

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180094

Grants.gov Tracking#: GRANT12659633

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180094

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1235-AFRI_NRC_Budget_2018-22_Sponsor_FINAL_PDF-062118.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="356001673"/>	* c. Organizational DUNS: <input type="text" value="0060467000000"/>

d. Address:

* Street1: <input type="text" value="509 E. 3rd Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bloomington"/>
County/Parish: <input type="text" value="Monroe"/>
* State: <input type="text" value="IN: Indiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="47401-3654"/>

e. Organizational Unit:

Department Name: <input type="text" value="African Studies Program"/>	Division Name: <input type="text" value="SGIS"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Steven"/>
Middle Name: <input type="text" value="Allen"/>	
* Last Name: <input type="text" value="Martin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate VP for Research Administration"/>
--

Organizational Affiliation: <input type="text" value="Indiana University"/>

* Telephone Number: <input type="text" value="812-855-0516"/>	Fax Number: <input type="text" value="812-855-9943"/>
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* Email: <input type="text" value="rugs@indiana.edu"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Title VI: Indiana University African Studies Program National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="620,688.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="620,688.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	94,578.00	91,781.00	88,290.00	86,706.00		361,355.00
2. Fringe Benefits	15,122.00	19,253.00	20,879.00	22,525.00		77,779.00
3. Travel	38,125.00	38,125.00	38,125.00	38,125.00		152,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	7,700.00	7,700.00	7,450.00	7,450.00		30,300.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	91,631.00	90,059.00	94,688.00	92,384.00		368,762.00
9. Total Direct Costs (lines 1-8)	247,156.00	246,918.00	249,432.00	247,190.00		990,696.00
10. Indirect Costs*	19,532.00	19,513.00	19,715.00	19,535.00		78,295.00
11. Training Stipends	354,000.00	354,000.00	354,000.00	354,000.00		1,416,000.00
12. Total Costs (lines 9-11)	620,688.00	620,431.00	623,147.00	620,725.00		2,484,991.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # P015A180094

Name of Institution/Organization Trustees of Indiana University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ava Bair</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Indiana University</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-ASP_GEPA_final.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The African Studies Program (ASP) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The ASP is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the ASP events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The ASP will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The ASP and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Trustees of Indiana University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Steven Middle Name: Allen
* Last Name: Martin	Suffix:
* Title: Associate VP for Research Administration	
* SIGNATURE: Ava Bair	* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	John		Hanson	

Address:

Street1:	355 N. Jordan Avenue
Street2:	
City:	Bloomington
County:	Monroe
State:	IN: Indiana
Zip Code:	47405-1105
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-855-8284	

Email Address:

aspsdir@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The **Indiana University (IU) African Studies Program (ASP)** in IU's new School of Global and International Studies (SGIS) requests Title VI funding to serve as a comprehensive National Resource Center (NRC) and to award Foreign Language and Area Studies (FLAS) fellowships. We build from strength as a national leader with over eighty faculty and professionals engaged in African Studies research and pedagogy. We currently teach seven African languages, and offer a range of certificates, minors, MAs and a PhD minor. With strong institutional support from IU for over fifty years, the ASP has leveraged previous NRC/FLAS funding to train numerous Africa specialists serving in government, academe, business, the non-profit sector, education, and the media, and we have engaged even more non-specialists, advancing preparation of a globally competent workforce through teacher training and outreach. The ASP's recent integration into SGIS creates further opportunities to encourage our students to enter government service and affords them access to diverse views and debates on world events from leaders in various domains.

This proposal describes a range of activities for 2018-2022. *The overall goal is to advance the ASP's core mission of promoting expertise on Africa and competence in African languages.* We address all Title VI absolute and competitive NRC priorities and the two competitive FLAS priorities. Committed to delivering meaningful and sustainable outcomes, the ASP long has utilized assessments to monitor and improve programming. Established internal and external measures (through, example, the *Grand Surveys* on outreach and alumni) will be expanded through other external expertise, contracted to evaluate NRC activities within SGIS, with focus groups and multi-point assessments developed for *specific* ASP NRC initiatives. We sought this expertise intentionally, as we are embarking on new, sustainable projects that are responding to regional priorities and national needs. Our partners include other Africa NRCs, other IU area studies centers within SGIS, IU's School of Education (SOE), IUPUI's School of Liberal Arts (SLA), minority-serving institutions (MSIs), and community college systems (CCs) in the Midwest.

Proposed activities include (but are not limited to): ***Training-*** in collaboration with Indiana's Department of Education (IDOE), IU's SOE, IUPUI's SLA, and other area centers (in

SGIS and other Africa NRCs), we will provide multiple forms of teacher-trainings for K-16. A focus is teachers of underserved populations in rural and urban areas: for example, in Indianapolis, we will engage teachers of African refugee families who now comprise one of the largest refugee populations in Indiana. Our initiatives are interconnected, for example engaging IUPUI's SLA *Olaniyan Scholars* (minority, first generation students) through faculty-mentored research with the African refugee community and through internships with an Indianapolis resettlement non-profit. We address second-generation heritage speakers by adding capacity to train IU students in one of the refugee languages, Kinyarwanda, to offer the nation's *only* full-time instruction in this less-commonly taught language. With MSI and CC partners, we will address requested curriculum internationalization and professional training. Further, with IDOE support, and collaboration with other SGIS area studies, ASP will provide expertise for the state-wide *Global Employability Initiative* to prepare a global workforce. We continue our partnership with IU's CIBER on international internships and training for business students. **Outreach-** ASP is working with other SGIS centers on *numerous* outreach efforts to multiple stakeholders (teachers, business, public, media, and government), including exciting new digital platforms to reach rural school systems. We will continue to collaborate with IU's CIBER to produce "Language and Culture Modules" for business professionals, MSIs, CCs and the general public traveling abroad, and add a new initiative, language and area studies content for *Business is Global*. The ASP is working with NALRC on open-source online languages. We join other Africa NRCs in cooperative projects. **Interdisciplinary research and teaching-**We enhance interdisciplinary collaboration by supporting working groups focused on Muslim Africa, New Media, and African Displaced Persons that draw IU faculty and graduate students into interaction with colleagues in Africa and Europe, and include leveraging Title VI funds to support 3 conferences at IU Gateways in Africa and Europe. ASP also will pursue curriculum development, enhancement of degrees, and internships for ASP students. These activities will strengthen the ASP's core mission as we prepare students to meet areas of national need and engage with diverse perspectives, and as we provide teacher training and outreach to increase global competence.

Project Narrative File(s)

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Acronyms

ACAL – Association of Contemporary African Linguistics

ACTFL – American Council on the Teaching of Foreign Languages

AD – Associate Director

ADA – Americans with Disabilities Act

ALG – Africana Librarians Group

ALMA – African Language Materials Archive

ALP – African Language Program at African Studies, IU

ALTA – African Language Teachers Association

AMPATH – Academic Model Providing Access to Healthcare; academic medical partnership led by Indiana University, in partnership with Moi University School of Medicine, and Kenyan Government, to provide sustainable health service. AMPATH Center located in Eldoret, Kenya

AP – Absolute priority for an NRC; if specific to priority 1 or 2, will be followed by that number reference (ex: AP1)

APP. – Appendix

ASA – African Studies Association

ASC – African Studies Collection, main library collection of Africa-related works, Herman B Wells Library, Indiana University

ASOC – African Studies Outreach Council

ASP – African Studies Program, Indiana University

AY – Academic year

BA – Bachelor of Arts

BTAA– Big Ten Academic Alliance (formerly known as the Committee on Institutional Cooperation)

Bud. – Budget; refers to location within the provided budget (ex: 1.A.1, refers to the first category, first sub-category, and first entry)

CAA – College Academic Advisor, professional

CABA – Children’s Africana Book Award

CAMP – Cooperative Africana Materials Project

CAORC – Council of American Overseas Research Centers

CC – Community College system

CDC – Centers for Disease Control

CEEP – Center for Evaluation & Education Policy, external evaluators

CeLT – Center for Language Technology, Indiana University

CEO – Chief Executive Officer

CIBER – Center for International Business Education and Research, Indiana University

CIEE – Council on International Educational Exchange

CITL – Center for Innovative Teaching and Learning, Indiana University

CLE – Center for Language Excellence, Indiana University

CLACS – Center for Latin American & Caribbean Studies, Indiana University

CLS – Critical Language Scholarship

CP – Competitive priority for NRC consideration; followed by the specific priority number (ex: CP1)

CR – Credit

CRL – Center for Research Libraries

CTE – Career and Technical Education, Indiana

DEMA – Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University

DSS – Office of Disability Services for Students, Indiana University

EU – European Union

Eval – Evaluation; Impact/Eval is an annual, external survey and evaluation

FAFSA – Free Application for Federal Student Aid

FAQs – Frequently asked questions

FLAS – Foreign Language and Area Studies

FTE – Full time employee

GC (see also Global Center) – Center for the Study of Global Change, Indiana University

GEI – (Director of) Global Education Initiatives, in the Center for P-16 Research and Collaboration, School of Education, Indiana University

GenEd – General Education

GEPA – General Education Provisions Act

Global Center (see also GC) – Center for the Study of Global Change, Indiana University

Globase – Global Business and Social Enterprise program, Kelly School of Business, Indiana University

GPA – Group Projects Abroad, Fulbright program

GRE – Graduate Record Examinations

GSAS – Graduate Students in African Studies, African Studies Program student organization, Indiana University

HBCU – Historically Black Colleges and Universities

HIV/AIDS – Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

H-T – Huston-Tillotson University, MSI and HBCU in Austin, Texas

IAUNRC – Inner Asia and Uralic Studies National Resource Center, Indiana University

IEOA – International Education Outreach Administrator, School of Global and international Studies, Indiana University

ICAB (II or III) – Internationalization of Curriculum Across Bloomington; II or III refers to the second or third phase of this long-standing initiative to internationalize all levels of education in local region

I-CARE – International Counseling, Advocacy, Research and Education project; counselor training of human service personnel for support of those dealing with HIV/AIDS

ICCI – Institute for Curriculum and Campus Internationalization

ID – Identify

IDOE – Indiana Department of Education

IIE – Institute of International Education

ILR – Interagency Language Roundtable scale; developed by US Foreign Service Institute, thus also known as the FSI scale

IN – Indiana

INDY – Indianapolis

IOC – International Outreach Council

IU – Indiana University

IUAM – Indiana University Sidney and Lois Eskenazi Museum of Art (formerly the IU Art Museum)

