
| 6 | UM-EMU African Languages Program Development at Eastern Michigan University (EMU) | * Increased # of institutions offering priority LCTLs * Enhanced proficiency in African language | * EMU institutional commitment of 30% fringes for language instructor * Coordinated by EMU program coordinator, add’l compensation | * Yr 1: Swahili Level 1 * Yr 2: Swahili Levels 1, 2 * Yrs 3-4: Swahili Levels, 1, 2, 3 |
| 6 | UM-WSU African Languages Program Development at Wayne State University (WSU) | * Increased # of institutions offering priority LCTLs * Enhanced proficiency in African language | - Coordinated by WSU program coordinator, add’l compensation | * Yr 1: Swahili Level 1 * Yr 2: Swahili Levels 1, 2 * Yr 3: Swahili Levels 1, 2; Akan 1 * Yr 4: Swahili Levels 1, 2; Akan 2 |
| **Teacher Training** | | | | |
| **Budget** | **Activity** | **Long-term Impacts** | **Use of Resources / Cost** | **Development / Timeline** |
| 1.C | World Music for Educators Course | - Increased experience with  AS world music for K-12 music teachers | - Instructor salary support jointly by UM NRCs | - Goal to institutionalize the course as part of the regular UM curriculum |
| 8.B | World History & Literature Initiative (WHaLI) | * Development of new AS curriculum for K-16 * Increased teacher access * Professional experience for UM graduate students | * Coordinated by shared WHaLI consultant supported by UM NRCs * Travel, professional fee for curriculum development consultant | * Existing UM NRCs/SoE partnership * NEW: virtual access for teachers * NEW: interactive web-based repository of teacher resources |
| 8.B | UM-UPR Collaborative Curriculum Development | * Development of new AS curriculum for K-12 * Professional experience for UM graduate students | * Coordinated by shared UM-UPR outreach coordinator, local staff * Supported by ASC K-14 coordinator * Travel, professional fee for curriculum development consultant | * Existing UM NRCs MSI partnership * Different thematic focus in Yrs 1-4 * Increased participation of teachers recruited through ASC |
| 8.B | Global Migration Education Initiative (GMEI) | * Development of new AS curriculum for K-12 * Professional experience for UM graduate students | * Coordinated by shared UM Project consultant * Travel, professional fee for curriculum development consultant | * New UM NRCs MSI partnership * Pilot launched in AY21-22 |

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| **African Voices** | | | | |
| **Budget** | **Activity** | **Long-term Impacts** | **Use of Resources / Cost** | **Development / Timeline** |
| 8.C | UMAPS Guest Lecture Program | * Development of new AS curriculum K-12 * Curriculum enrichment at regional MSIs | * Supported by ASC K-14 coordinator * Travel, speaker fees, teacher supplies | * Pilot with in-residence UMAPS fellows in Yr 1 * Ramp up to include UMAPS alumni speakers in Yrs 2-4 |
| 8.C | African Women Film Festival | * Development of new AS curriculum K-12 * Curriculum enrichment at regional MSIs | * Supported by ASC K-14 coordinator * Travel, speaker fees, teacher supplies | * Annual series, grant funded in Yrs 1-2 * Goal to secure support from campus and other units starting in Yr 3 |
| 8.C | CWPS-SMTD Collaborative Global Artist Residencies | * Development of new AS curriculum K-12 * Curriculum enrichment at regional MSIs | * Supported by ASC K-14 coordinator * Travel, speaker fees, teacher supplies | * Annual series, ASC contribution to visiting artist in Yrs 2 and 4 * Other UM NRCs responsible for Yrs 1 and 3 |
| **Africa Career Focus** | | | | |
| **Budget** | **Activity** | **Long-term Impacts** | **Use of Resources / Cost** | **Development / Timeline** |
| 8.D | Globally-Engaged Career Panel | - Increased Africa-focused career preparedness for UM students | * Organized by II advising staff * Supported by ASC K-14 coordinator * Travel, speaker fees, teacher supplies | * Annual event series: growth in attendance over course of 4 years * Increased participation by UM AS alumni as panelists |
| 8.D | Career Planning Mini-Course | - Increased Africa-focused career preparedness for UM students | * Organized by II MIRS advisors * Supported by ASC K-14 coordinator * Travel, speaker fees | * New course for graduate students to prepare for international careers * Goal is to institutionalize course as   part of regular UM curriculum |
| 8.D | Fireside Chats: Africa-focused Career Pathways | - Increased Africa-focused career preparedness for UM students | * Supported by ASC K-14 coordinator * Travel, speaker fees | * Student initiative of Africa Business Club and African Graduate Students Associaton, piloted in AY21-22 * Annual event series: growth in attendance over course of 4 years |
| 5.B | Africa Career Focus: Outreach Newsletter | - Increased Africa-focused career preparedness for UM students | * Supported by ASC K-14 coordinator * Printing cost | * Annual newsletter * Growth in audience reach over course of 4 years |
| **UM-Flint Curriculum Internationalization Collaboration** | | | | |
| **Budget** | **Activity** | **Long-term Impacts** | **Use of Resources / Cost** | **Development / Timeline** |
| 8.E | Curriculum development grants to UM-Flint faculty | - Internationalization of UM-Flint (MSI) curriculum w/AS content | * Supported by ASC K-14 coordinator * Connections to UM-Flint faculty and K-12 teachers through Flint staff | - Yearly curriculum grants in Yrs 1-4 |

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**I.1-f. Supporting Joint AS NRC projects**. UM’s ASC is requesting support for the shared projects proposed by all ASCs applying for NRC status for the 2022-26 cycle.

