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The University of Minnesota (UMN) has a long tradition of engagement in African studies as a key component of its international commitments. Consistent with its mission as a land-grant institution, located in a major urban area and with global reach, the University has renewed its dedication “to be preeminent in solving the grand challenges of a diverse and changing world.” African studies span the breadth of the University and make up key components of graduate and professional programs. The African Studies Center (ASC), previously the African Studies Initiative, was founded in 2014 to provide a venue for collaboration in scholarly, curricular, and outreach activities. If funded, the ASC will serve as the home of the NRC in African Studies at the UMN.

# Chapter A: Commitment to Subject Area

A.1. Financial and Other Support: Over the last two years, the COVID-19 pandemic and political

pressures have posed unique challenges to African studies programs. Despite these challenges, UMN has renewed its commitment to the field. UMN and ASC in particular are well-resourced to implement the projects proposed in Chap. I and to serve as a National Resource Center. As Table A.1 indicates, there is strong financial support for ASC. 270 faculty members in 42

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| **Table A.1: Estimated Annual University Financial Commitment to African Studies** |
| **Area of Investment** | **Salaries & Fringe** | **Student Support** | **Faculty Initiatives** | **Other** |
| **ASC Direct Funding (excl. external funding)** | $1,021,957 | $99,257 | $95,741 | $44,361 |
| **UMN Teaching Staff Non-Language****Language** | $15,891,577$1,824,455 |  |  |  |
| **Library Resources** | $184,282 |  |  | $351,250 |
| **International****Linkages** |  |  | $150,000 |  |
| **Language Center** | $1,047,651 |  |  | $95,956 |
| **Outreach** | $311,601 |  |  | $193,027 |
| **GPS Alliance** | $11,656,543 | $1,803,139 | $1,027,403 | $1,980,611 |
| **Total (minus ASC****direct Funding)** | **$30,916,109** | **$1,902,396** | **$1,177,403** | **$2,270,844** |

disciplines across 10 colleges conduct significant teaching and research in African studies (see appendix III), ensuring strong teaching capacity in both language and non-language programs. UMN boasts a world-class library with strengths in African studies, extensive linkages with institutions abroad, robust support for outreach, and strong financial support for students. In addition, if funded as an NRC, the University will provide a further $145,000 per year in direct support to ASC. ASC is also able to draw on a rich array of resources at UMN that support African Studies (e.g., Interdisciplinary Center for the Study of Global Change [ICGC].) We currently maintain 13 partnerships for faculty exchange and research collaborations with institutions in Africa. These partnerships promote deep collaborations that include faculty, graduate, and undergraduate students (e.g., partnership with the University of the Western Cape, in South Africa). In addition, UMN offers 16 distinct opportunities for undergraduates to study in Africa. These opportunities promote increased expertise in African studies for the faculty and enhanced career and civic readiness for our students. Along with research and teaching, outreach and engagement are fundamental components of the mission of land grant universities including UMN. The Office of Public Engagement supports engaged scholarship and tracks the impact of faculty research and community engaged learning world-wide. While table A.1 captures the current level of commitment, it does not capture the dynamic development of institutional support for African studies. Over just the last four years, financial support for African Studies has increased 10%. CLA has hired 6 new tenure stream faculty in African studies in 9 different departments. Three newly created graduate programs with significant African studies content are thriving: the Masters of Development Practice (MDP), Masters of Human Rights (MHR), and a new graduate minor in Race, Indigeneity, Gender & Sexuality.

Financial Support to Students: UMN provides substantial financial support to students in African studies. Students benefit from the general aid pool (merit and need based), and from specialized scholarships for African studies (see Table A.2). An estimated $90 million is distributed annually. 75% of UMN students receive financial aid, and 43% of bachelor’s degree students graduate debt free thanks to the generous financial support

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| **Table A.2: Select Undergraduate Student Scholarships at Minnesota for African Studies** |
| 1st Gen. College Student Scholarship for Study Abroad Billman Family International Scholarship Fund Carlson Global Institute FellowshipCollege in the Schools AwardDiversity Scholarship for Study Abroad Dunn Peace Research ScholarshipsGlen L. Hendricks International Study Fund Global Spotlight ScholarshipInternational Thesis Research Grants International UROPJoshua Haglund Memorial Peace Scholarship Joyce Eckman Davis Language Scholarship Kathryn E. Sullivan Scholarships for Study Abroad President’s Emerging Scholars FundRalph Mendelson UG Research Abroad Scholarship Selmer Birkelo ScholarshipStudy Abroad ScholarshipThe Alliance for Global EducationUpper Midwest Human Rights Fellowship Program Talle Family Scholarship |

available. To further career readiness, over $2 million in scholarships support undergraduate learning abroad opportunities, including research and internships, with approximately 25% of this supporting students studying in Africa. An additional $185,000 supports students in African languages. 73% of graduate students receive support in the form of teaching or research assistantships (this is closer to 100% for students in PhD programs), coupling financial support with important training opportunities, while 17% receive fellowships. For graduate students in African studies (see Ch.D, p.14-17) this amounts to $6.3 million in assistantships and $2 million in fellowships annually. This includes dedicated fellowships that support dissertation writing, provide opportunities for research travel, and develop interdisciplinary and international graduate student collaborations. In addition to national fellowships such as Fulbright, graduate students have access to institutional fellowships (see table A.3). Student financial support is also routinely used to enhance FLAS fellowships. UMN provides travel awards for undergraduates using

FLAS fellowships abroad during the summer term, and for graduate students the home department

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| **Table A.3: Graduate Student Fellowships Used for African Studies** |
| Departmental Endowed Fellowships Doctoral Dissertation Fellowships Dunn Peace FellowshipEducation Opportunity Fellows Graduate Humanities Fellowships Graduate School Fellowships ICGC FellowshipsInterdisciplinary Doctoral Fellowships | Judd International Fellowships Leonard Memorial Fellowships Louis T. Dosdall Fellowships Mark & Judy Yudoff FellowshipsSmith International Graduate Fellowships Stanwood Johnson FellowshipsThomas Wallace Fellowships Zolati Graduate School Fellowships |

regularly covers the difference between graduate tuition and tuition covered by FLAS.

# Chapter B: Quality of Language Instructional Program

* 1. Extent of Language Instruction: Of the 20 less-commonly-taught languages offered at the

University of Minnesota, 4 are widely spoken in Africa: Somali, Swahili, Arabic and Portuguese. All are offered at 3 levels of instruction (1st year: beginning, 2nd year: intermediate, and 3rd year: advanced) and all are designated as priority languages. In 2020-21, 524 students enrolled in African language classes. Of these, 126 (24%) were students in the professional schools. In addition to languages offered on campus, UMN students have access to 9 African languages

through the Big Ten Academic Alliance (BTAA) CourseShare program. These opportunities are

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| **Table B.1: 2020-21 Enrollments and Scope of Foreign Language Instruction** |
| **Language** | Enroll ment | **Scope**:Year 1 | Year 2 | Year 3 | Summer/Intensive | SpecialOffering |
| Arabic | 255 |  |  |  |  |  |
| Egyptian | 6 |  |  |  |  |  |
| Portuguese | 101 |  |  |  |  |  |
| Somali | 124 |  |  |  |  |  |
| Swahili | 38 |  |  |  |  |  |
| **TOTALS** | **524** |  |  |  |  |  |

administered as regularly scheduled courses on the UMN campus under the LANG designator, and instruction is delivered via distance technology. The African languages open to UMN in 2020-21 through CourseShare included Afrikaans, Bambara, Bassa, Hausa, Igbo, Twi, Wolof, Yoruba, and Zulu. UMN students enrolled in 3 of those African language offerings (Bassa, Wolof, and Zulu). Summer programs and study abroad offer other important avenues for

language learning. UMN partners with other African Studies centers nationwide in maintaining an active database of summer intensive African language programs in the US and abroad. Over the last 4 years, UMN awarded 20 FLAS fellowships to students to study the following LCTLs at African institutions: Afrikaans, Amharic, Moroccan Arabic, Portuguese, Swahili, Swati, and Zulu. Other summer opportunities are offered through UMN partnerships with the Arabic language school in Fez, Morocco and UMN sponsored language programs in Tanzania (Wolof) and Kenya (Swahili). The UMN Arabic and Swahili language programs have formulated bi- lateral articulation agreements with the Fez Language School and for intensive Swahili in Nairobi, Kenya, allowing for an easy transition between campus courses and language courses in these programs and the timely completion of the UMN language requirement (see below, p.14).

* 1. Levels of Language Instruction and Specialized Language Offerings: As indicated in table

B.1, UMN’s African languages are offered at the beginning, intermediate, and advanced levels. Students with community exposure to Somali language may enroll in accelerated classes that quickly bring them up to speed in the modalities they have not learned at home, typically reading and writing, and in semantic registers not acquired by daily living. The Portuguese program offers an accelerated course for students who are Spanish speakers as well as Portuguese for business purposes. By pandemic necessity, all language classes are made available in synchronous or asynchronous E-learning format. In summer 2020, ASC supported the Language Center (LC) and the Center for Advanced Research on Language Acquisition (CARLA) in training all LCTL instructors in the technical and relevant pedagogical expertise to create high- quality online language classes, and we are institutionalizing these offerings, adding to the versatility of post-pandemic LCTL courses and thereby increasing the potential CourseShare opportunities for unique Minnesota LCTLs such as Somali or Medical Somali.

**African Language Opportunities in Other Disciplines:** Students in CLA majors with an African studies emphasis (see Ch. D) are required to complete capstone projects with regional focus, and to incorporate non-English language sources with the support of the relevant reference librarians (see Ch. F). In addition, Domain Tutorials and the Tandem Plus program in the LC offer students an opportunity to team with native or near native speakers to support this work and to access materials in the target language. The Program on Interpretation and Translation offers specialized modules and training in Somali for medical and legal purposes, supporting the needs of the large Somali population in MN and career readiness for students.

* 1. Language Faculty, Pedagogy Training: In addition to area studies faculty, the UMN employs

16 full-time teaching professionals (professors and lecturers) who offer 47 designated language courses in the above languages. (See Appendix II Language Faculty for credentials). They are also required to take intensive, one-week seminars before teaching that focus on proficiency- oriented instruction and assessment, as well as communicative language pedagogy techniques. Because of the UMN graduation proficiency requirement, (see below, p. 14), all language instructors are trained in proficiency testing in accordance with the ACTFL (American Council on the Teaching for Foreign Languages) guidelines. During the summer, language teachers may enroll, free, in language pedagogy workshops offered by CARLA and the Center for Educational Innovation (CEI). Active participation in such professional development workshops is an important criterion when merit pay increases are determined during annual performance reviews.

* 1. Performance-based instruction, adequacy of resources, language requirements: Language

instruction at Minnesota is guided by a communicative approach and course outcomes are measured against ACTFL Proficiency Guidelines. The Language Center develops and administers a battery of language specific proficiency exams (LPEs) for all LCTLs, based on

ACTFL guidelines in reading, writing, listening, and speaking. In addition to the Arabic, Swahili, and Portuguese tests, we have developed and administered a full set of Somali tests – the first such tests in the nation. Tests are administered independently of the language programs, typically at the end of the fourth semester, and offer an objective assessment of whether language learners have attained proficiency levels that meet the language requirement. Hundreds of tests are administered annually and are available fully online. A second instrument developed by the Language Center is the BOSSA (Basic Outcomes Student Self-Assessment) tool, an online self- assessment of language ability that helps students to identify areas for improvement and thus reach language proficiency goals. These programs are managed by the Language Center in CLA, a state-of-the-art resource center with a staff of 15 language professionals who provide technology, instructional support, and professional development seminars. The LC actively supports instructors and students with both in person and remote learning and provides resources that have proved invaluable during the pandemic.