IUPUI – Indiana University-Purdue University Indianapolis
JSTOR – Journal Storage; digital library for journals
LAC – Language Advisory Committee, African Studies Program
LCTL – Least commonly taught language
LLC – Living and Learning Center
LRC – Language Resource Center
MA – Master of Art
MBA – Master of Business Administration
MS – Master of Science
MSI – Minority Serving Institution
NALRC – National African Language Resource Center
NCOLCTL – National Council of Less Commonly Taught Languages
NCSA – National Consortium for Study in Africa
NEH – National Endowment for the Humanities
NELC – Department of Near Eastern Languages and Cultures, Indiana University
NEMLIA – New Media and Literary Initiatives in Africa, African Studies Program faculty working group, Indiana University
NGO – Non-government organization
NPR – National Public Radio
NRC – National Resource Center
NRC Dir. – National Resource Center directive for area studies
NSF – National Science Foundation
OCLC – Online Computer Library Center, Inc.
OPI – Oral Proficiency Interview; standardized, global language assessment
PBS – Public Broadcasting Network
PhD – Doctor of Philosophy
PMF – Performance measurement form, required application component
SGIS – School of Global and International Studies, Indiana University
SLA – School of Liberal Arts

SOE – School of Education, Indiana University

SPEA – School of Public and Environmental Affairs, Indiana University

SPH – School of Public Health, Indiana University

SSRC – Social Science Research Council

STARTalk – project funded by the National Security Agency, to increase the foreign language use in US with programs for K-16 students and teachers

STEM – Science, Technology, Engineering and Math

TPMA – Thomas P. Miller & Associates, external evaluators based in Indianapolis

TVI – Title VI

UN – United Nations

USAID – United States Agency for International Development

US DoEd – United States Department of Education

US DoS - United States Department of State

WARA – West African Research Association

WARC – West African Research Center, overseas office of the West African Research Association in Senegal

Y – Year; ex: Y2, in year two of grant cycle

3D/2D – Three-dimensional and two-dimensional

4+1 BA/MA– degree option in which a BA student is admitted into an MA program and can complete both degrees in five years

A. PROGRAM PLANNING AND BUDGET

1. Quality and Relevance of Proposed NRC Programs

The ASP's activities are innovative, timely, provide skills and insights needed for engagement with Africa's increasingly global prominence, and lead to significant impacts as they address all Title VI priorities. They draw on our faculty strengths, in IU's highly-ranked departments and professional schools, and build on the ASP's recent incorporation into IU's new SGIS to foster enhanced collaborations and the provision of diverse perspectives. We describe plans throughout the narrative and include references below and in the budget to facilitate evaluation of quality and relevance. The ASP will expand *teacher-training* in several projects targeting all levels. Partners include the IDOE, regional school systems, SGIS area studies centers, IU's SOE, IUPUI's SLA, Ivy Tech CCs, MSI Huston-Tillotson, MSI/CC St. Louis CCs, Midwest Institute, and IU's Center for Rural Engagement (§I.1a/b). We enhance successful efforts, such as Summer Institutes, international experiences for teachers through the Global Gateway program, ICCI, and SOE course internationalization, and expand through focused engagement with teachers in underserved rural areas of Indiana, among teachers with high numbers of students who are African LCTL heritage speakers- *a national resource*, with teachers serving students of color in urban Indianapolis, and with SGIS/SOE/IDOE collaborations to internationalize vocational training in Indiana (ex., the Global Employability Initiative, §I.1b; Bud.1.B.7). *African language instruction* will be expanded on and off campus. We will add Kinyarwanda instruction; expand the Bridges Early World Language program; offer language classes for local schools; create African LCTL online materials and trainings in collaboration with NALRC; and support ALMA (§G; I). Our outstanding African languages program is thereby enhanced. *Outreach* will increase through expansion of current activities and new sustainable partnerships. We continue successful endeavors with IU's CIBER Language and Culture Modules for professional training, and African language instruction

and content in the Business is Global program (§I.1a; Bud.1.B.5-6; 8.B.2). We expand on the Lotus Bazaar, Africa through the Arts, and African film series (§I; Bud.8.D.1/4/5). Our museums' curricular education programs and exhibitions will be enhanced through the current \$15 million renovation of the Eskenazi Museum of Art – including new educational and public-programming spaces and instructional technologies. *New initiatives extend projects to underserved populations:* we use innovative, sustainable technologies to reach rural populations (ex., the Globally Ready Digital Toolbox; §I.1a; Bud.1.B.8; 8.A.8), and build community-institutional collaborations to serve Indianapolis (§I), employing need-based assessments, focus groups, and on-going evaluation. ***Interdisciplinary collaboration and teaching of Africa content*** will increase through several initiatives. Emerging and established areas will be fostered through new programs (ex: African Literature Seminars; Bud.8.C.2) as well as three working groups planning events at the new IU Global Gateways in Africa and Europe. One group, Muslim Africa, is a collaborative initiative with IU's Islamic Studies Program and draws primarily on IU funds: we request support for guest speakers at annual workshops and very limited support for a major conference (Bud.8.C.4). Another, Displaced Africans, is a new initiative and tied to an emerging area at IU: we request funds for workshops and a collaborative conference with IU's Institute of European Studies and Global Center (Bud.8.C.3). The last, NEMLIA, is well established and its efforts are discussed later (§F.4). We will develop new courses (§H; Bud.1.C.1), enhance degrees to include internship credits, establish a required minor with regional focus for International Studies students, and add a "4+1" BA/MA (§H). The provision of funded internships (§C/D/H; Bud.1.D.1), combined with dedicated SGIS career/professional services, will prepare students for careers in government and other areas of national need. **2. Development Plan and Effectiveness** The ASP has a clear, well-developed plan and strong partnerships to ensure sustainability. Table A.1

provides a timeline for *select* new initiatives that illustrate how we will meet our goals. Our current activities (§E-I) demonstrate our capacity in African languages and area studies and provide clear evidence of our effectiveness in pedagogy and in disseminating information through outreach, partnerships, and publications. ASP personnel have extensive experience *implementing significant Africa content programming and substantive evaluations of our programs*, utilizing results to refine programs and improve outcomes (§C). Our plan draws effectively upon the skills of our 81 faculty, including 49 in the professional schools. The ASP has *dedicated* external consultation at our disposal, assisting in focus groups and on-going evaluation as we build new initiatives (§C.4). We are developing programs from an informed position, recalibrating as we proceed, rather than at the conclusion of our efforts. We will consistently evaluate the quality and effectiveness of our activities. PMFs for select new initiatives, for example, can be reviewed in App. 4. Our activities are feasible, and our goals will be met. **3. Costs** The ASP's budget is *reasonable and appropriate* for the proposed projects, as careful review of our budget reveals. We address all Title VI absolute and competitive priorities, use NRC funds for relevant activities, and frequently adopt cost-leveraging: e.g., we put only 10% of costs for the Muslim Africa conference on the Title VI budget (Bud.8.C.4). As noted in §D, SGIS provides 100% support for ASP core staff so that more Title VI funds are spent on our initiatives. **4. Impact** ASP's plans build on successful past efforts and will strengthen our undergraduate, graduate, and professional school programs long-term. Proposed new courses and internships will enhance provision of African LCTL skills and Africa content knowledge, increasing the flow of IU students into government, business, education, non-profits, academe, and elsewhere; our new location in SGIS will encourage even higher rates of employment in government and related areas of national need. ASP's faculty, who are fully 68% from underrepresented populations (§B.3), will continue to be mentors to students and serve as

models for students of color and women who wish to have professional careers with an Africa focus. We will help IU maintain national leadership in supporting students' study abroad and international internships (§D.1; H.4) by augmenting opportunities in Africa. ASP initiatives also draw on the unsurpassed Africa resources of IU libraries and museums, including our preeminent collection of 115,000+ works in African LCTLs which will expand with new acquisitions (§E). ASP's teacher training and outreach, including curriculum internationalization for MSI/CC partners, will add to the number of US students exposed to Africa content in the sciences, arts and humanities, social studies, and professional schools (§I; recent impacts: Tables C.1, App. 3a enrollments). With IU's unwavering support (§D) and the strength of the ASP's faculty and staff (§B), we are confident that we will continue to make a significant impact at IU and on the nation.

TABLE A.1: Timeline of *Select New Initiatives by the African Studies Program (all NRC priorities represented)*

Activity	2018-19	2019-20	2020-21	2021-22
AP 1 & 2; CP 1 & 2: <i>Global Employability Initiative</i> (collab. w/ SGIS area studies centers and the Global Center/IDOE/SOE) <i>NB: one of several internationalization collaborations for CCs/MSIs/K-16.</i> §I; PMF 2.2	Development of Global Workforce Skills course & Certificate framework; begin integration of global skills into CTE high school courses; provide content for CTE College & Career Fairs; Summer Workshop for CTE Educators	Support Ivy Tech CC faculty creation of new Africa course content for Certificate and ID existing courses to use; ongoing content support for CTE College/Career Fairs/Summer Workshop; GC submits Certification proposal; TPMA	Provide ongoing Ivy Tech CC faculty support for Africa content; ongoing Africa content support for CTE College/Career Fairs /Summer Workshop for CTE Educators; launch Global Workforce Skills course & Certificate; TPMA Evaluation	Provide ongoing Ivy Tech CC faculty support for Africa content; ongoing Africa content support for CTE College/Career Fairs & Summer Workshop: TPMA external evaluation
AP 2; NRC Directive; adds FLAS LCTL language Expand African LCTL language access: add Kinyarwanda at IU; <i>Bridges early language</i> (local; INDY); ASP/ NALRC online languages/materials and teacher-training. §G, I; PMF 4	Develop materials (fall) & teach level 1 intensive (spring) Kinyarwanda; train <i>Bridges</i> instructors; identify location for <i>Bridges-INDY</i> ; start both local & Indianapolis, IN <i>Bridges</i> classes; Y1 assist NALRC to develop Swahili online language materials/ teacher training	Teach Beg. level 1 Kinyarwanda; on-going annual training & assessment for instructors/programs; offer <i>Bridges</i> locally; evaluate <i>Bridges-INDY</i> ; Y2 assist NALRC to complete Swahili online language materials/ teacher training; TPMA external evaluation - <i>Bridges</i> (participants survey)	Add Inter. level 2 Kinyarwanda; on-going annual training & assessment for instructors/programs; continue to offer <i>Bridges</i> and <i>Bridges-INDY</i> ; Y3 assist NALRC to develop Yoruba online language materials/ teacher training; TPMA external evaluation - <i>Bridges</i> (participants survey)	Add Adv. level 3 Kinyarwanda, if can support; on-going annual training & assessment for instructors/programs; continue to offer <i>Bridges</i> and <i>Bridges-INDY</i> ; Y4 NALRC Yoruba online language materials/ training; TPMA external evaluation- <i>Bridges</i> (participants survey)