**“Dr Pritchett Memorial Lecture” at ASA meeting**. Through activities at the ASA meetings, including a keynote lecture and K-12 outreach, this project addresses the implications of African and African American Studies intersection for curriculum, course, and program design.

**Compendium for Best African journal articles**. MSU Press, supported by all AS NRCs, will launch an annual issue of “best articles” from Africa-based scholars, in both English and French, that will enhance global access to the research and publications of African colleagues.

**AASP Travel grants**. AASP travel grants allow colleagues from CCs, MSIs, and HBCUs to attend AASP meetings. This may include AASP officers employed at such institutions, thus ensuring the organization leadership represents a variety of African studies programs.

**African Language Materials Archive (ALMA)**. Annual contribution to ALMA.

* 1. **Development Plan**. The programs described above are designed to develop over the grant cycle, through numeric growth of events/participants, expanding reach through web and open access, follow-up partnerships, and becoming self-sustaining. See Table I-1 for details.
  2. **Reasonable Costs for Program Objectives**. Costs are based on experience with similar projects, responsible stewardship of funds and national priorities, and are comparable with other NRCs. Wages reflect actual costs (see NRC Budget).
  3. **Long-term Impact on Programs**. Teaching teachers has exponential benefits, and all our

K-14 projects promise long term impact. Languages help enable careers in government, business, NGOs and education. The proposed programs are designed to leverage UM experts, collections, languages, and digital technology to maximize impact and benefit society in meeting NRC objectives. By the end of this cycle, our institution’s training programs will have been

strengthened by increased LCTL offerings and enrollments at UM, EMU and WSU, greater visibility of AS careers, and more public engagement with partners on and off campus. More constituents mean more leverage in UM and greater reach outside. Our alumni success already shows long term impact and inspires donors to consider endowments to safeguard our future.

## J. Priorities

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| **Table J-1: NRC Absolute Priorities** | | |
| **AP-1**: Activities will reflect diverse perspectives and encourage government service in areas of national need. | **AP-2**: Teacher training activities on the languages, area studies, or thematic focus of Center. | |
| **Initiative Page #** | **Initiative** | **Page #** |
| Description of Diverse Perspectives and Wide Front Range of Views in Funded Activities matter | World Music for Educators Course  World History & Literature Initiative (WHaLI) | 40  40 |
| Description of Government Service in Areas of Front National Need and in other Employment matter Sectors  Africa Career Focus (Outreach Newsletter) 46  Globally-Engaged Career Panel 45  Career Planning Mini-Course 45 | UM-UPR Outreach Collaboration (Collaborative Curriculum Development) Global Migration Education Initiative (GMEI)  Inquiry-based Approaches Global Learning  Midwest Institute for International/ Intercultural Education (MIIIE) | 40  41  42  42 |
| Fireside Chats (Africa-focused Career 46  Pathways) | Global Children’s Literature for Educators  African Studies Outreach Council (ASOC) Annual Teachers Workshop | 42  43 |
|  | African Voices (CWPS-SMTD Collaborative Global Artist Residencies) | 44 |
|  | African Voices (UMAPS Guest Lectures) African Voices (African Women Film Series) | 43  44 |

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| **Table J-2: NRC Competitive Priority** | |
| **NRC CP- 1**: Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges | |
| **Initiative** | **Page #** |
| UM-UPR Outreach Collaboration (Collaborative Curriculum Development) | 40 |
| Midwest Institute for International/Intercultural Education (MIIIE) | 42 |
| Global Migration Education Initiative (GMEI) | 41 |
| UM-EMU African Languages Program Development at Eastern Michigan University (EMU) | 38 |
| UM-WSU African Languages Program Development at Wayne State University (WSU) | 38 |
| UM-Flint Curriculum Internationalization Collaboration | 46 |
| Association of African Studies Programs (AASP) Travel Grant Program | 49 |

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| **Table J-3: FLAS Competitive Priorities** | | | |
| **FLAS CP-1:** FLAS Fellowships for Students who Demonstrate Financial Need | | **FLAS CP-2**: Academic Year FLAS Fellowships Awarded in Less Commonly Taught Languages | |
| **Initiative** | **Page #** | **Initiative** | **Page #** |
| ASC incorporates the use of financial need and expected family contribution when awarding fellowships. | 33 | ASC incorporates the use of financial need and expected family contribution when awarding fellowships. | 33 |