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| **Table** B**.2: Language Center Resources** |
| * Four computer classrooms with 24 stations each, with MacDiLL digital audio lab software, data projector and an instructor's desk with computer and A-V sources.
* One multi-purpose media classroom containing a portable laptop lab with 25 computers, videotaping equipment and videoconferencing equipment along with a data projector and an instructor's desk with computer and A-V sources
* Four small rooms fully equipped for individual or group use, as well as two small study rooms
* International streaming subscriptions, the Multi-Media Lab, small rooms and student study rooms
* Language Center servers hosting the LC web site, Tandem site, and the MacDiLL database and Admin OS
* A Development Studio which assists faculty and instructors in creating instructional materials and also supports the continued development of the Language Proficiency Exams administered by the Language Testing Program
* A sound studio
* A Multi-Media lab for individual student use with 31 computer workstations and 4 stations for videos.
* Audio/Visual Library with almost 3,000 DVDs and other formats in over 30 languages, and a variety of digital AV and computer equipment for check out.
* Staff of 15 (not including student staff), annual operating budget of almost $2 million
 |

Language Proficiency Requirements: UMN is a leader in the adoption of proficiency-based

second language requirements and the development of proficiency tests designed to support those requirements. All students who graduate from CLA having fulfilled the language

requirement in an African language (see below Ch.D, p. 14) are expected to have a minimum proficiency level of intermediate mid for the active modalities (speaking and writing) and intermediate high for listening and reading at the end of two-years of study in one language.

# Chapter C: Quality of the Non-Language Instructional Program

C.1a. Quality & Extent of Non-Language Courses: The scope and breadth of courses in African

studies are extensive and comprehensive. 946 non-language courses containing significant African studies content are found across the graduate and undergraduate curricula in 10 colleges and the professional schools. Appendix II shows a broad distribution of African studies content, and its concentration in the core liberal arts disciplines. Table C.1 indicates the breadth of CLA departments that offer African studies courses open to all UMN students.

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| **Table C.1: African Course Offerings in CLA** |
|  | **Under****grad** | **U/G** | **Grad** |  | **Under****grad** | **U/G** | **Grad** |
| African American & AfricanStudies | 24 | 7 | 1 | Geography | 18 | 0 | 13 |
| American Indian Studies | 13 | 3 | 1 | Global Studies | 36 | 4 | 0 |
| American Studies | 10 | 0 | 0 | History | 52 | 9 | 7 |
| Anthropology | 23 | 6 | 5 | Jewish Studies | 2 | 0 | 0 |
| Art/Art History | 13 | 4 | 3 | Journalism | 3 | 2 | 0 |
| Communication Studies | 12 | 2 | 1 | Linguistics | 6 | 5 | 2 |
| Comparative Literature | 14 | 7 | 0 | Music | 8 | 5 | 2 |
| Dance | 9 | 1 | 0 | Philosophy | 10 | 0 | 4 |
| Develop. St. & Social Change | 0 | 0 | 3 | Political Science | 30 | 7 | 11 |
| Economics | 8 | 0 | 14 | Religious Studies | 15 | 3 | 0 |
| English | 19 | 2 | 6 | Sociology | 20 | 2 | 4 |
| Gender & Sexuality Studies | 17 | 5 | 3 | Spanish & Portuguese | 6 | 2 | 2 |
| English | 19 | 2 | 6 | Theatre Arts & Dance | 3 | 2 | 0 |
| French & Italian | 17 | 6 | 5 | **Total CLA Courses:** | **502** | **86** | **93** |

681 courses are available in 27 academic departments in the CLA, UMN’s largest teaching college. The depth in undergraduate and graduate courses is particularly pronounced in African American & African Studies and the social sciences (Anthropology, Geography, Global Studies,

History, and Political Science). In the humanities, Cultural Studies & Comparative Literature, French Studies, and Lusophone Studies form the core curriculum.

African Studies in the Professional schools: UMN offers 265 African studies courses in 9

professional schools and colleges, concentrated in Public Health, the College of Education and Human Development (CEHD) -particularly in Comparative International Development Education, Agriculture, and the Humphrey School of Public Affairs (specifically its Master’s in Development Practice). Table C.2 illustrates the availability of African studies courses in professional fields and the breadth of offerings across colleges.

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| **Table C.2 African Studies Course Offerings in Professional Schools** |
| Academic Health Center Dept of Medicine | 97 | College of Food, Ag. & Natural Res. Sciences | 48 |
| School of Public Health | 9 | College of Science & Engineering | 19 |
| Carlson School of Management | 38 | Humphrey School of Public Affairs | 40 |
| College of Design | 27 | Law | 19 |
| College of Education & Human Development | 46 | College of Biological Sciences | 3 |
|  |  | **Total Professional Schools** | **265** |

C.2 Specialized Offerings in African Studies: Advanced level courses, where specialized content

is most often present and which are often directly tied to current faculty research, are a useful indicator of the extent to which colleges, departments, and programs at the University have invested in specialized offerings in the non-language African studies curriculum. Some 171 non- language African studies courses are offered at the 5xxx-level (open to graduate and advanced undergraduate students), and 118 such courses are available at the 8xxx-level (courses for advanced study and open only to graduate students). 33 6xxx and 10 7xxx level courses address specialized professional skills. A good example is the course in Interdisciplinary Medicine INMD 7565 *Global Health Abroad* (see Appendix I, p.22). As a research university, UMN is committed to introducing its students to specialized knowledge. Faculty teach current research as “topics courses,” and these frequently become institutionalized as regular offerings (e.g., AFRO

3013 *City States in Africa*). Gateway and freshman seminars offer specialized options that create pipelines of students for African studies, particularly in the core fields of African-American and African Studies (AAAS), Global Studies (GLOS), Geography, and History (see Appendix I).

C.3. The Non-Language African Studies Faculty: The breadth of courses offered is made

possible by the 254 African studies non-language faculty with a wide range of disciplinary specialization. In CLA, 165 non-language faculty teach African studies courses, with 94 faculty members in the social sciences and 71 in the arts and humanities. Outside of CLA, 89 non- language faculty teach in the professional schools, especially in the College of Food, Agricultural, and Natural Resource Sciences (CFANS), Medicine, Carlson School of Management (CSOM), and the College of Education and Human Development (CEHD).

Pedagogical Training for Instructional Assistants: The Center for Educational Innovation (CEI)

promotes effective teaching and learning by supporting graduate students, instructional staff, and faculty throughout their careers. CEI runs workshops where instructors develop pedagogical strategies to make their teaching more effective, create inclusive learning environments, improve assessment techniques, and incorporate African studies content into their teaching (Table C.3).

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| **Table C.3: Pedagogical Training Workshops Offered** |
| Brining International Perspectives to Your Teaching Centering access and inclusionCollaborative Online International Learning Program Dealing with Difficult Classroom Situations Engaging Students in Large ClassesFacilitating student engagement in synchronous Zoom sessionsFostering Critical Thinking | Leading Discussion SectionsNew Teaching Assistant OrientationOnline & Other Resources for Preventing Plagiarism Presenting Content: Lively & Practical Approaches Reducing the Performance GapStrategies for Work with Non-Native English SpeakersTeaching in an Active Learning Classroom Program Teaching Your First Day of Class |

In addition to these orientation programs, teaching assistants receive continual oversight through weekly meetings and 2 classroom visits per semester by the supervising professor. CEI also runs a “Preparing Future Faculty” program that provides a year-long teaching and learning forum for

graduate students. Participants explore learning theory and strategies, develop teaching skills, create classroom materials, and work with faculty from a range of institutions.

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| **Table C.4: Professional Development Opportunities in Preparing Future Faculty** |
| **Course work**: Learning theory and strategies, develop teaching and assessment skills, create classroom materials, and work with faculty mentors, syllabus design**Graduate Level courses**: Teaching in Higher Education, Practicum for Instructors in Higher Education, and Teaching and Learning Topics inHigher Education | **Web-based Resources**: Designing Smart Lectures, Active Learning with PowerPoint, customized teaching workshops, TA Handbook, Syllabus Tutorial, Teaching Guides, ability to schedule teaching consultations and to "Ask a Quick Teaching Question" |

C.4.a. Interdisciplinary Offerings in African Studies: UMN has allocated considerable resources

to the development of interdisciplinary African studies courses and formal programs of study by facilitating cross-listing of courses, supporting opportunities for team teaching, and creating linked courses. Faculty regularly seek ways to incorporate other disciplines into their research and course offerings, and courses in African studies are regular beneficiaries of their efforts. 223 non-language African studies courses at the University are interdisciplinary and are offered at both the graduate (67 courses) and undergraduate levels (146). (See Appendix I for specific course offerings). Team taught and linked courses are offered in multiple departments, meet independently with independent assignments, and then come together on a regular basis to develop projects in common incorporating a variety of disciplinary perspectives (e.g., GLOS 3681 *Gender & Family in the Islamic World*).

# Chapter D: Quality of Curriculum Design

D.1. Undergraduate Majors, Minors, and Concentrations in African Studies: Undergraduate

degree programs with significant African studies concentrations and subplans are offered across majors and minors in CLA and CFANS. See table D.1 for a summarized overview of the most important majors and minors, the credit load, and the general and language requirements.

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| **Table D.1 Undergraduate Degree Programs with Core African Studies Concentrations** |
| Program | Credits | Requirements | Language Proficiency |
| **College of Liberal Arts: Social Sciences** |
| African American & African Studies BA | Major: 30Minor: 18-20 | * 3 core courses: AFRO 1021 *Intro to Africa*; AFRO 1023W *Intro African World Literatures*; AFRO 4105 *Ways of Knowing in Africa*
* 7 upper-division (3xxx-5xxx) electives, e.g., AFRO 3654 *African Cinema* or AFRO 3135 *Political Dynamics of the Horn of Africa*
* Sr. Capstone Course (sr. paper)
 | 4-semesters of an African language or successful LPE in another African language |
| Global Studies BA – Africa Concentration | Major: 38Minor: 17 | * 2 core courses (GLOS 3144 and 3145)
* 3 cr. Thematic Ways of Knowing core course, e.g., GLOS 3105 + 12 cr. electives
* 12 cr., 4 courses (1 breadth, 3 elective) in concentration, e.g., HIST 3432 *Modern Africa*
* Study Abroad or Service-learning semester
* Sr. Capstone Course (sr. paper)
 | 4-semesters of an African language or successful LPE in another African language |
| History BA – Africa concentration | Major: 34Minor: 14 | * 1 method/skills course, HIST 3020
* 3 HIST courses any level
* 6 upper-div. courses in concentration, e.g., HIST 3455 *West African History* or HIST 3513 *North Africa since 1500*
* Sr. Project: HIST 4101
 | 4-semesters of an African language or successful LPE in another African language |
| PoliSci BA – Comparative Politics or Intern. Relations | Major: 32 (24upper- division)Minor: 16 | * Prep courses (no more than 8 cr.), e.g., POL 1025 *Global Politics*
* 1 course in 3 of 4 PoliSci subfields, e.g., POL 3475 *Islamist Politics*
* 4 or more courses in subplan, e.g., POL 3135 *Political Dynamics in the Horn of Africa* or POL 4478 *Contemp. Politics Africa*
 | 4-semesters of a relevant language or successful LPE in relevant language not taught at UMN |
| Geography BA – Globalization & Uneven Development concentration | Major: 32-39Minor: 14 | * Breadth requirement: 4 upper-division courses in Human & Environment Geog. & GIS
* Ways of Knowing: GEOG 4001 *Modes of Geographic Inquiry*
* 5 upper-div. courses in concentration, e.g., GEOG 3341 *Black Geographies or* 3145 *Islamic World*
* Sr. Project: GEOG 3985W
 | 4-semesters of a relevant language or successful LPE in relevant language not taught at UMN |
| **College of Liberal Arts: Foreign Languages & Literatures** |
| AMES BA – Arabic Studies Subplan | Major: 35Minor: 16-30 | * 2 Advanced Arab Lang. (8 cr.): ARAB 5101 & 5102
* 6 upper-div. (18+ cr.), e.g., AMES 3832 *Politics of Arab Poetry* or AMES 3877 *The Arabic Renaissance*
* Optional: Egyptian Colloquial (6 cr.) ARAB 3811 & 3812 (no subst. for Advanced Arabic)
* Capstone: Major Project AMES 4900W (3 cr.)
 | 8 credits of advanced language courses beyond the first 4 semesters |
| French Studies BA – Francophone World | Major: 35-57Minor: 12-28 | * FREN 1502 *Gateway to Francophone Studies* and FREN 3101 *Methods in Francophone Studies* (6 cr.)
* Advanced French FREN 3015 & 3016 (6 cr.)
* 7 upper-div. FREN courses (23 cr.), e.g., FREN 3451 *North African Cinema* or FREN 5470 *Post/Colonial Francophone Lit.*
 | 8 credits of advanced language courses beyond the first 4 semesters |