AP 2; CP 1 Support MSIs/CCs internationalization efforts (MSI Huston-Tillotson; St. Louis MSI CC; Ivy Tech CC) §I; PMF 2.1	MSI-HBCU faculty retreat & Curriculum Training, Senegal; teacher workshops for MSI-CC; ICCI training; MSI-HBCU; ICAB III; conference support	MSI-HBCU faculty to Curriculum Training, Senegal, and course releases; Teacher workshops for MSI-CCs; ICCI training; ICABIII; conf. support; Eval.	MSI-CC faculty to Curriculum Training, Senegal, and course releases; Teacher workshops for MSI-CC; ICCI training; ICABIII; conf. support; Eval, survey	MSI-HBCU faculty to Curriculum Training, Senegal Teacher workshops for MSI-CC; ICCI training; Eval; conf. support; Midwest Institute Educ. Conf.
AP 2; CP2; NRC Dir. <i>Globally Ready Digital Toolbox</i> -learning platform to reach underserved rural K-12; teacher-training. §I; PMF3.1	[NB: coordinated with IU Center for Latin American & Caribbean Studies (CLACS); CLACS begins Y1]; Meet w/ Teacher Advisors	Africa digital image integration; develop supporting Africa content in consultation with SOE and Teacher Advisory Board	Develop teacher-training materials; launch digital toolbox and teacher trainings on Africa content; TPMA external evaluation	Continue teacher trainings; begin in-class curriculum presentations related to digital toolbox materials/topics; TPMA external eval.
AP 2; NRC Dir. Teacher-training on Africa content & specific content support for K-12 students of African refugee populations in INDY (includes integrated collab. with IUPUI-SLA for minority student research; §I; PMF3.2)	IDOE assistance to build teacher network; focus groups with stakeholders - teachers/community partners/Refugee networks; with IUPUI-SLA and Refugee network develop process for <i>Olaniyan</i> research	Begin teacher-trainings in Indianapolis; begin <i>Olaniyan Scholars'</i> (minority/ first generation college) research projects with African refugee community members; TPMA external evaluation	Teacher-trainings in Indianapolis; review of IUPUI-SLA collaboration status; TPMA external evaluation	Teacher-trainings in Indianapolis; capstone community event highlighting <i>Olaniyan Scholars'</i> research, with refugee stakeholder participation/ discussions, and focused teacher-training; TPMA external evaluation
NRC Directive Enhancement of ASP of undergraduate & graduate degrees (§H; PMF 5)	Add portfolio option for undergrads; add graduate internship course credit; develop of 4+1 BA/MA	Develop new gateway course, Intro to African Studies; develop new regional focus minor in International Stud.	Begin teaching new gateway course, Intro to African Studies; open option of regional focus minor in Int. Studies	Complete process for development of new 4+1 BA/MA (have all clearance through IU/SGIS)

B. QUALITY OF STAFF RESOURCES

ASP draws on 71 tenured and tenure-track faculty (including 70 core), augmented by 7 Africanists with PhDs who teach in lecturer and professional positions and 3 PhDs in non-teaching professional positions; we also have 6 African language teaching assistants (App. 2). This group includes 49 (44 core) in 10 professional schools. [Note: IUPUI faculty are listed separately in App. 2, and not counted in the total- neither are Emeriti.] Recent tenure-track hires include: Bouchard (French & Italian); Foster (Gender Studies); Loyle (Political Science); Omodior (SPH); Ousterhoudt (Anthropology); Pinaud and Steinberg (International Studies); Thompson (Media School); and Wasserman (Anthropology/Human Biology Program). We also added Aherne (African Studies) and Djenno (African Librarian) and convinced those without Africa interests to

develop them, including Dunn (International Studies/Geography) and Marinova (Global LLC/*Books & Beyond*). IU just concluded its search to fill the new \$3 million Endowed Chair in African Art History, and this fall the Eskenazi Museum will recruit an African Art curator to address another recent retirement. **1. Qualifications of Faculty** ASP faculty are exceptional scholars (App. 2). Our senior faculty are outstanding, and several emeritus faculty (ex: Grosz-Ngaté, McNaughton, Pelrine, Stoeltje, and Stone) remain active in research and mentoring students. Mid-career faculty already are gaining international stature, evidenced in Goodman's NEH-Mellon Digital Publication fellowship, MacLean's Carnegie fellowship, Kelly's Fulbright, to name just 3 recent awards. Overall, ASP faculty have taken 58 trips to Africa over the past 4 years, and have published 29 monographs, 23 edited books, 233 articles, and 95 book chapters in the past four years. More publications are forthcoming from faculty research supported by a total of 19 external fellowships and grants since 2014 from funders such as Carnegie, Fulbright, Gerda Henkel, NEH, NSF, Mellon, and Wenner-Gren. Brass, Fernandez, and Prekert recently received national awards for papers at professional conferences. Our faculty collaborate as co-editors of *Africa Today* as well as co-editors and contributors to the fourth edition of the acclaimed undergraduate text *Africa*. Reinforcing individual faculty credentials are high national rankings for several departments and schools (§F.1). ***Professional Development*** IU's support for faculty research is extensive, augmenting external awards noted above. Adesokan, Buggenhagen, Goodman, Lichtenstein, Loyle, Moorman, Moyd, and Nyikos have won substantial support (multiple course releases and research funds) from IU sources such as the College Arts and Humanities Institute, the Institute for Advanced Study, and the New Frontiers and Ostrom grants programs. Named professorships and endowed Chairs also provide funds for research, programming and more to 9 ASP faculty who hold such positions; the new endowed chair in African Art History soon will be added. These diverse sources provide approximately \$250,000 annually to Africa-focused research. The Vice-President for Research's office just awarded an Emerging Areas of Research grant of \$5.5 million over the next 3 years for a Sustainable Food System project to a 14-faculty team, including ASP faculty Ousterhault and Evans; it will *add*

\$262,000/year toward Africa-focused faculty research (not in totals). The new IU Global Gateway in South Africa will add opportunities for IU funding for faculty travel and academic programming in Africa; the ASP tapped \$26,000 for an Africa-focused conference in 2017 at the IU Europe Gateway in Berlin. IU support includes funding for conferences and sabbatical leaves (one semester at full pay; the ASP proposes to supplement IU support with partial funding for faculty presenting Africa-content papers at conferences, professional meetings for staff, and funding to bring research collaborators to IU for workshops and conferences (Bud.3.A.3; 3.B.1/5/6). All such professional development activities enrich the teaching and advising of our students. ***Teaching, supervising & advising*** The ASP non-language tenure/tenure track faculty teach 4 courses annually, and some add one course more in summers. High enrolled courses involve faculty supervision of teaching assistants (§F.3). The ASP teaching faculty keep a minimum of 4 office hours a week and devote considerable time outside office hours for advising graduate and undergraduate students on course selection, research projects and other academic issues. ASP professionals with Africa expertise also advise our students and serve on committees. As discussed in §H.2, the ASP office is involved in advising our degree and non-degree students and in organizing workshops and professional development seminars. We participate in study-abroad orientations, mentoring, and serve as advisors to student groups such as *Books & Beyond*, Graduate Students in African Studies, and the African Languages Club. **2. Program Staffing and Oversight** ASP faculty are an integral part of the planning and policymaking of ASP. The ASP director is a full-time tenured faculty member appointed to 4-year terms. Rotation within this position allows for shared distribution of administrative duties, vested interest in, and knowledge of, the program's activities and understanding of its operations. The associate director is a full-time professional position with added teaching duties; this allows for institutional knowledge and continuity. The Executive Committee is composed of 9 voting faculty members –including at least one from a professional school – and a graduate student. The director, associate director, languages coordinator, and librarian serve as ex officio members. Faculty serve on committees of five members each in academic initiatives, graduate affairs, undergraduate affairs, languages, library,

outreach, and emerging technology; each chair serves for no more than 2 terms to invite greater faculty involvement, and each committee has at least one member from a professional school. Committee recommendations are discussed at general faculty meetings, which occur at least twice a semester. **Staffing** The ASP is run by the director (Dr. Hanson), full-time AD (Dr. Aherne), languages coordinator (Dr. Omar), full-time administrative coordinator, full-time student services specialist, and an hourly office assistant. Hanson's latest book was released in 2017, and his most recent annotated translations of African Arabic texts became available online in 2016. Until 2017, Aherne held the endowed position of Mellon-Moravic Senior Academic at the Eskenazi Museum of Art where she created rigorous Mellon academic programs and reported on the \$1.5 million Mellon Foundation grant. Omar received the 2018 A. Ronald Walton Lifetime Achievement Award from the National Council of Less Commonly Taught Languages for her work on LCTLs. All ASP professional staff are members of diverse professional bodies and continue to teach and publish on African Studies topics. As the editorial home of *Africa Today*, the ASP employs a Managing Editor. The ASP benefits from SGIS shared specialists and professional staff support, including a new International Education Outreach Administrator (IEOA), the Director of Global Education Initiatives (GEI) in the Center for P-16 Research and Collaboration (SOE), a FLAS manager, a fiscal officer who oversees all Title VI centers' accounts and ensures compliance with Title VI and state regulations, and more. Most ASP staff positions are supported by IU; all SGIS professional staff are funded. The ASP requests funds for an Outreach Assistant, reporting to Dr. Aherne, and small contributions toward specialists shared within SGIS (Bud.1.B.2/8/10). **3. Non-discriminatory Practices/Underrepresented Groups** IU policies incorporate state and federal laws, including §427 of GEPA concerning non-discriminatory admissions, employment and treatment in university activities and programming. The ASP is committed to these policies and governed by them. A major strength of our faculty is its diversity: 30% are minorities, and 56% are women. As a result of ASP's efforts to increase diversity, *underrepresented populations make up fully 68% of our faculty*. This faculty profile is significantly more diverse than the university as a whole, a commitment that is recognized by IU; for example, the Office of the Vice President for

Diversity, Equity, and Multicultural Affairs (DEMA) relies on our faculty for outreach and support of students, and it regularly funds our inclusive campus programming initiatives. We work closely with IU administration to recruit and retain minority students (with undergraduate support mechanisms such as IU Groups Scholars that recruits and mentors first-generation low-income students of color, and support for minorities in STEM graduate programs), and IU dedicates financial aid resources to increase numbers of minority students with international experiences. Specific ASP initiatives have the goal of reaching underserved populations at early ages, and/or supporting young minority scholars, as well as outreach to the elderly (§I). We will remain proactive in increasing diversity, a priority of IU's strategic plan and of the ASP (see also §C.3 *Equal Access*).

C. IMPACT AND EVALUATION

1. Impact of ASP Activities/Training: The ASP has a *significant* impact on the university, community, region and nation. Table C.1 summarizes select indices of this impact (see also Outreach Table I.1 for participation/Center usage; course/enrollment data, App. 3a/b). Since 2014, outreach and teacher-training endeavors reached more than 45,000; 100% of survey respondents stated they would attend future ASP programs. Institutional internationalization efforts have reached even more. Our new initiatives -including digital platforms for Africa curricular content, online-language resources, and outreach to Indianapolis and rural communities- will considerably increase the scale and geographic scope of our reach. Campus-wide interest in African Studies supports content across the disciplines, 10 professional schools (with enrollments increasing), 7 African LCTLs, and large audiences for visiting Africanist scholars, policymakers, African film directors and artists, business and non-profit leaders. Our faculty accomplishments are highlighted in §B and App. 2; support of emerging areas will foster greater productivity. The ASP-edited journal *Africa Today* is important to the field, with international subscribers and more than 100,000 articles accessed annually. Our undergraduate students work, join Peace Corps, or attend graduate school in diverse fields, and ASP MAs and PhD Minors gain prestigious post-docs and are employed in major universities and entities such as the US State Dept., USAID, World Bank, the

CDC and the Center for Applied Second Languages (§C.5-6, H). IU Africa-focused PhD dissertations are published as books (24 in four years, including a Herskovits finalist). Alumni hold positions in professional and national organizations, and direct African Studies programs in major universities. Strategic enhancement of ASP degrees will further benefit the preparation of our students. We contribute to events that have impact nationally and beyond: ex., to increase national competence in African languages, IU hosted, with ASP co-sponsorship, the 48th Conference of the Association of Contemporary African Linguistics (ACAL) --the *only* US conference focused on African Linguistics. ASP faculty have served and continue to play key roles in the African Studies Association, including Grosz-Ngaté as the current vice-president.

Table C.1 Select Activities & Impact on University, Community, Region and Nation (2014-2018, unless noted)

Activities	Impact	Indices
Internationalize IU courses with Africa content, including within professional schools, School of Education. Assure diverse perspectives.	Increased breadth of courses with Africa content knowledge; normalization of use of Africa content across the disciplines; internationalization of pre-service teacher training courses in SOE	Increased Africa content: 271 Africa content courses, in 38 departments/units and 10 professional schools. ~48% of courses are 100% Africa content. Since 2014: 71 new courses; 7 new academic units teach Africa content
Internationalization Collaborative Across Bloomington, ICAB II: CCs	Increase breadth of Africa content in courses for Ivy Tech CC	34 new courses with Africa and other area studies content
Undergraduate training in African Studies	Increased number of undergraduates with Africa knowledge; interest in Africa-related positions/graduate work	7,200 undergrads in Africa courses; 1,100+ students/year in gateway courses; courses in 15 professional schools, with degrees/certs in 10; 116 Certificates/Minors awarded, 21 enrolled; 19 graduated w/minors in prof. schools, 11 enrolled; 22 Inter. St. majors w/Afr. focus, 3 w/minor in Afr. focus, 55 enrolled; 3 awarded with Individualized Major Africa-BA concentration.
Undergraduate training in African languages	Increased supply of graduates able to take positions requiring language skills or prepared to gain superior competence in graduate school	28.5% increase in enrollments in African LCTLs in past year, 9.9% increase for Arabic; 2,200 students in African language courses; 82 African language Minors, 17 enrolled. Swahili Flagship enrollment in 2014 (last year offered): 17. Summer Lang. Workshops: 31; FLAS: 16
Training Africanists in Graduate and Professional Schools	Increased number of MA & PhD level specialists in higher education, NGOs, government & the professions – to increase national pool of area specialists	915 students in graduate courses. 22 MA/Dual MA, 24 PhDs over 4 yrs. 13 MA/Dual MA & 54 PhD students currently enrolled; 47 ASP grad students w/ full support, 2017.

Preparing Specialists with proficiency in priority African languages	Graduates able to conduct research in African languages; fill positions in areas of national need	194 grad students enrolled in language courses; 73% of MA & PhD recipients have advanced or superior competence in at least 1 African language; 19% w/ intermediate proficiency. 2014-18: 39 FLAS awards; 74% at Adv. or superior; 96% priority LCTLs (2 Krio, an LCTL)
Study Abroad and International Internships in Africa, including specialized study abroad	Strengthened academic knowledge through direct experience; increased cross-cultural and language experience for students; increased desire to choose Africa-related careers	756 students in 15 African countries over four years; 144 minority and low-income students (19% of participants = minorities); \$3.5 million in aid for study abroad last year
Specialized curriculum-linked study abroad programs for professional students	Improved understanding of African issues; lasting professional relationships with African counterparts; diverse perspectives	42 SOE students to Kenya/Tanzania; 48 Business students to Ghana/So. Africa; 32 MBA students to Ghana/Botswana/So. Africa; 124 SPEA students to Kenya/ Uganda/So. Africa/Rwanda; 42 Media students to Kenya/Rwanda/So. Africa/ Uganda; 56 SGIS students to Rwanda
Placement of Graduates	ASP graduates train new students in higher education; fill positions in government, NGOs & non-profits nationally and internationally; returned African graduates become ambassadors for US in their careers	Placements for 2014-18 grads: <u>MA</u> s: Cont. Ed.-4; High Ed-4; non-profit-3; gov't-2; intern. org. outside US-1; private sector, inc. business-11; intern. business-1. <u>PhD</u> s: High Ed-9; museums-2; Africana Librarian-2; gov't-1; K-12-2; non-profit -4; private sector, inc. business- 4.
Outreach: K-12, post-secondary, teacher-trainings; ICCI and other internationalization efforts; public activities (see §I)	K-12 & post-secondary teachers with knowledge/resources on Africa. Students & public with enhanced understanding of Africa	See Outreach §I, Table I.1 for specific indices; 45,134 total participation in programs, trainings and events
New Media and Literacy Initiatives in Africa (NEMLIA) workshops, conferences, lectures, publications	Production of new knowledge on open access, intellectual property and piracy arising from African literary & film initiatives in new media formats; new resources	Open access website w/ proceedings & database for archiving often-ephemeral African productions; 2017 international conference w/ new collaborations; knowledge integrated into 6 courses in History, Comp Lit, Anthro, Media (320 students reached); exhibit; forthcoming pubs.
Edit & publish journal <i>Africa Today</i>	International impact for distribution of expert research by African, European and US authors on Africa. Available to academics, students, policy makers internationally	Over 2,184 individual subscriptions, 1,300 domestic institutions, 2,300 foreign institutions. For 2017 <u>only</u> : 91,098 downloads in JSTOR; 32,400 articles delivered through ProjectMUSE
Linkages with Africa via exchanges, faculty research and	Student exposure to African perspectives; enhanced faculty	15 linkages in 10 African countries; new Africa Global Gateway (2018);

conferences, hosting of Fulbright and Mandela Washington Fellows	expertise; new collaborative projects; diverse perspectives	97 African faculty/professionals to IU; 58 faculty trips to Africa
Language training in community through STARTalk (2014-2016), <i>Bridges</i> (thru 2014); elementary school classes (2014-2018)	Early language learning in African LCTLs to increase interest in Africa and languages among K-12 students; increase those with African LCTL skills and interest in Africa; prepare students to be part of a global workforce	257 students in language courses offered in community & through the Flagship & STARTalk; 78% of students who then enrolled at IU continued with Swahili to adv'd levels; 3 high-school students cont. Swahili at advanced level thru pre-college enrollment courses
Building resources for IU African Studies library collections	Enrich collection of African resource materials, with public access regionally, internationally	3,000+ volumes added each year; digitization projects to increase access; recent additions of special collections-ex.: N'gũgĩ wa Thiongo'o; O. Sembene

2. National Needs: ASP's initiatives are designed to meet national needs for individuals who excel at African LCTLs, have a depth of expertise on Africa, and international experience. We encourage students to consider career options in areas of national need through one-on-ones, career events that expose students to a range of employment options, on our website, through programming, the Walter Center's *Career Communities* and *IU College Luminaries Program* (§H.2). Our position within SGIS provides students with direct contact with international leaders, timely debates on current foreign affairs and US positions (ex: annual conference, "America's Role in the World," organized by SGIS faculty- former Senator R. Lugar (R), and US Rep. L. Hamilton (D)). Focused SGIS career services, domestic and international internships, unsurpassed links with professional schools/faculty, and two globally-focused Living-Learning Centers (LLCs) provide a pipeline for careers in government service, international business, education and non-profit sector jobs, while exposing students to diverse perspectives (§H). We prepare students to be part of a globally competent workforce [AP 1]. ASP is expanding its reach through early language education and programs for underserved students (rural, urban, low-income and minority populations; §I). Additionally, activities are directed toward strengthened research and teaching on Africa and in Africa languages at IU and beyond (§F-H). The majority of our FLAS awards are advanced level, 100% LCTLs, to women and minorities (§C.7). **Public dissemination** Our programs are open to the public, advertised widely. IU supports open source access to faculty research and other scholarly activities (§E.1b), and substantially funds public-facing activities to serve the greater

good. ASP faculty provide consultations and trainings to businesses and the government, and respond to media requests for expert interviews (§I.1c). We are expanding online access for teacher-training materials and outreach resources, and we add support for SGIS's development of a new online platform, *Access Global*, which will link all IU area studies resources at one point of access (Bud.8.D.8). The IEOA is charged with expanding online resources to varied stakeholders.