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|  |  | * Sr. Project Course (sr. paper)
 |  |
| Portuguese Studies BA – Lusophone World | Major: 35-79Minor: 16-40 | * Critical analysis & cultural foundation – 4 courses (12 cr.) e.g., PORT 3501 *Global Portuguese*
* 4 electives (12 cr.), e.g., PORT 3800 *Film Studies in Portuguese*
* Study Abroad or Service learning semester
* Sr. Capstone Course (sr. paper)
 | 8 credits of advanced language courses beyond the first 4 semesters |
| **College of Food, Agricultural and Natural Resource Sciences** |
| Applied Economics BS in International Trade & Development Africa Concentration | Major: 53-56Minor: 15 | * Foundations Core: 3 upper-div. writing & communication courses + math (14 cr.)
* Professional core (23 cr.): micro- macroeconomics, statistics, econometrics, etc.
* Professional application (12+ cr.), e.g., APEC 3007 *Policy, Trade & Development* and APEC 5751 *Global Trade*.
* Experiential (3 cr) and Interdisciplinary (3 cr) learning, e.g., GCC 3017 *World Food Problems*
 |  |

**CLA** is the largest teaching college with a 2020-21 enrollment of 13,734 students and 3,458 degrees earned. 8 CLA departments offer majors with significant African Studies concentrations, 5 in the social sciences (African American & African Studies, Global Studies, History, Political Science, and Geography) and 3 in the humanities (Asian & Middle Eastern Studies & Literatures, the departmental home of the Arabic Studies subplan; Francophone Studies; and Lusophone Studies). All have robust degree requirements based on the many African area studies courses offered at UMN (see Ch. C). Many of the programs combine a disciplinary core and area studies courses with learning abroad and experiential learning requirements. A noted development is the way in which African Studies is expanding and reshaping traditional disciplines, as new faculty have joined departments like Comparative Literature and Political Science. In the humanities, the Arabic Studies, Francophone Studies, and Lusophone Studies programs offer rich opportunities for students to major in African studies. The introduction of the Arabic subplan includes significant North African components, such as colloquial Egyptian, and enhances the major with courses from affiliated faculty with North African expertise, such as Hakim Abderrezak (French, App.III, p. 143), Shaden Tageldin (CompLit., App. III, p. 128).

Francophone Studies and Lusophone Studies emphasize the historical and cultural interconnectedness between colonialism in Africa and the roots of modernity with the recent hire of Ramon Fonkué (French) and Christian Uwe (CompLit,, III, p. 133). **CFANS** too offers significant African studies opportunities. The Applied Economics major offers an **International Trade and Development** track that, with seven faculty members specializing in Africa-based research, foregrounds Africa as a regional concentration. The CFANS curriculum approaches food, agricultural, and environmental systems as inherently international, and all CFANS students are strongly encouraged to incorporate an international experience during their academic degree program. A minor in International Agriculture combines explicitly international agriculture courses with courses in area studies and language, along with an international experience through study abroad. MSID Senegal, e.g., provides particularly rich opportunities for these students to develop research skills in African studies. **The MAST Experience Abroad** (MEA) program is an international agricultural exchange program in CFANS that provides practical and academic training in international agricultural and horticultural production. In Africa, MEA students may take advantage of 50 years of linkages between CFANS and agricultural institutions in Morocco.

Undergraduate Language Requirement: All undergraduate students in CLA are required to

demonstrate knowledge equivalent to four college-level semesters of a second language through an independently administered Language Proficiency Exam (LPE). For most African languages, students must reach a language proficiency equivalent to ACTFL intermediate mid in speaking and writing and intermediate high in listening and reading at the end of fourth semester.

Graduate/Professional Training in African Studies: Table D.2 gives an overview of graduate and

professional degrees programs that offer opportunities to develop expertise in African studies.

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| **Table D.2 Overview African Studies Concentrations in Graduate and Professional Programs** |
| Program | Credits | Concentrations/requirements | Language Proficiency |
| **College of Liberal Arts: Social Sciences** |
| Anthropology PhD | 60 | * Africa based concentrations in Biological and in Sociocultural Anthropology
* 9 cr. in the major core; 15 in Anthro electives and 12 cr. in related field
 | Grad. School Certification of one foreign languagerelated to field of research |
| Geography PhD | 52 | * Africa-based concentrations in Human Geography and Nature-Society Relationships
* 16 cr. in the major core, 12 cr. in methods outside of field; 24 thesis cr.
 | Grad. School Certification of one foreign language related to field of research |
| History PhD | 56 | * Concentrations in African history (North and Sub-Saharan)
* 30 cr. in History of which 12 cr. in chosen comparative area; 12 cr. related field.
 | Grad. School Certification of one foreign language related to field ofresearch |
| Political Science PhD | 60 | * Africa based concentration in Comparative Politics
* 36 course credits in chosen specialization, incl. 18 in area studies; 24 thesis cr.
* 24 cr. Dissertation & oral defense
 | Grad. School Certification of one foreign language related to field of research |
| Sociology PhD | 62 | * Africa-based concentrations in Global, Transnational & Comparative Sociology
* 14 cr. in core, 12 in sociology, 3 adv. Qualitative; 12 in related field
 | Grad. School Certification of one foreign languagerelated to field of research |
| **College of Liberal Arts: Humanities** |
| AMES Arabic subplan, PhD | 70 | * Core (6 cr.) AMES 8001 + 8002 Critical Approaches to Asian & Arab Studies
* 8 cr. of Advanced Arabic language courses
* 34 cr. in 5xxxx and 8xxxx level AMES graduate seminars and courses in related fields (Anthro, Hist, ArtH, etc.)
* Dissertation and oral defenses (24 cr.)
 |  |
| Lusophone Literatures and Cultures PhD | 78 | * Prerequisite: Advanced Plus/Superior Proficiency in Portuguese
* Africa based concentrations in Lusophony Africa and trans-Atlantic Lusophone cultures
* 46 cr. in the major; 12 cr. in related field, such as African Studies; 24 thesis cr.
 | Grad. School Certification of 2nd foreign language related to field of research |
| French PhD | 82 | * Prerequisite: Advanced Plus/Superior Proficiency in French
* Africa-based concentrations in Francophone cultures, North African and Maghreb cultures
* 46 cr. in the major, incl. PORT 5540 and PORT 5520; 12 cr. in related field, such as African Studies; 24 thesis cr.
 | Grad. School Certification of 2nd foreign language related to field of research |

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| **Humphrey School of Public Affairs** |
| Master of Development Practice (MDP) | 50 | * Concentration on issues of poverty, social justice, and sustainable development in the Global South, incl. Africa
* 11 core courses (methods, ways of knowing, area studies) including international field experience of 400 hrs. and skills course
* Career related 3 cr. capstone workshop with client-based team project
 | Grad. School Certification of 2nd language related to field of research |
| Master of Human Rights (MHR) | 45 | * Human Rights core course
* Professional core course
* 12 cr. in concentration
 | Grad. School Certification of 2ndlanguage related to field of research |
| **College of Food, Agricultural & Natural Resource Sciences** |
| Applied Economy MS, PhD | MS-30 PhD- (30+) 24 | * 14 or 32 cr. in core methods and applied econ. Courses
* 8 cr. in concentration; development & trade economics
 | Grad. School Certification of 2nd language related to field of research |
| **College of Education and Human Development** |
| Comparative International Development Ed (MA, PhD, D Ed) | MA-30 PhD-72 | * Theory, ethnographical methods, intercultural communication in international education with focus on Global South, incl. Africa
* 18/60 cr. core departmental course and 12 in related field
* International field experience
 | Grad. School Certification of 2nd language related to field of research |
| **Academic Health Center** |
| Medicine, MD Certificate in Global Medicine | 26.5 –60CMEs | * Global Medicine Pathway for residents and fellows in internal medicine, pediatrics and dermatology
* Online courses in Global Health, Humanitarian Simulation, Medical Interpreter Training
* Medical residency rotations in Uganda
 |  |
| Public Health, MPH | 36 | * 15 cr. concentration on Global Public Health with specialization in Global South, incl. Africa
* PubH 6108, 6131 & 6231 with related applied field experience
 |  |

**CLA** and 5 professional schools offer graduate degrees with significant African Studies at UMN, 7 PhD programs in the social sciences and humanities, and 4 masters and 2 doctoral degrees in Public Affairs, Applied Economics, Comparative International Development Education, and Public Health. All programs offer concentrations that are supported by faculty with Africa-based research. Another significant pipeline for graduate students focusing on African Studies is the Interdisciplinary Center for the Study of Global Change (ICGC), which offers a minor in Development Studies and Social Change. In addition to the Applied Economics graduate

degrees, **CFANS** students pursuing degrees in Agronomy, Conservation Biology, and Natural Resource Science & Management often complete supporting program coursework in African studies before pursuing field work in locations including Morocco, Ghana, South Africa, Tanzania, and Uganda. CFANS also offers the Peace Corps Master’s International program, allowing students to link one year of course work to a subsequent two-year Peace Corps experience to earn an MA. Finally, the **AHC** offers multiple opportunities for concentration on Africa. The International Medical Education and Research Program allows medical students to pursue a summer abroad between their first and second years, including multiple sites in Africa where medical school faculty conduct research. Electives in subsequent years allow students to develop expertise in Global Health. Finally, three interdisciplinary graduate minors provide significant opportunities for students to specialize in African Studies (see table D.3).

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| **Table D.3: Cross-College Graduate Minor Programs (All Available at the MA and PhD Level)** |
| **Studies in Africa & the African Diaspora** (housed in AAAS)-Focus: A structured graduate curriculum that offers a systematic understanding of the contemporary and historical experiences of peoples of Africa and of the African diaspora-Must complete requirements of degree program plus one core course (AFRO5101) and 2 (MA) or 4 (PhD) approved courses* Draws on courses from social sciences & humanities

**Development Studies/Social Change (**housed in ICGC)-Focuses on the social basis of change in the developing world-Must complete requirements of degree program plus 3 designated graduate-level program courses-Draws on courses from social sciences, humanities, and biological sciences**Human Rights (**housed in IGS)* Interdisciplinary foundation in human rights studies and practical experience in human rights work
* 2 common core courses, a relevant internship, and relevant graduate-level courses outside their major field from a designated course list
 |

Graduate Language Requirement: The Graduate School requires that all students in its programs

show proficiency in a foreign language through a Certification of Foreign Language Proficiency by a UMN language department. The level of proficiency required is determined by the degree program but is typically sufficiently high (Intermediate High or Advanced) to allow field work in the language. Some CLA graduate programs with African studies concentrations require

proficiency in two languages (e.g., History, Lusophone Studies). Available languages and levels of instruction are presented in table B.1 (p. 4).

D.2 Academic and Career Advising: UMN uses an advising model that provides each

**undergraduate student** comprehensive services throughout their academic career. All students are advised by college-specific advisors until they declare a major, after which they meet with a major-specific advisor every semester to tailor course selections to their postgraduation goals and to plan for a timely graduation. Online resources allow students to monitor the requirements remaining to degree completion: Schedule Builder; Graduation Planner (to determine a path to 4 year graduation); and Academic Progress Audit System (APAS). Increasingly, departmental advisors are required to have expertise and an advanced degree in a relevant field.

CLA has highlighted career readiness in its undergraduate programs for many years. It has pioneered the development of a set of career competencies that help students map the outcomes of a liberal arts degree onto skills most frequently requested by employers. The RATE tool (reflecting, articulating, translating, and evaluating) supports students linking their diverse experiences to the career competencies. The Office of Career Services provides comprehensive advising on major selection, resume building, and the job search process as students prepare for the workforce. Each department is provided with a career advisor with expertise in the major.