3. Equal Access The ASP works diligently to make sure our programs and resource platforms are inclusive and accessible to all. ASP complies fully with §427 GEPA requirements. We work with the office of Diversity, Equity, and Multicultural Affairs (DEMA) to assure equal access for, and representation of, underrepresented groups. IU's Office of Affirmative Action monitors university policy. IU's Assistive Technology and Accessibility Center works to improve accessibility to open-source platforms and library resources for those with disabilities. Our facilities are ADA compliant; the website is designed to comply with ADA guidelines for the sight impaired. We make sure students are aware of services provided through the Office of Disability Services for Students (DSS). Further, our commitment extends to our Outreach efforts (§I), and FLAS awardees (§C.7).

4. Comprehensive Evaluation Plan: The evaluation plan will allow ASP to use data for continuous improvement of its programs. This data, including PMF indicator data, needs assessments, Teacher Advisory Board input, focus groups, and stakeholder and alumni surveys will provide valuable insight into ASP's key outputs and outcomes. Data gathering and feedback will be an iterative process allowing ASP to refine programs and practices during the grant cycle, to assure ASP is meeting needs and goals. ***External Evaluators*** Thomas P. Miller & Associates (TPMA) will serve as the third-party evaluator for IU Title VI grants. TPMA's most recent evaluation experience includes conducting more than 20 large scale, multi-year, and/or multi-site evaluations throughout the country. These evaluations included US DoEd grants – such as Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering and Math grants – and US Department of Labor multi-year grants, many of which are multi-site consortia grants. Thus TPMA is well versed in federally-funded evaluations, tracking performance measurements, progress towards outcomes, implementation of grant activities, and

fidelity to program models. Additionally, by leveraging a single evaluation team for all IU NRCs, evaluations will efficiently gather high-quality data across centers, evaluate collaborative IU NRC projects, and measure progress toward grant goals for each individual NRC. **Evaluation Components** Internal components of evaluation include data gathering, needs assessments, and Teacher Advisory Board feedback; we request an hourly to assist (Bud.1.D.2). External evaluation for the ASP will include comprehensive formative and summative evaluation of the ASP's programs and SGIS NRC collaborations. Evaluation will focus on measuring the extent to which the ASP successfully meets its intended goals, linked to Title VI priorities. TPMA worked with ASP to develop performance measures of objectives and project-specific outcome measures (see PMF, App. 4). Formative evaluation will focus on ascertaining whether ASP's new initiatives are being successfully implemented and tracking to accomplish the goals. Feedback will allow for continued refinement of programs. Summative evaluation will analyze outcomes of ASP programs, including stakeholder impacts (ex: students/teachers/MSI & CC partners/community). This will include a survey of participants in activities ("stakeholders") and of alumni. Four evaluation priorities specific to ASP are: 1) To what extent is the ASP meeting its target data indicators, as identified in the PMF?; 2) To what extent do teachers trained by the ASP incorporate Africa-content into their work in 1-4 years following training?; 3) To what extent do ASP services fulfill needs of partners with which the ASP works?; 4) To what extent do ASP alumni utilize Africa content and languages in future career/education paths? **Outcome Data Methodology** TPMA's evaluation methodology includes an annual review of ASP's progress toward PMF goals, annual stakeholder and alumni surveys, and specific foci on year-after results from teachers trained as part of PMF goal 1, and fulfilling the needs of partners as part of PMF goal 3. Evaluation priority 1 will be answered through a review of data collected on PMF data indicators. Priority 2 will be answered using focus group findings in year 1, and surveys in years 2-4. TPMA will consult on year 1 focus groups for new Indianapolis-based programs and specific teacher trainings. Surveys will be administered to teachers in ASP's multiple trainings approximately one year after their participation, and will request information about inclusion of content into curriculum. TPMA will

provide annual progress summaries of findings and complete information about this priority across all 4 years in a final summative report. Priority 3 will be answered through year 1 needs assessments, and focus groups with ASP’s community partners. TPMA will provide guidance on focus group methodology. In years 2-4, TPMA will conduct evaluative surveys with ASP’s partners to determine the extent to which programming is meeting identified needs, including changing needs over time. TPMA will provide annual progress summaries of findings, and provide complete information across all years in a final Y4 report. Priority 4 will be answered through alumni surveys distributed annually. This survey will be administered online to recent ASP alumni, and will measure the extent to which ASP has impacted former participants’ college and career achievement, and their use of area studies knowledge and African languages post-graduation. The survey will be brief and mobile-friendly to minimize burden on alumni, and thus optimize completion. TPMA will analyze data for different types of bias (nonresponse, acquiescence, etc.) to assess validity of interpretations, and conduct descriptive analyses. Results will be disaggregated by different alumni characteristics, such as cohort. ***Collaborative Efforts*** Additionally, the ASP will collaborate with SGIS NRCs, IU SOE and IUPUI’s SLA on teacher-trainings and internationalization efforts. Formative evaluations on implementation and summative evaluations on impacts will be provided by TPMA, with ASP data disaggregated.

Performance Measure Form The full PMF table is available in App. 4, including data sources, baselines, and targets for each indicator. ***Timeline*** Table C.2 shows the timeline for ASP evaluations. Data will be collected during years 1-4 of the grant program, with enough time to include evaluation findings in ASP’s annual update to the US DoEd, and to provide feedback for ongoing assessment and improvements of initiatives. ***Programmatic Improvements Based on Recent Evaluations*** The ASP draws on internal and external reviews to enhance its program. Its MA degrees were established in 2007 after an external review recommendation, and our 2015 internal review is guiding the ASP’s integration into SGIS, including the revision of governance documents and defining areas for strategic enhancement, resulting, for example, in the recent SGIS hire of Pinaud. We review data analysis from annual “Grand Surveys” and “Impact/Eval” surveys

on Outreach/teacher-training programs and alumni (external: CEEP 2014-17; alumni data cited in §H and Table C.1). For Outreach, 73% of respondents were K-12 teachers. 100% responded they would attend another ASP event; 88% had directly applied content learned in their classrooms or work; 66% used multiple teaching tools, with 33% using one; 80% planned to incorporate more content in future. To make programming more accessible to greater numbers, we adjusted days/times of our Contemporary African Seminar evening speakers and Friday Colloquiums. We have also broadened where/how we advertise events, including an online *Community Bulletin Board* and through social media. We are creating more online resources in response to requests and feedback in evaluations (*Globally Ready Digital Toolbox; Access Global*). ASP uses needs assessments, and feedback from a 12 member K-12 Teacher Advisory Board before certain program development.

Table C.2: Timeline Summary of ASP Evaluation Plan (2018-2022); see also PMF, App. 4

Y1 Key Eval Activities	Y2 Key Eval Activities	Y3 Key Eval Activities	Y4 Key Eval Activities
<ul style="list-style-type: none"> -Collect/review Y1 data on progress towards PMF goals. -Design survey for teacher training evaluation. -Create facilitation guide for ASP's partner needs identification; assist ASP in focus group needs ID. -Design, run & analyze Y1 alumni/stakeholder surveys -Complete Y1 annual summary of findings from all Y1 evaluation findings. 	<ul style="list-style-type: none"> -Collect/review Y2 data on progress towards PMF goals. -Run/analyze Y2 survey for teacher training evaluation. -Run/analyze Y2 alumni & stakeholder surveys; including ASP/SGIS collaborations' data. -Complete Y2 annual summary of findings from all Y2 evaluation findings. 	<ul style="list-style-type: none"> -Collect/review Y3 data on progress towards PMF goals. -Run/analyze Y3 survey for teacher training evaluation. -Run/analyze Y3 alumni & stakeholder surveys; including ASP/SGIS collaborations' data. -Complete Y3 annual summary of findings from all Y3 evaluation findings. 	<ul style="list-style-type: none"> -Collect/review Y4 data on progress towards PMF goals. -Run/analyze Y4 survey for teacher training evaluation. -Run/analyze Y4 alumni & stakeholder survey; including ASP/SGIS collaborations' data. -Complete Y4 final evaluation report of findings from all Y1-4 evaluation findings.

5 & 6. Training of Specialists and Areas of Need The ASP has an outstanding record of training specialists in African languages and content through our rigorous courses and degree programs (§H; Table C.1; course/enrollment data, App. 3a/b). The dual/joint MA degrees with professional schools have led to increased specialists in public health, business, media and the non-profit sector. Our recent alumni survey shows 70% of MA/PhDs alumni are employed fulltime in Higher Ed, 18% in the Federal Government (ex: State Dept; USAID); 7% in private/non-profit sector; 4% in K-12 education, 1% State or local government (ex: migrant immigration). 66% are currently using their African language and area expertise. Meeting national needs is also fostered through a wide range of programming providing diverse perspectives, conferences and workshops on/off campus-

with funds for student participation. SGIS's funding of international internships and IU's of study abroad, result in ~80% SGIS students studying abroad. ASP will increase the nation's specialists with ex., enhancement of degrees and LCTL access (§H), training of educators (§I), internationalization for MSI/CC partners (§I), and preparing a global workforce with the collaborative *Global Employability Initiative* (§I.1b). Further, a new SGIS Alumni Network, expanding IU's *Luminaries* efforts (§H.2), will facilitate alumni reaching back to assist IU students. **7. FLAS Impact- National Needs, Priorities and Results:** We meet national needs as well through the awarding of FLASs. Over the past four years, ASP has awarded 55 FLASs: 74% at advanced or superior levels; 96% were priority LCTLs (the two that were not were for Krio, an LCTL spoken in Sierra Leone); 71% were awarded to women; 27% to minority students; and 20% to students with documented financial need. The ASP also met past invitational priorities for Sub-Saharan Africa LCTLs (100%). This proposal meets FLAS competitive priorities 1 and 2.