Career Services also assists with internship and service-learning placements, allowing students to incorporate experiential learning and build resumes. Similarly, students are connected to mentors in professions related to their areas of interest. Major advisors provide career planning support, link current students to alumnae networks, and work together with Career Services to provide specialized workshops to students in their department. In African studies, Career Services and major advisors proactively work with students to articulate the benefits of their programs,

ensuring that language skills and experience abroad are effectively represented in the student’s resume. (See placements below Ch. G, p. 31).

**Advising of graduate students** relies on a mentorship program. Graduate students are advised within their departments by faculty whose expertise aligns with the student’s career and academic goals. Most are first advised by the departmental Director of Graduate Studies (DGS) until the student has determined their research focus – usually by the end of the first year – when the student is assigned a faculty advisor. The advisor works with the student to develop a committee that must include at least one member outside of the department. To ensure strong mentorships, the Graduate School offers workshops for faculty and their advisees and maintains extensive resources supporting effective graduate advising. While the bulk of career advising for graduate students takes place within the program, the Graduate School provides resources designed to expand the career pathway. These include an individual development plan, workshops and consultations, pd.education (a portal to hone specialized skills), and *Beyond the Professoriate* (a professional development e-learning platform).

D.3. Research and Study Abroad: The Learning Abroad Center (LAC) is UMN’s central office

for study and research abroad. The LAC offers a full range of advising and support services to students, including program selection, academic planning, financial planning, registration, credit, cultural training, travel planning, travel products, reentry, and career integration. Prior to the pandemic, a variety of program options in 16 African countries had been developed to address the diverse needs of students. After students were required to return home in spring 2020, the LAC pivoted to support learning abroad in new ways. Initially students were offered options to complete programs remotely, while working with faculty abroad, or to pursue virtual internships (see below). As the LAC moved to reopen access to experiences abroad in spring 2021, it relied

on its deep institutional connections to offer a select few programs where academic quality and health and safety standards could be closely monitored. As we begin to return to prepandemic participation in learning abroad, students currently have access to 16 programs in 7 countries in Africa. These programs vary in length, level, academic focus, teaching format, language requirements, cost, and degree of independence demanded of the participant. The LAC pioneered **curriculum integration**, engaging faculty and student support staff from every UMN college to identify ways for all students, regardless of their major, to study abroad. This integration also facilitated the pivot in spring 2020, as well as the successful, albeit gradual, reboot of learning abroad. Prior to the pandemic, the work of the LAC in partnership with academic units resulted in a high degree of study abroad participation: approximately 39% of all undergraduate students studied abroad during their degree program (pre-pandemic). LAC’s commitment to expanding access to study abroad is reflected in 2019 data reporting that 30% of the 2,705 students studying abroad in 2019-20 were students of color. Another sign of the commitment to encourage study abroad is scholarship funding: in 2019-20, $1.8 million. In the annual *Open Doors* report on study abroad, UMN ranks 8th in institutions nation-wide in numbers of students studying abroad. Undergraduates are also encouraged to conduct research abroad at sites like Minnesota Studies in International Development (MSID) Senegal or with funding like the International UROP. LAC works closely with Career Services on **career integration** to help students leverage their experiences abroad for post-graduate placements. During the COVID-19 pandemic, when students were forced to return home and to delay or cancel learning abroad opportunities, the LAC drew on its network of partners abroad to create virtual internships at 12 different locations, including 4 in Africa, from publishing houses to NGOs. Many internship placements required at least intermediate language proficiency, and communication and collaboration were conducted in

the target language. Internships included a course component and were credit-bearing.

UMN students have access to numerous programs sponsored by other institutions. Of the 16 approved study abroad programs located in Africa, 11 are UMN sponsored programs and 5 are offered through other institutions. For example, UMN students can choose from a wide variety of programs offered by the School for Field Studies or ISEP. Many of these programs include significant language instruction.

Graduate Study & Research Abroad: Students pursuing graduate and professional degrees in

African studies are expected to spend time abroad, either completing research or professional internships. Table D.4 highlights formal opportunities for study abroad at the graduate level, especially for professional school students. For many PhD candidates, funding for research abroad is included in their support packages. Additionally, competitive funding opportunities are provided through both institutional (see Chapter A, pp.1-4) and national programs (e.g., Fulbright). Like undergraduates, graduate students have access to a wide variety of programs abroad sponsored by other institutions. Graduate students in African studies especially benefit from established partnerships with institutions in Africa such as the University of Western Cape.

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| **Table D.4: Sample Opportunities for Graduate and Professional Student Study in Africa** |
| FLAS Language Fellowships CFANS Global Food SecurityICGC exchange with University of the Western Cape MDP International Field ExperienceMPH International Field Experience | Minnesota Studies in International Development (MSID) programs in Kenya or SenegalJudd Fellowships for MA & professional student work in Africa |

Summer language programs: Each year UMN offers intensive summer language options for

many of the UMN’s African languages at the beginning and intermediate levels and through specialized offerings. We also collaborate with many of our BTAA partners to facilitate participation of UMN students in summer intensive LCTL program taught at other BTAA institutions (e.g., the African Summer Language Program at Michigan State University). Finally,

LAC advises students about summer programs abroad, including those with which UMN has a special arrangement, e.g., the Arab Language Institute in Fez, Morocco.

# Chapter E: Quality of Staff Resources

* 1. Quality of Teaching and other Professional Staff Members: The proposed NRC in African

Studies will be ASC, a multi-disciplinary forum for the facilitation and coordination of collaborative research, teaching, and outreach initiatives pertaining to African studies. ASC is led by Professor Rachel Schurman, whose work on the political economy of food and philanthropy in a global context coupled with her work in sub-Saharan Africa is indicative of the ways in which ASC couples deep regional knowledge with transregional themes in its curriculum and programming (App. III, p. 9). ASC benefits from the 370 faculty, lecturers, and

teaching specialists who provide instruction for 993 African area studies and language courses at the UMN (see App. I). Their qualifications are captured in the CVs in appendix III. 178 are tenured faculty members, and an additional 33 are on the

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| **Table E.1: Staff Resources Directly Supporting ASC** |
| Staff Member | Title | Degree |
| **ASC Core Staff** |
| Rachel Schurman | Director | PhD MA MA MA BA BABA |
| Klaas van der Sanden | Associate Director |
| Deborah Jane | Outreach Coordinator |
| Patricia Baehler | FLAS Coordinator |
| TBA | Events Coordinator |
| Carrie Vorpahl | Finance Manager |
| Keith Tucker | Accounts Specialist |
| **Institute for Global Studies** |
| Evelyn Davidheiser | Director & Asst. Dean for Intl Prog. | PhD MA BAPhDMA BA |
| John Blair Danielle DadrasErica Tealy | Administrative Director Advisor & Dir. Of UG StudiesCareer Counselor |
| Jennifer AshleyJessica Hartnett | Admin SpecialistStudy Abroad Liaison |

tenure track. 99% of these instructors hold PhDs, and the others have earned at least one master’s or professional degree. Core ASC faculty also demonstrate a breadth of training in language appropriate to their fields of research and teaching. Graduate teaching instructors are selected based on their emerging areas of expertise and are required to have special pedagogical training

provided by their department as described in Chapter C (p. 8). ASC is located within the Institute for Global Studies, the principal international unit within CLA, and is administratively supported by both its own professional staff and the professional staff of IGS (see table E.1).

Professional Development Opportunities: The Office of Academic Affairs and Provost provides

development opportunities throughout a faculty member's career, including grant writing seminars, mentoring programs, and faculty development seminars. Faculty across the UMN are expected to maintain a rigorous research program and are provided with substantial resources. For African studies faculty across the University, significant funding is provided by the GPS-A. In 19-20 this totaled $1,027,403 was available to support of international travel and collaborative interdisciplinary groups that build faculty expertise in African studies. In addition, African studies faculty receive funding from their home departments. To encourage teaching and research abroad, the University has developed 19 official linkage agreements with partner institutions in Africa. In 2019-20 more than 450 faculty members travelled to Africa for professional activities. In addition to regularized sabbatical opportunities, the University awards substantial funding through programs such as the McKnight Fellowship, Grant-in-Aid Fellowship, and the Imagine Fund. UMN also offers significant support for collaborative projects in the Interdisciplinary Center for the Study of Global Change, Interdisciplinary Working groups funded by CLA, Institute for Advanced Studies Collaboratives, and Internationalizing the Curriculum Cohort.

Commitment to Teaching, Supervision, and Advising of Students: African studies faculty and

staff are directly engaged in the teaching, supervision, and advising of students. Tenure stream faculty are required to teach four courses each academic year, and professional teaching staff are required to teach six. Professional development opportunities are also provided to improve

teaching through the Center for Educational Innovation (CEI), and all graduate teaching assistants receive specialized pedagogical training through CEI’s workshops. All faculty are expected to hold regular office hours to discuss course-specific content and provide academic career advising to supplement the extensive professional advising network available to students as described above (Ch. D, pp. 17-18). Information on the percentage of time UMN faculty devote to African studies can be found in Appendix II. In addition, faculty supervise undergraduate directed studies projects and senior research/capstone projects and engage with students through the Undergraduate Research Opportunities Program (UROP) and International UROP. Graduate students, whether candidates for MA, PhD or a professional degree, are assigned a faculty adviser. In most African studies programs, graduate students benefit from explicitly interdisciplinary advising. All PhD committees, for example, require external readers, and these individuals play an important role in the development of the final dissertation.

* 1. Oversight Arrangements and Staffing Plans: Oversight for ASC is provided by the Advisory

Board (see table E.2). The board is designed to ensure wide representation of faculty and programs engaged with ASC activities, including the languages, humanities, social sciences, professional schools, and the library. To ensure collaboration and consistency with educator needs, ASC requires that one member of the advisory committee be drawn from CEHD. Finally, the Board and center staff meet regularly with the program evaluator to receive updates on the ongoing evaluation process and to discuss necessary adjustments. (See Ch.G for a detailed description of the evaluation process.) The advisory board meets twice per semester and convenes subcommittees to work on project areas (curriculum, language, symposia). The board reviews ASC program development, outreach activities, and the implementation of grant programming, including the budget. The faculty director, Prof. Rachel Schurman is supported by

an associate director, a professional outreach coordinator, and a FLAS coordinator.

In addition, the African Studies NRC will draw on IGS support staff for its administrative, operational, human resource and accounting needs (see Appendix III, pp. 9- 14).

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| **Table E.2 NRC Advisory Board** |
| Rachel Schurman, NRC Director Yuichiro Onishi, Chair AAASEvelyn Davidheiser, IGS Director & Asst. Dean for International ProgramsKaren Brown, Director ICGC Deborah Jane, Outreach Coordinator Katrien Vanpee, Arabic DLIMalaika Grant, African Studies Librarian Frances Vavrus, CEHDMichael Westerhaus, AHCJosef Woldensee, Political Science/AAAS Erica Tealy, Career Counselor |

* 1. Nondiscriminatory Practices: ASC encourages applications from traditionally underrepresented

populations through strategic advertising and targeted scrutiny of candidate pools (see table E.3). ASC draws on connections made with stakeholders – local NGOs, students and alumnae, educators, and diverse communities in the Twin Cities – to recruit actively for diversity. The strategies and procedures have had a noticeable impact; all 6 most recent tenure stream hires in African Studies were from underrepresented groups.

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| **Table E.3: Search Committee Procedures** |
| 1) Committee designed to be gender balanced with strong representation from ethnic and racial minorities, verified by College |
| 2) Chair of committee develops job description, which is reviewed to make certain that it is neutral in terms ofgender, race, ability, and ethnicity |
| 3) Position announcement is published broadly and in specialized newspapers serving ethnic and racialminorities and women |
| 4) Identified individuals from underrepresented populations contacted personally and encouraged to apply |
| 5) ASC works with the College to make certain that the pool is as racially, ethnically, and gender diverse as possible |
| 6) Search committee reviews all candidates’ applications according to published qualifications and selects asmall group for interviews |
| 7) Applications from underrepresented populations receive special review for reasons of documented exclusion |
| 8) Candidate is selected. If this person is not a member of a minority group or a woman, written justification must accompany the ASC request to the College to extend an offer of employment |

# Chapter F – Strength of the Library

F.1.Strength of Library Holdings: The UM Library system (Libraries) is one of the University’s

and the state’s greatest intellectual and capital assets. Housed in 12 locations, the Libraries’ collections contain more than 7.7 million volumes, over 2.2 million electronic books, more than

148,000 electronic serial subscriptions, and more than 2,000 digital databases and collections, making available an unprecedented breadth and depth of datasets, primary sources, sound, images and multimedia, rare books, maps, and government documents. The Libraries spends about $20 million annually on physical and electronic collections. The most recent Library Investment Index of the Association of Research Libraries (ARL) ranks the UMN Libraries 22nd out of 116 ARL members in 18-19.

Strength of African Studies Collection: The University of Minnesota Libraries’ African studies

collection supports the study of Africa at the undergraduate, graduate, and professional levels, with particular strengths in the areas of oral history and tradition, history, literature and literary criticism, anthropology, and migration studies. While all geographic areas of Africa are included, historically there has been an emphasis on Southern Africa, and more recently there has been a strong emphasis on the study of Eastern Africa, particularly Somalia, Ethiopia, and Eritrea.

Materials are collected in English, French, Portuguese, Arabic, Swahili, and Somali. We collect monographs, periodicals, reference tools, and scholarly series extensively. The Libraries subscribe to more than 80 African Studies journals, a majority of which are accessible online. Annuals, audio/visual materials, dissertations, maps, and newspapers are collected selectively. A growing strength of the collection lies in films from sub-Saharan Africa and the diaspora. We have access to a several large newspaper databases covering current and historical African News Sources. Current sources include *ProQuest Newsstand, World News Digest, World News Connection*, and the archives of *The Rand Daily Mail*. Historic African Newspapers are available through *African Newspapers* and *World Newspaper Archive*. We are also a member of the Center for Research Libraries (CRL)’s Cooperative Africana Materials Project, a joint effort by research libraries throughout the world to promote the preservation of African publications and archives

and make these materials available to researchers.

Special Collections: The James Ford Bell library, a collection of rare books, maps and

manuscripts that focus on trade and cross-cultural interaction before 1800, includes rare travel narratives and maps of Africa. The Immigration History Research Center and Archives includes special collections on immigration, including an archive of Somali immigrant and refugee experiences. The Government Publications Library includes documents from important international organizations, such as United Nations documents.

Online Databases: The Libraries provide a broad and deep range of online databases in the arts,

humanities, and social sciences covering historical publications, news, music, literature, current scholarly books and journals, and abstracts and indexes. The Libraries also offer access to a range of more specialized African studies databases online, including: *Black Studies Center*, which offers access to online full texts of core Black studies periodicals; *Aluka,* an online digital library of scholarly resources from and about Africa; and *Africa-Wide Information*, a compilation of databases covering African studies, including the *South African National Bibliography*.

Financial support: Materials budgets have been stable, with continued annual increases. The

Libraries currently spend nearly $5 million annually on print and electronic publications and on online databases for the arts, humanities, area studies, social sciences, and professional programs. Over a quarter of this amount supports international and area studies, with $37,000 dedicated solely to African studies. In addition, library materials pertinent to African studies are acquired through disciplinary and interdisciplinary funding in areas such as public policy, anthropology, sociology, education, geography, languages and literature, women’s studies, cinema and media studies, and literary and cultural theory. In this way, a substantial proportion of the remainder of the $5 million supports African studies.

F.2 Availability to Students of Research Materials at Other Institutions: A top priority of the

Libraries is to make materials, whether locally owned or not, accessible quickly and efficiently to our users. We are 14th out of 123 Libraries in the total number of items borrowed in the latest ARL Statistics. In addition to all ordinary interlibrary loan networks, we are a member of the BTAA UBorrow program, which enables current students, faculty, and staff to search for and request books directly from 15 research universities. We are a member of the CRL and participate in its Global Resources Partnerships and Programs, including Area Materials Projects, all of which provide access to specialized primary source materials.

Teachers, Students and Faculty from other Institutions Access to Library Holdings: The

Libraries, as part of a public land-grant research university, maintain a deep and enthusiastic commitment to access, outreach, and service to both the academic community and the general public. The Libraries have an open-door policy, and anyone who enters one of our facilities is able to access virtually all of our print and online resources and services. We welcome school groups of 6th-12th grade students for research visits during most of the academic year, and we are a resource for students and faculty of post-secondary institutions in the region. The Libraries consistently rank first in the nation in interlibrary lending of materials, by a substantial margin. The Libraries’ website receives over 2.1 million visits a year and we answer over 31,000 reference questions annually. In July 2017, the Libraries was awarded the *National Medal for Museum and Library Service,* the highest honor given to museums and libraries for service to the community. The University was only the third academic library to win this award in 27 years.

The U.S. Government Publishing Office recently named the Libraries the 2021 Federal Depository Library of the Year. The Libraries are also the leading member of Minitex, a network of academic, public, state government, and special libraries working cooperatively to improve

library service for their users in Minnesota, North Dakota, South Dakota, and the Wisconsin libraries. It is funded with a standing annual appropriation from the Minnesota Legislature. Most of our print collections and many services are available to any patron in participating institutions. Alumni and Friends have borrowing and significant remote-access privileges.

# Chapter G: Impact and Evaluation

G.1. Impact of ASC Activities**.** ASC has a significant impact on the University, community,

region, and nation. It has accomplished this through programs that 1) build national capacity in foreign language expertise in LCTLs, 2) educate a cohort of African studies specialists, 3) deepen national capacity of African studies faculty, and 4) expand public knowledge of issues in African studies through dissemination and engaging educators, media, businesses, NGOs, and the community. Table G.1 provides indices of this impact as measured in 20-21.

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| **Table G.1. Demonstrated Impact of Center Programs (measured 20-21)** |
| **Training Program/Activity** | **Impact** | **Indices** |
| **Foreign language training** | **Build national capacity in foreign language expertise** |  |
| Expand breadth of language curriculum | Produced graduates with competencies in a range of languages, particularly LCTLsand languages identified as national priority languages | Number of languages offered: 5 (+ course share)*All 5 are priority LCTLs* |
| Train students at the advanced level in LCTLs | Increased the number of speakers of LCTLs at the advanced levelSee Chapter B, p. 4 | LCTL enrollments: 524* 1st Yr/Beginning: 202
* 2nd Yr/Intermediate: 281
* 3rd Yr+/Advanced: 41
 |
| Independently assess proficiency through LPEs and proficiency tests | Created and credentialed a cadre of FL speakers advanced levels of proficiencySee Chapter B, pp. 4-5 | LCTL:- Passing rate: 82% |
| Recruit and support language majors | Increased the number of experts in languages and foreign cultures, including 5 priority LCTLsSee Chapter B, p. 4 & D, p. 12 | Language majors in LCTLs: 9 |
| Award FLAS fellowships | Increased the number of speakers of LCTLs and area studies experts | ASC FLAS Fellows (2018-22): 59Priority languages: 59 (100%)Advanced (3 Yr+): 93 (37%) |
| **Training students in African studies** | **Educate a cohort of African Studies specialists for the nation** |  |

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| Offer African studies content across the University | Provided access to African studies content for a range of post-graduate opportunitiesSee Appendix I | Courses with African studies content for: Undergraduate CLA: 502Undergrad/grad CLA: 86Graduate CLA: 93Professional schools: 265 |
| Develop new African studies courses & curriculum | Expanded the breadth of African studies | Courses developed since 2018: 29 |
| Provide opportunities for majors/minors with significant African studies content | Expanded competency of graduates in African StudiesSee Chapter D, pp. 14-16 for listand description of Majors and Minors | Undergraduate majors* CLA: - AAAS 12

-Global Studies: 63 Professional schools:46 Graduate majors- CLA:155* Professional schools:143 Minors: 34
 |
| Provide breadth of study abroad opportunities | Expanded the cultural competency of graduates | Study abroad Programs: 16 Study abroad: 171 students |
| Produce graduates with African studies expertise | Contributed to the supply of area studies specialists | Graduates* Bachelor’s: 61
* Master’s: 11
* Doctorate: 27
 |
| Connect graduates through Career Services | Increased African studies expertise in workforce through career placementsSee Table G.2 for details | Placement of graduates:* Government: 4
* For Profit: 60
* Not for Profit: 9
* Education: 26
 |
| **Enhance Faculty Expertise in African Studies** | **Deepen national capacity in African studies** |  |
| Promote new faculty hires/lines in African studies across the disciplines | Increased specialized knowledge in UMN African studies programs | 6 new CLA faculty since 2018 |
| Hold workshops and symposia | Increased interdisciplinary knowledge of issues important in African Studies | Seminars, lectures, conferences on African studies topics: 36 Attendees:* faculty (UMN & non-UMN): 866
* students: 661
* public: 467
 |
| **Dissemination to community, region, nation** | **Expand public knowledge of issues in African studies** |  |
| Publish research in and knowledge of issues important in African studies | Expanded expert knowledge Disseminate knowledge to the general public | Books (authored + edited): 24 Articles: 99Book Chapters: 72Lectures:/Presentations: 165Reports/Working Papers: 35 |
| Hold public events (seminars, lectures, etc.) | Enhanced competency in African studies of general public | Number of events: 36Number of non-UMN participants: 736 |
| Provide outreach to K-14 Educators | Expanded African studies in the K-12 and community college curricula(2018-21)See Chapter H., p. 37 | # of educator prof. dev. summer insts.: 6 # of workshops: 31# of semester + workshops: 11 # workshops geared to CC 12 # of participants:1,131# of curric. modules produced: 60 # of students reached: 63,780 |

G.2 Student Placement: Additional evidence of ASC impact is the excellent placement record of

its graduates. As chapter D shows, UMN is the home of a substantial number of majors, tracks, and concentrations in African studies. Through these programs, the University graduates a significant number of students with expertise in foreign languages and area studies. In 20-21, 61 students who concentrated in African studies and majored in the programs described in Chapter D graduated with a bachelor’s degree, 11 with a Master’s, and 27 with a doctorate. Table G.2 demonstrates ASC success in the preparation and placement of graduates in professions of

national service when roughly 63% of our BA graduates began careers in education, government (including military service), or the private sector.

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| **Table G2 Post Graduation Placement (of those known)** |
| Sector | Bachelors | Masters | Doctorates |
| Education (incl. academia) | 5% | 3% | 66% |
| Government | 6% | 6% | 11% |
| International Org. | 3% | 9% | 13% |
| Private Sector | 52% | 21% | 9% |
| Private (Non-Profit) | 10% | 2% | 1% |
| Grad School | 10% | 59% | 0% |
| Unemployed | 14% | 0% | 0% |

In the same year, 10% of graduates continued into post-baccalaureate degree programs. As part of its focus on readiness, CLA has enhanced career counseling for students. Each department is assigned a career advisor with expertise in the field, and career advisors consult regularly with departmental and center staff. Weekly newsletters describe on-campus and remote recruiting events and other opportunities to further career readiness. African studies students benefit from recruiting sessions with government agencies such as the US Peace Corps, AmeriCorps, the Department of State, and the CIA. ASC works with CLA Career Services and Alumni Relations to track graduates.

FLAS fellowships & Placements: A survey of past FLAS recipients revealed that 77% worked in

a first job that was closely related to their African studies degree, and 59% reported that knowledge of the language was requisite for their position. This percentage increased for master and doctoral degree students. FLAS fellows also reported higher percentages of placement in

employment areas of national need than did other graduates. They reported working in higher numbers in government (local, state, federal, including the military: 14%), and in public education (secondary and tertiary: 29%). An analysis of the 59 FLAS fellowships awarded by UMN in the last four years shows that 100% of all recipients studied a language classified as critical by the federal government and that 37% attained an advanced proficiency in those languages. Summer FLAS recipients achieved even better proficiency levels through enrollment in immersion programs abroad.