D. INDIANA UNIVERSITY'S COMMITMENT TO SUBJECT AREA

IU provides substantial and sustained commitment to African Studies. This support expanded after IU President McRobbie's 2013 trip to Africa, where he visited our institutional partners in Ghana, Kenya, and South Africa to lay foundations for the creation of new partnerships and the upcoming opening of the IU Global Gateway in South Africa. IU also deepened its commitment to the study of the world with the 2012 establishment of the School of Global and International Studies (SGIS), which McRobbie lauded as "one of the most important developments in the nearly 200 years of IU's history." SGIS draws upon IU's historic strengths in area studies and language pedagogy. It enriches quality of staff through new faculty hires (including Africanists) (§B). It has enhanced policy studies, and reinforced ties with IU's professional schools to provide premier education in International Studies. SGIS encompasses 4 academic departments and 21 centers and institutes, including the ASP and NALRC. Housed in a new, \$53 million building, SGIS increases collaboration between area studies and language centers (ex., ASP projects with NALRC, CLACS, and IAUNRC to address Title VI priorities). Through SGIS, ASP has access to specialists devoted to the program's success in grant writing, fundraising, evaluation and assessment, and

collaborative teacher training, internationalization, and outreach projects that extend ASP's reach and impact (App. 2). Not only has SGIS fostered increased collaboration and efficiencies in support-services, but its students have a 'home-base' allowing for daily interactions with other students, faculty, staff, and visiting scholars and dignitaries who share their passion for languages and area studies (ex: SGIS hosted 30 Ambassadors for the State Dept.'s *Experience America*, affording ASP students and faculty, to meet with select African Ambassadors (2018)). Moreover, our students will now benefit from dedicated career services within SGIS and the SGIS Living & Learning Center (§H1, 2). **1. Support** The ASP, one of IU's first area studies units, is valued in SGIS. Recognition is evidenced on multiple levels including operational and programmatic support, staff, faculty, student assistance, and growth in international linkages. IU's strong fiscal contributions are evident, summarized in Table D.1 for 2016-2017.

Table D.1 Indiana University Support for African Studies, 2016-2017

Category of University Support	Amount
Program Operations	\$ 402,924
Faculty Salaries & Benefits* *prorated for time devoted to African Studies; shared SGIS staff <u>not</u> included	\$ 6,949,798
Faculty Research (Note: does not include 3-year EAR grant of \$5.1 million)	\$ 382,250
Libraries, Archives & Museums	\$ 700,847
Overseas Linkages & Study Abroad	\$ 80,454
Outreach	\$ 96,410
Students	\$ 1,635,713
TOTAL	\$ 10,248,396

Program Operations SGIS covers 100% of salaries of core ASP staff including the director (50% teaching), associate director, administrative coordinator, student services specialist, language coordinator, managing editor of *Africa Today*, our Senior Lecturers and Yoruba and Swahili Associate Instructors. Further, SGIS supports ASP through shared personnel -including but not limited to 100% salary for the new International Education Outreach Administrator, FLAS Manager, fiscal officer, and contribution to the SOE Director of Global Education Initiatives (GEI); note shared SGIS personnel are not listed in Table D.1. Our operating expenses, computers, furnishings, and office supplies are funded. ASP is allotted annual discretionary funds for support of travel, guest lecturers, and special projects. *This IU-SGIS financial support, including all of*

ASP's administration, allows the ASP to focus Title VI funds on high-priority programming and outreach. **Teaching Staff** IU provides salaries and fringe benefits for 78 faculty, 3 professionals with PhDs who teach, start-up funds for new faculty, as well as research and travel support for our total of 81 faculty, professionals and researchers focusing on Africa. Note that the figure in Table D.1 is *conservative*, reflecting *only* the percentage of time they devote to African Studies. **Library, Archive and Museum Resources** IU is exceptional in its support of significant Africana library collections (Table D.1; see also §E). IU also supports the internationally known African art collection of the Eskenazi Museum of Art, Mathers Museum of World Cultures' Africa-related collection, African special collections in the Lilly Library (focus on rare manuscripts), funding for related Africa programming and outreach, two PhD Africa-specialist curators, and the Mellon Senior Academic (Africanist PhD) who devoted time to programs on Africa for college-level students at the Eskenazi. **Linkages with Institutions Abroad** IU President McRobbie, as noted above, has demonstrated IU's commitment to partnerships in Africa. The university pays all costs of Africa linkages and student programs. We have partnerships with 15 institutions in 10 countries (Botswana, Egypt, Ghana, Kenya, Liberia, Namibia, Senegal, South Africa, Tanzania and Uganda); we budget 2 trips to develop others (Bud.3.A.1). This year the new IU Global Gateway in South Africa will open, with ASP faculty member Moorman as director (NB: related costs *not* cited in Table D.1). IU has also backed the work of our faculty through financing of Africa-initiatives, examples of which are contributions to the rebuilding of the University of Liberia, work with the Institute of Development Studies in Botswana, with Cairo University on public health and safety, and on Vision and Public Health with the Universities of Cape Coast and Kumasi in Ghana: *none of these initiatives are included in Table D.1, but they demonstrate IU's deep, long-standing commitments to ASP and Africa.* **Outreach Activities** IU contributes to outreach through funds for programming, outreach specialists (see above), and numerous collaborative teacher-training and outreach activities throughout the state. Becoming an NRC will allow the ASP to enhance our activities significantly. **Financial Support for Students** Table D.1 reflects IU support to ASP graduate and undergraduate students in 2016-2017. This support comes in the form of fellowships,

teaching assistantships, scholarships, stipends, health insurance, and tuition and fee waivers to students concentrating on Africa in departments and professional schools, as well as support for African language instructors. The sum also includes support for summer travel grants, internship support, workshops and training programs. IU additionally pays for tuition in excess of our FLAS awards. Forty-seven ASP graduate students received IU support last academic year. With support from *Africa Today* royalties from IU Press, the ASP set up the *African Students Research Fund*, which awards up to \$3,000 per student in support of dissertation research (12 students have benefitted this cycle), and the *Patrick O'Meara Conference Travel Fund*, which annually supports up to 3 graduate students who present at national conferences (\$1,500). ASP discretionary funds are used to supplement the O'Meara award so that *all* ASP graduate students who present receive funding. The annual *Carleton T. Hodge Prize* awards \$500 to a graduate student for excellence in African Studies (16 have now been recognized). Moreover, our undergraduates studying abroad in Africa are eligible for scholarships. The IU's Student Board provides the African Languages Club (undergraduate and graduate students), and the Graduate Students in African Studies (GSAS) with \$3,000 annually for a symposium and other special events. Our integration into SGIS has meant even greater support for our students: for example, SGIS is building capacity for funded internships for students.

E. STRENGTH OF LIBRARY

IU's African Studies Collection (ASC) is one of the top collections in the world. We propose to enhance it with supplemental support for acquisitions and cooperative activities. **1a. Strength of Holdings** The ASC, located in IU's Herman B Wells Library with 10.4 million volumes, 2.1 million e-books, and over 800 electronic databases - is particularly strong in the arts, humanities and social sciences. In-depth coverage parallels historical and current African Studies faculty strengths, both in specific disciplines and in cross-disciplinary areas that are the focus of working groups. Additionally, the ASC contains uncatalogued reprints, posters, maps, photographs, and more. To increase holdings of works published in Africa, we budget for two acquisition trips to the continent (Bud. 3A.1). Materials are in all major world languages and more than 700 African

languages, including *significant* collections in 73 African LCTLs: the more than 115,000 volumes in African LCTLs makes our ‘Languages of Africa’ category *preeminent* among US libraries. Table E.1 highlights holdings for our 7 regularly taught languages; we will increase our Kinyarwanda holdings from 312 volumes to support teaching of this additional LCTL (Bud.5.A).

Table E.1 Library Holdings for Regularly Taught African languages (*Kinyarwanda to be added 2018)

Arabic (77,073 vols.); Swahili (3,049); Yoruba (1,393); Akan/Twi (338); Bamana (330); Zulu (315); Wolof (278)

Our special collections are prized by researchers internationally. IU’s Institute for Advanced Study offers Repository Research Fellowships for faculty to visit IU to make use of materials. Our Somali Digital Archive is one of the top three collections of Somali materials *in the world* (it is searchable with links to full-text sources). The ASC is the official depository of the *world’s largest* collection of Liberian materials, now digitized and accessible. Other outstanding special collections include the H. K. Banda Archive with papers from this Malawian leader, the Nuer Field Notes Project (collected in South Sudan from 1949 through 1963), more than 14,000 maps of Africa, and outstanding ephemera including almost 1,000 posters and more than a 1,000 pamphlets. Further support for research includes 180 print serial subscriptions, 74 Africa-specific database subscriptions, and African newspapers. African materials are housed in other specialized holdings across campus, as well. The Lilly Library, holding an additional 8 million rare works, includes Africana such as first editions of Leopold Sengor’s published works, the Breon Mitchell Collection of 400+ African language dictionaries, the R.E. Dennett manuscript collection on Yoruba folklore, and 19th century linguistic materials on the Galla language. It also is the repository for the Ngũgĩ wa Thiong’o archive and the papers of Nadine Gordimer and Athol Fugard; Ousmane Sembene’s archive will be added soon. We request funds to launch African Literature Seminars to bring visiting scholars to speak on African writers’ materials in the Lilly and stimulate scholarship on these materials (Bud.8.C.2; IU funds requested Y3 onward). The Archives of Traditional Music is the nation’s largest collection of recorded music and taped interviews and has undergone a massive

digitization project to preserve and make accessible these unique materials. The Folklore Collection is the largest and most comprehensive collection of its kind *in the world*, and supports the nation's premier Folklore and Ethnomusicology department. The Fine Arts collection, with *one of the most significant* university collections on African Art, contains over 100,000 volumes. IU's photographic and slide archives include rare photographs of ca. 3,000 African objects and fieldwork images of Africanist Art Historian Roy Sieber as well as many other Africanist scholars; it is now digitized with almost 7,000 specific to Africa. Our ASP faculty's innovative *New Media and Literacy Initiative* (NEMLIA) is documenting the cultural production of Africans across the globe through an open-access web platform. ASP requests funds in support of this New Media working group, and to seed a conference on New Media and Global Africa at the IU Gateway in South Africa (Bud.3.A.3; 8.C.5). ***Institutional Support*** IU's commitment to the ASC remains very strong. Its acquisition budget is ca. \$125,000 annually, supporting the purchase of ca. 3,000 monographs and other materials annually. This amount does *not* include additional acquisition funding for Africana materials purchased for the special libraries' collections (ex: Lilly Library). The ASC is allocated 3.5 FTEs, as well as part-time hourlies and the hiring of specialists for specific projects (ex: full-time project archivist for the Liberian Collection for three years). The current *full-time* personnel salary commitment is \$275,766. Other part-time employees and the Digital Collections staff salaries (who allocate 10% of their time to African Studies related work) received an additional \$153,775 (adjusted). Thus the University's total annual contribution to ASC *exceeds* \$554,541. We are fortunate to have two FTE Africanist-trained librarians. Dr. Frank-Wilson, associate director for Collections Development and Archival Collections and member of the Graduate Faculty, has received numerous awards and distinctions and served both as Chair of the Africana Librarians Council and as coordinator of the Title VI librarians. New hire in 2016, Djenno is the African Studies librarian. She holds an MLS and MS, and has research experience in 5 African countries. Djenno has been very active in the Library's migration to a new web platform, the authoring of a blog that continually updates collection information, and the writing of a new research guide to the ASC collections. Djenno also annually holds sessions for incoming

graduate students and new faculty on the collections and how to access them. She meets one-on-one with faculty, graduate and undergraduate students regarding research needs, meets all other requests for assistance, and teaches a section of the research methods course (A650) dedicated to bibliographic sources and archival research. **1b. Cooperative Arrangements/Online Resources**

IU Libraries have been a US Federal Depository since 1878, receiving 85% of the materials printed by the federal government. They are also UN and EU depositories. IU is consortial partners with the CRL and BTAA which maintains the Combined Catalogue of all Big Ten Universities and the University of Chicago. IU participates in expedited interlibrary loans among BTAA and state libraries in Indiana and the national Inter-Library Loan system. IU shares resources with OCLC (serving more than 41,000 libraries around the world). The ASC has exchange agreements with more than 60 African and European libraries. Further, we participate in several cooperative projects with other Africa NRCs, including CAMP initiatives organized by the Africana Librarians Group: the African Languages Materials Archive (ALMA), for digitization and archiving of African language materials for advanced learners, available through open source website; and the digitization/metadata collection of African journals in NRC libraries (Bud.8.B.1). ***Access to Holdings.*** IU prioritizes access to its collections, and as a public institution, access is open to all. It is a net-lender and a national leader in digitization, one of the first BTAA members to participate in the Google-BTAA Digitization Project (note digitized special collections above). IU has championed open source: IUScholarWorks is a digital repository of IU faculty presentations, publications and other materials available to anyone across the globe. Holdings are accessed through online catalogues, the CRL, the open-source Digital Library of the Commons, and the HathiTrust Digital Library – an international repository.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

1. Quality and Extent of Courses: Indiana University - a world-renowned comprehensive university – has long-standing African Studies strengths across its broad range of colleges and professional schools. African Studies leadership in arts and humanities pedagogy is illustrated by offering the nation's *only* specialized minor in African Expressive Cultures, and its dual- and joint-

degree MA programs connect with top, nationally ranked professional schools: both IU's School of Public Health and the School of Public and Environmental Affairs are ranked *first* nationally, its Library Science program in the IU School of Informatics and Computing is 9th in the nation, and School of Education is 10th. Graduate programs in the College of Arts and Sciences are also nationally ranked: Folklore & Ethnomusicology is *first*; African History is *third*; and African Arts and Journalism are *top ten*. African Studies courses are offered across IU, providing exceptionally comprehensive coverage (with 271 Africa-content course rubrics distributed over 38 distinct academic units; App. 3b details breadth of offerings *across* IU). Our courses include all of Africa and reflect the broad country and regional expertise of our faculty. App. 3a details rubrics for the *most recent* two-year period: 209 rubrics across departments/units, 10 professional schools, and 4 other units (Collins LLC, Honors College, DEMA, and the Graduate School). From our roster of 271 Africa-content courses, the number of offerings each year varies due to faculty leaves or alternation of courses; the average is 180 courses annually over the past four years; we seek to have ~215 courses a year by 2022. Almost half the courses have 100% Africa content; our efforts to teach Africa content *across the disciplines* creates more partial content offerings, though most of those courses have significant (40% or more) Africa content. IU's World Cultures GenEd *required* courses include 21 with 40-100% Africa content. These gateway GenEd courses show consistent growth in enrollment since 2014-2015 AY, increasing 61% over the past four years. Between 2014-2018, an average of 1,800 students/year took courses with significant (46% +) Africa-content. To build on this interest, ASP proposes a new undergraduate gateway course: an *Introduction to African Studies* to be cross-listed with International Studies (whose students want more Africa regional focus) (§H).

ASP undergraduate and graduate curriculum committees coordinate offerings, encourage course development and ensure a wide selection for students to complete degree requirements, obtaining depth and breadth of knowledge. Adding new courses occurs on a regular basis; the list of ASP courses (App. 3b) includes 71 new courses – 7 with 100% Africa content - and an

additional 7 more academic units teaching Africa content than just 4 years ago. ASP faculty also continually add comparative courses or introduce Africa content into existing ones (ex: MacLean's *Governance and Corruption*). Further, interactive technologies bring country-specific realities into the classroom when students communicate directly with their counterparts and scholars in Africa as noted in §H. Our faculty also offer innovative Topics courses (designed for students who have not yet declared a major, often serving as gateways into African Studies). **Professional Schools** African Studies students receive degrees in all 15 professional schools; 10 are core instructional providers. Cooperation with colleagues, recruitment of new faculty with Africa interests, and internationalization efforts at IU, have expanded courses in the professional fields. Professional schools house 44 core ASP faculty. Ten professional schools (Education, Business, Global and International Studies, Law, Public & Environmental Affairs, Public Health, Media, Art/Architecture & Design, Optometry, Music) offer 80 of 271 non-language courses listed in App. 3b. SPEA students take courses on public affairs, development and NGO management from a growing cadre of African specialists (Afoaku, Brass, Desai, Fernandez, Wakhungu). Public Health is a new area of strength where faculty with Africa expertise teach courses in epidemiology, health behavior, sports and health education (Lohrman, Meyerson, Middlestadt, C. Obeng, Omodior, Reece, Torabi, Young). The Global Law, Business and Human Rights Initiative in the Law School added a degree in Global Legal Studies, including courses with Africa content such as *Law and International Development*, *Transnational Law*, *Comparative Legal Systems*, *Comparative Inequalities Seminar*, and *Commercial Activity and Human Rights*. The creation of overseas field schools and curriculum-linked Africa components is becoming standard: 8 professional schools and the Medical School have extensive offerings (§H.4). **2. Interdisciplinary Courses** The ASP's core courses are interdisciplinary. *African Civilizations* (L231) and *Contemporary Africa* (L232), required for the undergraduate Certificate and Minors, involve interdisciplinary readings and guest lectures by several ASP faculty. We will develop a third interdisciplinary gateway course, *Introduction to African Studies*, to meet growing demand. Our core graduate courses include A650 *Interdisciplinary Research Methods*, with guest presentations by several ASP faculty members,

and the A731 interdisciplinary graduate seminar-taught on a rotating basis each semester by an ASP faculty committed to addressing a topic from diverse disciplinary perspectives. A731 occasionally is team-taught -further enhancing interdisciplinarity- and is augmented by evening public lectures by visiting scholars who supplement the trans-disciplinary nature of instruction. FLAS awardees are required to enroll in A731 at least once. We request funding to bring more visiting scholars to A731 seminars (Bud.8.C.1). ASP faculty offer interdisciplinary courses through their departments in cross-listed ASP courses which attract students of different disciplinary backgrounds. In addition, the ASP organizes a Friday Colloquium series in which both IU and visiting faculty, and graduate students, provide lectures and exchange of ideas across disciplines; graduate students and FLAS fellows are expected to attend, and it is open to all faculty and the public. Interdisciplinary conferences inspire new curricular initiatives, and we propose several for the next four years (§A.1; F.4).

3. Non-Language Faculty ASP has a total of 69 faculty who teach non-language courses -all tenured or tenure track- as well as 4 professional staff with PhDs who teach. IU has recruited 9 new tenure-track African Studies faculty positions since 2014, and the ASP also added 3 professional staff members (2 PhDs; 1 MLS/MA). A current search is concluding; another is in progress. Hiring is outpacing departures and retirements, and IU is *not* moving to employ part-time lecturers. Our new faculty are committed to increasing the range of courses, and our rubrics will continue to expand as more faculty are hired or current IU faculty develop Africa interests.

Pedagogical Training of Instructional Assistants Faculty teaching large ASP courses often have instructional assistants. IU is a leader in providing training to graduate assistants, both through its Center for Innovative Teaching and Learning, which offers workshops on a broad range of pedagogical topics, and in unit-organized training in at least two eight-hour-long intensive workshops before each semester. In addition, ASP faculty instructors supervise and mentor their teaching assistants during the semester. For professional development purposes, *one* undergraduate course, *Contemporary Africa* (L232), has an advanced graduate student instructor: ASP Director Hanson, previously coordinator of the History Department's pedagogical training program, works with the L232 instructor to review the syllabus, conduct classroom observations,

administer course evaluations to students and offer constructive suggestions to the instructor. **4.**

Depth Five professional schools (Business, Global & International Studies, Public Health, Public and Environmental Affairs, Media) and *all* of our core departments have undergraduate through graduate level sequences (App. 3b). Other disciplines have thematic courses at two or more levels, taught by Africanists. IUB has 189 advanced level courses (undergraduate 300- through 700-graduate level), 63 of which are at 100% Africa content. All our professional schools offer graduate courses. The past four years has seen a building up of capacity especially in the areas of Business, International Studies, Gender Studies, Media and Public Health. Depth of coverage is also achieved by the ASP's strength in expressive culture and trans-nationalism, which allows for articulation of courses *across* disciplines. For example, students interested in music can begin with a 100-level course in Folklore & Ethnomusicology, move to a 300-level course History, and cap it with 400-level courses in Anthropology. Such depth in these areas led to the formation of New Media and Literary Initiatives in Africa (NEMLIA) which explores, and documents, the complex relations between the art forms of music, literature, and the visual arts, and has stimulated new curriculum (ex: Moorman's *Global Radio*; Buggenhagen's *Photography and Ethnography*). Departments also offer Capstones, Directed Research, and field methods training in many courses.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

IU is one of the world's leading universities for language study. It offers instruction in over 70 languages – *more than any other* US university - and is 6th in nation for *innovative language learning*. The African Languages Program (ALP) is an element of that excellence, drawing on IU resources such as the Center for Language Excellence (offers language pedagogical training); Center for Language Technology (CeLT); Center for Innovative Teaching and Learning (CITL); the National African Languages Resource Center (NALRC), the *nation's only* LRC dedicated to African languages; cutting-edge research into second language acquisition through the Department of Second Language Studies and the SOE's Department of Literacy, Culture and Language Education. African language students and faculty benefit from the ASP working in concert with these units and faculty (including ASP faculty Nyikos, Samuelson, Schleicher). ALP Coordinator