* 1. National Needs and Dissemination to Public: The ASC activities proposed in Chapter I

below focus on addressing national needs through 1) building national capacity in African LCTLs - particularly through specialized offerings, 2) educating a cohort of African studies specialists by increasing African studies content in courses across the curriculum with a focus on career and civic readiness, 3) deepening faculty capacity in African studies through interdisciplinary dialogues, workshops, and symposia, and 4) disseminating critical African studies knowledge through collaborative engagement and outreach with partners outside of the university. ASC has a particularly strong record when it comes to public outreach and engagement, the third leg in the tripartite mission of the UMN as a land-grant institution. In the last year, ASC organized 83 public events including international conferences and symposia, public lectures, media workshops, educator workshops, film screenings and art exhibits. In 20- 21, 1,598 members of the general public (including educators) attended the events and an even greater number accessed these events through a range of media outlets.

FLAS Fellowships address national needs: The placement data presented above underscores the

engagement of program graduates in areas of national needs. Our focus on supporting students in

languages identified as priority languages, particularly at the advanced level, has made this possible. Fully 100% of FLAS awards went to students studying priority languages.

* 1. Comprehensive Evaluation Plan: UMN is committed to ongoing assessment of programs

and student learning. ASC has developed a comprehensive evaluation plan by identifying clear SMART goals (significant, measurable, achievable, relevant, time-based) to measure the impact of center activities. The plan evaluates the impact and outcomes of the theme-based programming in our four activity areas: 1) enhancing instruction in LCTLs, 2) developing curricula in African studies to support career and civic readiness of our graduates, 3) building faculty strength in African studies, and 4) dissemination to and collaborative engagement with K-16 educators and other external audiences, including businesses and NGOs. It establishes baseline data and develops clear performance measures designed to allow for ongoing

improvements (see Table G.3). In addition to quantitative data, ASC also collects qualitative data through surveys, focus groups, and interviews. These data also track the degree to which center activities achieve diversity and access. Most data indicators are readily available through comprehensive UMN data warehouses and in departmental and center records. ASC also works with the UMN Office of Institutional Research for specialized and customized data queries; the Colleges for placement tracking; and the Office of Public Engagement for data on institutional impact. To provide consistency in programmatic evaluation, the Evaluation Team (consisting of an academic advisor, outreach coordinator, FLAS coordinator, ASC associate director, and an outside evaluator from Minnesota Evaluation Studies Institute (MESI) in the College of Education & Human Development) holds meetings every semester to conduct formative interim evaluations, track progress, and identify adjustments to projects and budgets. The presence of a professional evaluator from MESI ensures objective assessment of progress toward project goals.

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| **Table G.3 Evaluation Plan** |
| **Guiding evaluation questions:** Do ASC activities and training programs have a significant impact on university, community, region, and nation? Do ASC activities and training programs have a significant impact on K-12,community college, business, media, NGOs, and general public? Do ASC activities provide equal access and treatment? |
| **Quantifiable data** collected via surveys and focus groups, UMReports, Office of Institutional Advancement reports, Center Records, all submitted biannually to both evaluation team and US/ED, improving next year’s relevant focus and guiding budgeting decisions. |
| NRC Activity 1: Build national capacity in African LCTLs |
| Goals: Improve enrollments and proficiency in LCTLs. Increase foreign languages in the non-language curriculum. |
| Significant activities | Measurable indicators |
| * New position: DLI for African languages (I.b.1,)
* Readiness opportunities: Microinternships/Community engaged learning with African language content (I.b.2,7)

\*Redesign content-based instruction (I.b.3)\*4 Summer intensive LCTL courses (I.b.4)\*Update/develop Assessment/LPEs for Somali (I.b.5)* Develop LCTL teaching materials (I.b.6)
 | **Formative i**ndicators (to be tracked over time)* course development and UMN approval process
* # of courses and levels offered, enrollments & student evaluations
* incorporation of new class material
* LPE development, pilot & implementation
* conference attendance & proceedings
* % participants from underrepresented groups

**Summative i**ndicators (collected end of grant cycle)* increase of graduates with advanced LCTL skills
* job placements
* LPEs administered and passing rates
 |
| NRC Activity 2: Educate a cohort of African studies specialists |
| Goals: Increase African Studies curriculum with new interdisciplinary courses in Liberal Arts and professional schools; improve competency in African Studies of UMN graduates, improve career and civic readiness |
| Significant activities | Measurable indicators |
| \*4 new courses in African studies (I.c.1,4,7,10)\*2 new course collaborations abroad (I.c.2,8)\*2“readiness” courses with ‘real world’ practica components (I.c.3,6)\*Redesign 3 courses to enhance African Studies (I.c.5,9,11) | **Formative** indicators (to be tracked over time)* course development and UMN approval process
* # of courses offered, enrollments & student evaluations
* incorporation of new class material (syllabi)
* % participants from underrepresented groups

**Summative** indicators (collected end of grant cycle)* increase of graduates with African studies expertise
* job placements (survey-track degrees granted)
 |
| NRC Activity 3: Deepen national capacity of African studies faculty |
| Goals: Expand and produce knowledge of African studies; increase African Studies research & scholarship at UMN; bring that knowledge to business, NGOs, & media professionals and to the general public. |
| Significant activities | Measurable indicators |
| Theme-based* 4 Interdisciplinary Community-Faculty- Student Dialogues (VIII.b.1,2,3,4)
* 4 Workshop/Colloquium/Symposium series (VIII.b.1,2,3,4)
 | **Formative** indicators (to be tracked over time)* #s of conferences, workshops, seminars, lectures
* #s and names of participants’ institutions
* # disciplines represented by participants
* #s of research collaborations

-# of attendees from NGOs/business/media/general public* % participants from underrepresented groups

**Summative** indicators (collected end of grant cycle)* # publications
* incorporation into UMN curriculum (# teaching cases; class modules, etc.) (survey syllabi)
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|  | * incorporation into non-UMN (community college) curriculum (survey # teaching cases; class modules, etc.)
* student evaluations
 |
| NRC Activity 4: Expand public knowledge of African studies issues through dissemination to and collaborative engagement with elementary, secondary, and tertiary educational institutions, and with business, NGOs, andcommunity partners. Deepen connections with MSIs and Community Colleges. |
| Goals: increase African Studies content in Preservice, K-16 curriculum. Through UMN networks and departmental collaborations, increase depth and breadth of business and media outreach. Deepen connections with MSIs and community colleges. |
| Significant activities | Measurable indicators |
| \* Improve coordination with CC African language programs (I.b.1)\*8 Professional Development Summer Institutes (VIII.a.1,2)\*Offer K-16 Global climate literacy curriculum workshops (VIII.a.3)\*Expand African content in rural schools (VIII.a.4)\*4 Semester-long educator book clubs (VIII.a.5)\*Disseminating K-16 curriculum (VIII.a.6)\*Collaborate on development of African language materials (VIII.a7)\*Collaborative CC program abroad (VIII.a.8) | **Formative** indicators (to be tracked over time)* # of participants
* institution of participants (MSIs?)
* # of K-16 syllabi (re)designed
* # of online professional development modules with African Studies content
* % participants from underrepresented groups

**Summative** Indicators (collected end of grant cycle) - number of K-16 students reached* number of transfer students matriculated
* number of transfer students graduating with African studies concentrations in degree
* job placements (survey)

-# numbers of resources, podcasts, blogs and webinars accessed from website |
| FLAS Mission Statement: Improve cadre of advanced level speakers in critical LCTL and experts in African Studies |
| Summary of Achievable Goals: Increase the number of advanced speakers in critical LCTLs |
| Significant activities | Measurable indicators |
| * assess selection procedure that includes need-based criteria alongside academic excellence
* increased graduate and undergraduate graduation with critical LCTLs
 | **Formative** Indicators (to be tracked over time):* % of applicants with financial need
* % of applicants for critical LCTLs
* % of applicants for advanced level
* % of FLAS awarded in critical LCTLs
* % of awards in advanced levels
* % of awards to students with financial need
* LCTL enrollments

**Summative** indicators (collected end of cycle):* graduation records
* job placements (survey)
 |

Use of Recent Evaluations: ASC consistently uses internal and external evaluation processes to

assess programs and determine adjustments. The University collects data through student course evaluations, student exit surveys, and assessment of student learning outcomes (SLOs). Colleges and departments (including AAAS and IGS) review and use these data continually during unit strategic planning and budgeting. ASC closely tracks FLAS fellows, including past fellows, through regular surveys to monitor their continued use of foreign language in their profession. In

2021, ASC conducted a comprehensive review and evaluation of activities supported in the previous 3 years. The review included both quantitative and qualitative data of the sort described above. This data informed and guided the formulation of a new 3-year plan for ASC. It also led to the development of career and civic readiness initiatives, such as community-based practica and micro-internships, in the language and non-language curriculum. These changes contribute in significant ways to the career and civic readiness of our graduates.

* 1. Equal Access and Treatment: ASC is committed to the principle of providing equal access

to and diversity in its programs. At UMN, the Office of Equal Opportunity and Diversity (OEOD) provides expertise and resources and enforces compliance with the University’s policy of eliminating “individual and systematic barriers that inhibit individuals and groups from attaining equal access to UMN employment, education, programs, and services.” CLA has augmented these programs with its own commitment to diversity, equality, and inclusion (DEI) through the creation of a new Assoc. Dean for DEI, the establishment of a network of departmental DEI representatives and committees, and regular workshops designed to enhance inclusion in teaching and employment and to improve campus climate. The newly created Center for Race, Indigeneity, Disability, and Gender Studies (CRIDGs) is housed in IGS and collaborates extensively with the other centers including ASC. Table G.4 presents programs that demonstrate UMN’s commitment to enhancing diversity and creating a culture of inclusion that is intellectually welcoming of diverse perspectives and experiences.

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| **Table G.4 Sample Programs Promoting Access & Diversity** |
| **Office of Diversity and Equity**: supports interdisciplinary groups of faculty & community scholars, offers certificate in Equity and Diversity **CLA DEI Workshops:** e.g., Building & Enhancing Diversity in UG Education Cohort**Center for Race, Indigeneity, Disability, and****Gender Studies** in CLA “provides a recognizable and sustainable hub for rigorous theoretical work and | **Recruiting grants:** CLA grants of $10,000 to departments to recruit diverse graduate student cohorts **Core Career Competencies** in CLA identifies “engaging diversity” as a student learning outcome **The MLK advising program** in CLA provides targeted support to historically underrepresented populations in undergraduate programs |

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| engaged scholarship on diversity, social justice, and inequality.” | **Multicultural Study Abroad Group** initiative of LAC to increase access and participation for underrepresented groups |

These programs have had a significant impact on the University. ASC is particularly proud of its track record in attracting a diverse group of students and faculty. (See table G.5 below.) ASC also promotes access and diversity in its outreach activities. For example, in 2020-2021 a year- long project *Teaching for Action: Human Rights and Civic Engagement in Our Global Communities*, in collaboration with University of Wisconsin Milwaukee and the

National Youth Leadership Council, engaged 50 participants and 19 K-12 curriculum writers in discussions around race, equity, and human rights, including the development of analytic tools to be used in the classroom. The educators were all from schools

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| **Table G.5: Diversity** |
|  | **2021** |
| **Faculty of Color CLA****UMN** | 30% |
| 15.8% |
| **Students of Color** |  |
| **CLA** | 39% |
| **UMN** | 35.4% |
| **LAC** | 30%. |

that serve primarily students of color and/or students receiving free/reduced price lunch. By designing programs in collaboration with these educators and addressing topics that speak to their immediate concerns, ASC programs increase access for educators working with diverse populations. Women are well represented at all levels of our activities. 61% of AAAS majors and 76% of Global Studies majors are women, and on average, 60% of educators who participate in ASC outreach programs are women. ASC and UMN adhere to practices and policies that ensure access to individuals with disabilities. UMN abides by the Americans with Disabilities Act, and students, faculty, and community audiences may draw on a range of accommodation including testing accommodations, document conversion, interpreting and captioning, and access assistants. These tools also support the participation of the elderly in our programming.

**Chapter H: Outreach Activities**

* 1. a. Elementary and Secondary School Outreach: UMN has become a national leader in

outreach to educators, and ASC outreach coordinator Deborah Jane is frequently invited to

present at national conferences (App. III, p. 13). ASC has accomplished this by building deep and reciprocal partnerships with regional and national stakeholders including two large Minnesota school districts (St. Paul and Minneapolis), the National Education Association Foundation, and the National Service-Learning Council, as well as other NRCs. Through these partnerships, ASC has developed sequenced professional development programming for K-16 educators in African studies that aligns with Minnesota State Standards, Common Core Standards, and US/ED Global Competencies. During 20-21, Jane initiated virtual monthly meetings by the Title VI Outreach Council to expand NRC collaborations (Table H.1).

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| Table H.1: National Outreach through ASC Collaborations |
| **ASC NRC Partner** | **Title** | **Type** |
| Univ FL (West Europe); Univ. AZ (Middle East) | *Teaching the World* (2019-Present) | Website for all NRCs |
| Univ WI-Milwaukee (Int.) | *Teaching for Action: Human Rights and Civic Engagement* (20-21) | * 6 Workshops (50 participants)
* Curriculum Writing (19 part.)
* Human Rights Lab Award Teaching Assistant
 |
| 10+ NRCs | *NRC World Area Book Club* (21- present) | 2x Yearly, semester-long book club for educators on teaching Title VI books |
| Univ. WA (Int.), Univ. FL (West Europe), Duke (Middle East) | *Business Lightning Talks* (21- present) | Annual virtual Outreach to Business |
| Univ. WA (Int) + 2 rotating community colleges | Global studies virtual symposium (19-present) | Connecting community college global studies scholars nationwide |

ASC hosts short workshops (e.g., *Building Equity through Children’s Africana Book Award Winners*), national conference workshops (e.g., *African Voices of Paris*), extended interdisciplinary curriculum development institutes (e.g., *Teaching for Action: Human Rights and Civic Engagement in Our Global Classrooms* during which lessons were developed for a local museum evaluation project: *The Act of Silencing: Abina, Memory, and Museums*.) To broaden its outreach, ASC also partners with CARLA to enhance African language instruction in K-12 schools. A 2017 ASC Arabic scholarship recipient became ACTFL’s teacher of the year in 2022 after attending a CARLA institute. During 18-21, CARLA offered 201 workshops and institutes for 6,034 language teachers (e.g., *Teaching Heritage Language and Learners*). ASC

collaborates with the Minnesota Writing Project on professional development of writing in the social sciences (e.g., *Recentering Our Stories*). The impact of these activities is captured in table

* 1. ASC supports the development of materials for use in the classroom through innovative curriculum writing teams that pair pre-service teachers with experienced educators and faculty from CEHD to produce modules that are available online without charge (e.g., *Youth Activism around the World*). ASC educator workshops are led by UMN faculty members from multiple disciplines, including curriculum experts from CEHD. For example, CEHD Prof. Dr. Jeff Henning Smith led, *Chained: the Story of Products, Places and Forgotten People*, and lesson plans developed in the workshop are posted online at ASC, as well as on the NEH Humanities in Class Digital Library. In 2019 alone, 11 UMN faculty presented at educator workshops.

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| **Table H.2: Impact of ASC K-16 Outreach (2018-2021)** |
| **Type** | **Number** | **Attendees** | **Curricular modules produced** | **Students reached** |
| **Summer Institutes** | 6 | 110 | 21 | 6,600 |
| **Semester Professional Development** | 5 | 123 | 11 | 7,380 |
| **Extended Curriculum Development** | 6 | 68 | 28 |  |
| **½ or full day Workshops** | 19 | 817 |  | 49,020 |
| **Workshops at National Conferences** | 1 | 13 |  | 780 |

H.1.b. Postsecondary Outreach: ASC engages educators from post-secondary institutions through

workshops and institutes and in the development of customized programs. ASC worked with Normandale Community College to develop the *African Voices of Paris* curriculum resource website and to share its on-going development at the 2021 Global Studies Virtual Symposium. UMN faculty are extensively involved in these projects. As the state’s only R1 university, UMN draws faculty from surrounding institutions of higher education into collaborative symposia. Our postsecondary outreach has been especially effective in reaching CCs and MSIs through reciprocal development of programming, particularly through the Minnesota State Colleges and Universities (MNSCU) system. Most institutions in this system are also MSIs, including the

tribal colleges, and collaborative creation of curricula facilitates the transfer of students from those institutions to UMN.

H.1.c. Business, Media and the General Public: To engage the business community, ASC

partners with the Carlson School of Management’s Global Institute in the *Global Matters Video Series*, featuring 40 videos of individuals at the forefront of international business. Each video has over 600 views *(e.g., Gurneeta Vasudeva Singh: Geographic Location and Sharing of Knowledge*). ASC also partners with three other Title VI NRCs for virtual *Business Lightning Talks* (see table H.1). ASC reaches a broad audience through both online and print media by linking them to faculty experts through the UMN Expertise database. In 18-2021, ASC faculty provided expertise on issues of current significance through interviews and articles in local, national, and international media sources (e.g., aljazeer.com, CNN.com, MinnPost, MPRnews.org, NewYorker,com, New York Times, NPR, PBS, StarTribune, Wall Street Journal). Website resources are widely used by the general public as well. The Center for Holocaust and Genocide Studies site is routinely consulted for materials on genocides, with as many as 6,000 visits to their page on the Rwandan genocide in a single month. Finally, ASC hosts a wide range of events that are open to the general public (lectures, workshops, conferences, symposia), such as *When Banks Are Not an Option: Helping People Save in Sub- Saharan Africa*. In 2020-21 alone, ASC sponsored 36 such events, with more than 400 participants from outside of the UMN. These events cover a broad range of African studies topics, from public health to global migrations.

# Chapter I: Program Planning and Budget

I.1. Development Plan/Timeline & Effective Use of Resources: For the 22-26 period, the ASC

proposes an ambitious set of activities that significantly strengthens African studies at the UMN.

We propose to develop new opportunities for students, faculty, and external communities grounded in four themes, contributing to improved knowledge of and ability to analyze key issues in African studies. For students, we further propose a focus on international career and civic readiness, which have been identified as priority pedagogical goals in the UMN’s strategic plan, MPact 2025. Career readiness aims to develop core career competencies as a focal point for curricular development. Civic readiness aims to imbue all programs, courses, and engagement activities with a focus on skills and competencies that address and seek to redress the increasing radicalization and polarization of civil society in the US and globally, while preparing our graduates for active, meaningful public lives. We have built these goals squarely into our proposed NRC activities for 2022-2026. In addition to these two pedagogical foci, we also intend to institutionalize, in creative ways, our newfound familiarity with online and virtual instruction. What was forced on us as an impromptu shift can, if done in a deliberate and reflective manner, grow into an improved and powerful medium of teaching and outreach. The proposed plan is fitted in a carefully constructed timeline that will enable us to meet our goals by the end of the grant cycle and to institutionalize the gains that we anticipate. Table I.1 provides a schematic outline of that plan and the timeline. Immediately following is a detailed explication of the plan’s individual elements and their grounding in the goals. Throughout these activities, ASC leverages the strengths of our existing faculty and affiliated research centers to minimize costs and ensure sustainability.

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| **Table I.1 Development Plan** |
| **Key:** | Launch = |  | Execute = |  | Institutionalize = |  |
| **Budget line** | **Activity** | **2022-****23** | **2023-****24** | **2022****- 25** | **2025****-26** | **Long-term Outcomes** |
| **Theme: Mass Violence, Repression & Resistance** |
| VIII.b.1 | **Building intellectual strength** – p. 43 below. | Deeper interdisciplinary expertise |
|  | a. Speaker Series |  |  |  |  |
|  | b. Community/Faculty/Students Dialogue |  |  |  |  |
|  | **Curricular cluster** – p. 44 below |  |

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| I.c.1 | Ethnic Conflict in the Horn of Africa |  |  |  |  | New interdisciplinary course |
| I.c.2 | Herero & Nama Genocide: Collaborative Seminar with Bayreuth |  |  |  |  | Deeper partnership abroad/ new interdisciplinary course |
| I.c.3 | Practicum: Religion & Nation |  |  |  |  | New interdisciplinary course |
| **Theme: Advancing Health Equity** |
| VIII.b.2 | **Building intellectual strength** – p. 43 below |
|  | a. Workshop |  |  |  |  | Deeper interdisciplinary expertise |
|  | b. Community/Faculty/Students Dialogue |  |  |  |  |
|  | **Curricular cluster** – p. 44 below |
| I.c.4 | Medical Care in Conflict Zone |  |  |  |  | New interdisciplinary course |
| I.c.5 | Community-Based Public Health course |  |  |  |  | New Course/ Enhanced readiness |
| I.c.6 | Practicum: African-Based Health Statistics |  |  |  |  | New Course/Enhanced readiness |
| **Theme: Refugees, Migrants & Human Rights** |
| VIII.b.3 | **Building intellectual strength** – p. 43 below |
|  | a. Workshop |  |  |  |  | Deeper interdisciplinary expertise |
|  | b. Community/Faculty/Students Dialogue |  |  |  |  |
|  | **Curricular cluster** – p. 43 below |
| I.c.7 | Migration & Movement in West Africa |  |  |  |  | New interdisciplinary course |
| I.c.8 | May-Term Abroad: Slave Trade |  |  |  |  | Deeper partnership abroad |
| I.c.9 | Redesign: Africa & Its Global Connections |  |  |  |  | New interdisciplinary course |
| **Theme: New Authoritarianism & Neo-Nationalism** |
| VIII.b.4 | **Building intellectual strength** – p. 44 below |
|  | a. Workshop |  |  |  |  | Deeper interdisciplinary expertise |
|  | b. Community/Faculty/Students Dialogue |  |  |  |  |
|  | **Curricular cluster** – p. 44 below |
| I.b.10 | Redesign: Intro to authoritarianism |  |  |  |  | New interdisciplinary course |
| I.b.11 | Redesign: Contemp. Politics in Africa/Colonial Legacy |  |  |  |  | New interdisciplinary course |
|  |  |  |  |  |  |  |
| **Language Projects** – p. 45 below |
| I.b.1 | Director of Language Instruction & Collaboration |  |  |  |  | Enhance Language Instruction/ Collaboration with CCs |
| I.b.2 | Micro-Internships for Language learners |  |  |  |  | Enhanced LCTl instruction/ Enhanced readiness |
| I.b.3 | Strengthen Advanced Portuguese/Somali |  |  |  |  | Improved proficiency |
| I.b.4 | Summer Intensive LCTL courses |  |  |  |  | Improved proficiency |
| I.b.5 | Assessment & Proficiency Tests |  |  |  |  | Enhance Language Instruction |
| I.b.6 | LCTL Resource Development |  |  |  |  | Enhance Language Instruction |
| I.b.7 | Community-Engaged Learning |  |  |  |  | Enhance Language Instruction |
| **Outreach Projects** – p. 46 below |
| VIII.a.1 | Summer Institute: Innovations & Technologies of Africa |  |  |  |  | New Standards for SocialStudies- content secondary schools |
| VIII.a.2 | Summer Institute on Indigeneity: Africa |  |  |  |  | New Standards for Social Studies- content secondary schools |

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| VIII.a.3 | Summer Institute: Climate Change … |  |  |  |  | New African Studies content K-14 curriculum |
| VIII.a.4 | African Children’s Lit. in Rural Classroom |  |  |  |  | New African Studies content K-14 curriculum |
| VIII.a.5 | Amplifying Diverse Voices Book Club |  |  |  |  | New African Studies content K-14 curriculum |
| VIII.a.6 | African Studies Outreach Council: Educator Workshop at the ASA Educator Workshop at NCSS Africana Book AwardGlobal Read Seminar |  |  |  |  | New African Studies content K-14 curriculum |
| VIII.a.7 | African Language Materials Archive |  |  |  |  | Enhanced Language Instructional Resources |
| VIII.a.8 | West Africa & The Diaspora |  |  |  |  | New African Studies content K-14 curriculum |
| **Faculty Travel Initiatives** – p. 47 below |
| III.a | Open competition for curriculum |  |  |  |  | Deeper partnerships abroad/enhanced curriculum |
|  | innovation and international linkages |  |  |  |
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Building Intellectual Strength in African Studies. Over the next four years, we propose to

develop programs that are based in four thematic areas. These themes resulted from a yearlong series of conversations with African Studies faculty. All themes reflect areas in which UMN can claim significant interdisciplinary capacity and which faculty have identified as opportunities to address career readiness and civic readiness within the context of African studies. We propose to anchor each theme in a set of Community-Faculty-Student Dialogues in hybrid and/or online format. We will actively engage community groups, NGOs, educators, and international partners throughout the process from conceptualization through execution. This will contribute to the diversity of perspectives included and expand student access to a range of organizations, furthering career and civic readiness. The Dialogues will ground the curricular clusters, thereby institutionalizing these strengths as new courses and programmatic content in African studies.

The foci are also linked to outreach projects that bring cutting-edge knowledge to audiences of K-12 and community college educators and the broader public through activities that have been designed in tandem with these audiences. The **Mass Violence, Repression & Resistance** theme

brings together faculty from Political Science, Sociology, History and African Studies. It is led by Profs. Allen Isaacman (p. 73) and Njeri Githire (p.55). The second theme **Advancing Health Equity: A Historical and Socio-Cultural Perspective** is directed by Profs. Tanisha Fazal (p.

47) and Michael Westerhaus (p. 138) in the Medical School. **Refugees, Migrants & Human Rights** furthers collaboration between the Immigration History Research Center’s (IHRC) director Erika Lee (p. 83), and Sociology prof. Cawo Abdi (p.17). The fourth theme, **Authoritarianism & Neo-Nationalism** builds on the research of several faculty in the social sciences (Political Science, Sociology) and the Humphrey School for Public Policy. Lead faculty are Josef Woldense (p.141) and Ragui Assaad (p.21).

Curricular Clusters: The activities designed to build intellectual strengths will directly ground

curricular initiatives. In keeping with UMN’s focus on developing core career competencies and civic readiness skills, the curriculum development proposed here is particularly focused on developing new pedagogies that will strengthen these goals. We plan to develop 11 new courses. Several of these are planned as collaborative projects, shared courses, with UMN and outside partners (community groups and institutions abroad, both universities and NGOs.) We plan to develop a new course on **Ethnic Conflict in the Horn of Africa** (I.c.1). We plan a collaborative seminar on the **Herero and Nama Genocide** together with colleagues at Bayreuth University (I.c.2). The course will have a shared syllabus and regularly meet together. We request funding to develop a course on **Religion and Nation in Africa** (I.c.3). Under the Advancing Health Equity theme, we are proposing a new course in Political Science on **Medical Care in Conflict Zones** (I.c.4); the redesign of a **Community-Based Public Health** course geared towards and in collaboration with the African migrant community (I.c.5); and the development of a field-based practicum for a **Health Statistics for Advocacy** course (I.c.6). For our third theme, Refugees &

Migrants, we request funding for a new graduate seminar in Sociology on **Migration and Movement in West Africa** (I.c.7), the development of a May-term study abroad course on the **Trans-Atlantic Slave Trade** to Senegal (I.c.8) and the redesign of a History course on **Africa & Its Global Connections** (I.c.9).

Language Projects: The Center proposes to support the enhancement LCTL instruction through a

set of projects that expand the depth and breadth of the curriculum, that focus on improving, and evaluating proficiency and that reach out to high schools and community colleges. We request partial funding for the hiring of a **Director of African Language Instruction & Collaboration** (I.b.1). Not only will the director oversee the teaching of African languages at UMN, but most importantly lay the groundwork for future growth through collaboration with large African immigrant groups and through collaboration with high schools and community colleges that teach East African languages. We further propose to develop and incorporate **micro-internships for African language learners** in Grand Challenge courses (e.g., GCC 3017 *World Food Problems*). We plan to develop new **Content-Based Instruction modules** for advanced Portuguese and Somali (I.b.3). We propose partial support for **intensive summer instruction** (I.b.4), guaranteeing that the courses will proceed even if enrollments fall below target levels. In collaboration with the LC, we propose to develop and update the **language assessment and proficiency exams** for Somali and Swahili to be administered by LC’s Testing Program (I.b.5). The assessment test will be developed in collaboration with K-14 instructors and are intended to facilitate the placement of freshmen and transfer students. To improve delivery of African languages broadly, we request funding for the development of **instructional materials for advanced level instruction** in languages where such materials are scarce (I.b.6). Finally, we plan to partner with UMN’s Center for **Community-Engaged Learning** by supporting faculty to

develop CEL opportunities for African language speakers and learners (I.b.7). In 2020-2021 more than 115 CEL enhanced classes were offered at UMN, (e.g., GLOS 3896 *Global Studies Internship in Human Rights*).

Outreach: ASC proposes a set of outreach activities that directly speak to the Title VI absolute

and competitive priorities and that engage audiences from the K-14 community, the business community, NGOs, and the public at large. For all 4 years, we plan a set of summer institutes aimed at enhancing **African Studies content** in the **secondary classroom** (VIII.a.1, 2, 3, and 5), and in **community colleges** (VIII. 4, 5). Institutes aimed at the secondary schools (VIII.a.1, 2, 3) are collaborations with partner NRCs at UW-Milwaukee and Madison and will develop **content for the new social studies standards** that MN and WI recently adopted. Topics include *Mass Violence and Genocide* and *African Cultures and History* (VIII.a.1). **Global indigeneity** was given a prominent place in the new standards, and we plan to devote a separate 4-year series on that topic (VIII.a 2) with special attention to prominent upper Midwest African immigrant groups such as the Somali, Oromo, and Libyan communities. **Climate change** is also foregrounded in the standards, which we plan to address in a third series of Summer Institutes (VIII.a.3). We plan a project in rural Northwestern MN with Bemidji State University that connects NEA Global Fellows with faculty to develop new African studies content in a collaborative engagement (VIII.a.4). We propose to continue with a set of very popular **‘book clubs’ for educators** (VIII.a.5). These are structured meetings during the academic year where educators discuss books with African content and where they develop appropriate classroom activities and exercises. Educators will select grade appropriate books that **Amplify Diverse Voices**. In partnership with other NRCs, we propose to **disseminate the outcomes** of these engagement activities widely at national conferences such as the NCSS, NCTE, the AACC, and others

(VIII.a.6). We request annual funding for the **African Language Materials Archive**, a collaboration with the West African Research Association at Boston University (VIII.a.7). We propose to support a community college faculty member to participate in Howard University’s professional development project in Senegal on **West-Africa and The Diaspora** (budget VIII.a.8). Finally, an important aspect of our engagement plan involves the community- faculty- student dialogues that anchor our Building Intellectual Strength activities (VIII.b). We plan to engage actively and reciprocally with local international communities (migrant communities, local NGOs), as well as national and international partners and NGOs.

Additional Program Support: ASC will sponsor an **open competition** among UMN faculty,

proposing projects abroad designed to strengthen African studies. Teams will be challenged to propose activities that result in the development of innovative pedagogies and programs linking courses and curriculum to institutions abroad, new interdisciplinary courses, or new approaches to integrating foreign languages into non-language curricula. ASC will select two teams each year for such an award, which will be co-sponsored by the Global Programs & Strategy-Alliance (GPS-A) (budget III.a). ASC proposes supporting the **library** through targeted acquisitions that build on existing strengths in African studies and that address new needs, particularly those associated with the project themes (budget V.a). We propose funding for materials that will support the outreach workshops for **K-16 educators** and travel of the outreach coordinator as well as African studies faculty of collaborating community colleges and MSIs to educator conferences (budget VIII.a & budget III.b). We propose building **LCTL resources** to support the curriculum developed during the project period (budget V.c).

Evaluation: ASC requests funding to support an ongoing outcomes-based **evaluation** of the

programs described here (budget I.a.2; see Ch. G above). This will ensure that ASC continues to

use resources and personnel effectively as we implement the activities described furthering the goals of enhancing African studies at UMN.

I.2 Quality of Activities and Relevance to Grant Purpose: As described above, the proposed

activities are faculty-driven and faculty-led, ensuring a high educational quality, intellectual leadership, and oversight. The thematic approach ensures that the individual activities are not ‘one off’ events but are well grounded and contextualized by careful sequencing with our curriculum development plan. The result will be a significant strengthening and enhancement of the African studies curriculum that is better integrated across disciplines, collegiate units, and levels of instruction. The plan also strengthens the teaching of African languages by supporting improvements in advanced courses, improving technology-enhanced instruction, and creating teaching resources. All activities directly address the announced grant purpose of “meeting the national need for individuals with expertise in modern languages and area or international studies.” They also strongly speak to the grant priorities of diversity of voices, teacher training, and partnerships with community colleges.

* 1. Cost of Proposed Activities: ASC has contained the costs of the proposed activities by

leveraging resources from CLA, the Provost, and Global Programs & Strategies Alliance. The bulk of administrative costs associated with implementation are assumed by the University. The University further commits to the institutionalization of and continued financial support for the programs developed. In selecting curriculum development projects, ASC assessed sustainability by evaluating available faculty and staff resources, institutional commitment to the project, and long-term relevance. In addition, ASC collaborates with and leverages the resources of a range of UMN research centers (e.g., ICGC and CHGS), as well as with sister institutions, particularly

those in the BTAA and local community colleges. These collaborative strategies enhance the efficient use of federal funds.

* 1. Long-Term Impact on Student Training Programs: The strength of this proposal is the degree

to which projects build on existing capacity, expand that capacity through faculty development, expand access, and institutionalize these achievements. The right most column of Table I.1 summarizes the anticipated long-term impact on student training programs. At the end of four years, we will have built capacity in African language instruction and introduced significant new African studies content in interdisciplinary courses, not only at UMN itself, but also at community colleges and K-12 schools; we will have advanced international linkages with cross- border and cross-continent collaborative seminars; and we will have established community- faculty-student dialogues that will heal the traditional mural-extramural division.

# Chapter J: Competitive Priorities

The program plan and timeline outlined in Chapter I, contains an ambitious set of activities that directly address the announced competitive preference priority that will result in tangible, long- term enhancement of LCTL instruction, strengthening of African Studies at MSIs and community colleges, and significant teacher training outcomes. These activities are:

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| **Table J.1: Collaborations with Community Colleges, HBCUs and MSIs** |
| **Language Projects** | * b.1: Coordinator of African Language Instruction and Coordination – Ch. I, p. 45
* I.b.5: Development of Somali Assessment Tests for incoming freshmen and transfer students: collaboration with K-14 Somali instructors – Ch. I, p. 45
 |
| **Outreach Projects/Teacher Training** | * VIII.a.1: Collaboration with UW-Madison to create new African Studies content for K-14 curricula on Innovation and Emerging Technologies of Africa.
* VIII.a.1: Collaboration with UW-Madison to create new African Studies content for K-14 curricula on Global Indigeneity: Peoples of Africa.
* VIII.a.3: Create new African Studies content for K-14 curricula on Climate Change and Sustainable Development.
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|  | * VIII.a.4: Rural Teacher Training- a collaborative project with NEA and Bemidji State on incorporating African Children’s Lit. in the rural classroom.
* VIII.a.5: Amplifying Diverse Voices: An African Book Club. Access Stipends for K-12 and community college instructors
* VIII.a.6: Collaboration with African Studies Outreach Council: Outreach to K- 14 African Studies Instructors.
* VIII.a.7: African Language Materials Archive: African Language outreach to K-14 African language instructors.
* VIII.a.8: West Africa & The Diaspora: Professional Development for community college and MSI African Studies instructors; collaboration with

Howard University. |