Omar directed the STARTalk Swahili program for middle and high-school students from 2010-2016; Omar will reapply for the STARTalk grant in 2019. Omar also directed the IU Swahili Flagship Program from 2010-2016. SGIS continues to host the Arabic Flagship Program. The IU Summer Language Workshop offers intensive instruction in Swahili and Arabic. IU students take advantage of the Boren Graduate Fellowship (for those committed to work in the federal government), as well as the Critical Language Scholarship (CLS) Program administered through US DoS for intensive language acquisition through study abroad. In 2017, IU ranked second in nation for number of CLS award recipients. **1. Extent of Language Instruction:** Table G.1 shows the African languages offered over the past five years through regularly scheduled courses, individualized instruction and advanced field methods courses. *All languages meet FLAS CP 2.*

Table G.1: African Languages, 2014-2018 (Regularly offered languages designated in bold)

Akan/Twi	Arabic	Bamana	Gengbe	Gĩkũyũ	Kehehe	Kinyarwanda	Krio	Somali
Swahili	Wolof	Yoruba	Zulu					

Of these, seven are taught regularly through courses (1st – 3rd year) or individualized instruction (4th - 5th year+ levels; non-core languages) during the academic year: Akan/Twi, Bamana, Swahili, Wolof, Yoruba, Zulu, and Arabic (offered in collaboration with NELC for students interested in Arabic-speaking Africa). Intensive courses are also offered during the summer through the IU Summer Language Workshop: in 2018, intensive Swahili and Arabic will be taught. Intensive Wolof is required as part of the summer study abroad program in Dakar, as is Akan/Twi for Ghana, and Kinyarwanda for IU *Books & Beyond* (§H.4; I.1a). Other LCTLs (e.g., Gĩkũyũ) are offered by our linguists, with mother-tongue assistants, in year-long field methods courses. ASP proposes to offer Kinyarwanda as a core language beginning in 2018 to meet the increasing internal and external demands for this language (Bud.1.A.1). Our Language Advisory Committee (LAC) identified internal need due to emerging areas of research among faculty and students, support of growth of IU's nationally recognized *Books & Beyond* program, curriculum-linked study abroad, other sustained IU connections in Rwanda, and external need to serve heritage speakers in the Indianapolis area (§I.1a). We have identified a candidate to develop the program starting fall 2018.

We ask for AI support for Wolof and Zulu (Bud.1.A.2-3) **Enrollments** We attract a significant number of students to African languages. 2016-2017 saw a 28.45% increase in enrollments over the previous year, 9.9% increase for Arabic (NELC). Enrollment in Swahili (145 in 2017-18) is higher than in some European languages at IU. Omar offers instruction at advanced levels to increasing numbers, including through a pre-college program for high school students. Arabic enrolled 254 in 2016-2017. Bamana has seen steady growth, doubling to ~90 students since 2014. Zulu has also doubled enrollments, to ~50 for the year. Yoruba has a steady enrollment of ~35 annually, and Akan/Twi is at 25. Wolof averages 8 students per year (with more studying Wolof intensively through our summer study abroad). In the past four years, more than 1,000 students have studied African languages during the academic year; almost 2,000 when include Arabic. Omar and the LAC regularly review language enrollments and recruitment strategies, as well as how to meet changing needs. Example, Adu-Amankwah created a new Akan/Twi course, *Language for Business and Tourism* that will be taught in 2018 to meet needs of students in the Kelley School of Business and International Studies. In addition to language study at IU, our students learn African languages through a variety of off-campus programs as noted in §H.4. Swahili students also participate in Boren and CLS programs in Tanzania (§G). **2. Levels Offered** For the past 5 years, IU has regularly offered all 7 core languages at 3 levels: elementary, intermediate and advanced. Students acquire even higher level competence through individualized instruction: Yoruba, Swahili, Akan/Twi, and Arabic are regularly taught through 4th year; Yoruba, Swahili and Arabic are taught through 5th year or higher, as needed. ***Language Use in Other Disciplines*** Similar to other African Studies programs, the ASP offers few undergraduate courses with African LCTL components outside of Comparative Literature and Linguistics: Kinyarwanda is part of a course for *Books & Beyond*; *Akan for Business* joins in meeting a need. However, graduate seminars in Anthropology, Folklore & Ethnomusicology, and History *require* students to work with African language materials in our libraries (Arabic documents, taped interviews, publications in African languages and other materials); students also consult these materials when writing research papers in other disciplines. Our ASP language instructors use literature in target

languages in courses at the 3rd and 4th year levels. Students are writings essays in target languages by the end of the first semester of level 1. Our African Studies Librarian collects primary source texts in African languages and these are highlighted through “pop-up libraries” at ASP events. Moreover, in Linguistics field methods courses, students conduct research with African LCTL native speakers. **3. Faculty** Our ALP faculty are housed in several IU units. African Studies includes Omar (native competence in Swahili, ACTFL/ILR OPI certified, with expertise in second language acquisition and computer-assisted language learning; Adu-Amankuah (native competence in Akan, research competence in Ga and Swahili, ACTFL/ILR OPI Certified Tester in Akan); Dlamini (native competence in Zulu, Swati, Xhosa and Ndebele, and ACTFL/ILR OPI Certified Tester in Zulu); and Sow (native competence in Bamana, nations’ *first* ACTFL/ILR OPI Certified Tester in Bamana). Joining them are Alabi, Ehineni, Kavaya, Lesetla, Lo, Mwingira and Nyamahanga- 7 experienced Associate Instructors (AIs) who are supervised by Omar and who receive on-going training (App. 2). Linguistics includes Botne (research in eastern/southern Bantu languages); Davis (phonology and linguistics in Arabic, esp. Egyptian dialect); and S. Obeng (socio-linguist with native competence in Twi and research in a range of West African languages). Marinova, Director of the *Global LLC* and *Books & Beyond* (Rwanda) teaches an introduction to Kinyarwanda. Relevant NELC faculty are Al-Ani, Stekevych and Istrabadi. All teach Arabic with the assistance of experienced instructors. Stekevych, a renowned scholar of classical Arabic literature, teaches Arabic literature courses. ***Performance-Based Language Pedagogy Training*** All ASP faculty use performance-based teaching methods that comply with national standards set by ACTFL and NCOLCTL. ASP’s ALP faculty are outstanding, active members of ALTA (attending, presenting, and facilitating), regularly attending NALRC Summer Institute, and trained through the ACTFL OPI familiarization workshop and the Interagency Language Roundtable. *All* are certified to conduct OPI nationally in their respective languages as ILR or ACTFL testers or both. Omar and our other faculty work closely with Director Schleicher of NALRC (housed at IU in African Studies) in implementing World Readiness standards, best practices for teaching, and new materiel development (ex: several textbooks are in progress, as are developments for online

distribution of African LCTLs, §G.4; Bud.8.B.5). Our AIs are mother-tongue speakers who came to IU with language teaching experience and/or had training at NALRC. Faculty and AIs attend pre-semester workshops conducted by the Center for Language Excellence (CLE), the Center for Innovative Teaching and Learning (CITL), and ASP's ALP. Workshop topics include integrating standards-based and thematically organized curriculum; facilitating learner-centered classrooms; using target languages 90% of the time; integrating language, culture, and content; use of authentic materials in lower level language instruction; and proficiency-based assessment. Omar organizes workshops each semester on instructional methods, performance-based teaching strategies and testing procedures. She conducts regular class observations to evaluate teaching; some are videotaped for subsequent discussion with teachers. Omar also runs monthly group sessions and ensures that AIs have appropriate language materials for their courses. During the summer, all attend NALRC's Institute for Professional Development. Omar is ACTFL/ILR OPI certified, a former president of *both* ALTA and NCOLCTL, has directed the Swahili GPA and Swahili Flagship, is actively involved in several other professional organizations, and the 2018 NCOLCTL Walter Lifetime Achievement award winner. We request funds so that she and the rest of our language faculty and staff may attend conferences (Bud.3.B.2), and continue to receive training at NALRC's summer pedagogy workshops, and IU CIBER/NALRC *Business in Language* workshops (2-week trainings on incorporating business content into language courses) (Bud.3.B.3, 8.B.3). **4. Quality Measures** The African Languages Program serves students preparing for research or work in Africa, as well as those wanting to fulfill IU language requirements. Our exemplary teachers use *performance-based* methods that integrate cultural and social contexts in teaching oral, aural, reading and writing skills. They teach some sessions in the CeLT language lab with its state-of-the-art computers, listening stations equipped with more than 40 languages and fonts, a recorded materials and text library, and recording studio with digital equipment. Some classes are also offered to other institutions upon request through BTAA by using CeLT video conferencing technology (ex: Wolof). Materials are also available through IU's online teaching and learning environment. Conversation hours led by instructors occur weekly (in addition to

regular office hours). Quality of language instruction is further enhanced by rich *pedagogical materials* that include resources developed by or under the direction of our faculty members, our library's African languages print and audiovisual materials, audio collections of the Archives of Traditional Music, the Black Film Center/Archives, online radio broadcasts, relevant newscasts on the SCOLA channel, and Omar's and Lioba Moshi's (Georgia) US DoEd-funded online Swahili course used by Swahili programs nationwide. All of our instructors are engaged in ongoing development of web-based multimedia resources for African languages to promote the use of language in context and to reinforce reading skills. These include texts, audio files of dialogues and music, video clips of speakers in context and images of authentic interactions. ASP is partnering with NALRC to produce further online resources for use nationally (§I; Bud.8.B.5); and all levels of Zulu will be offered as a Hybrid online (Bud.1.A.4). Materials are available for in-class presentation and for review and learning outside the classroom. Manuals are also available for the languages. More recent is the development of materials to reinforce listening skills for advanced level learners of Akan/Twi, Bamana, Swahili, and Zulu. In collaboration with other Africa NRCs, we request funds in support of ALMA. (Bud.8.B.1). We follow *proficiency goals* in African languages based on ACTFL guidelines. ACTFL recommends specific communicative, listening, reading and writing tasks for each language level. After two years of study, students reach the ACTFL Intermediate Mid/Intermediate High level: students are able to communicate effectively with other speakers, use basic working knowledge of linguistic structure and vocabulary, interpret and understand these structures and vocabulary in authentic texts, and demonstrate appropriate usage in conversation. After three years, students reach the ACTFL Advanced Mid-Level: they are able to engage in high level discussions, narrate and describe in major time frames, handle linguistic complications, listen to authentic materials and read authentic literature. After four years, students reach ACTFL Advanced High level, and can handle some functions at the ACTFL Superior level (such as discussing topics concretely and abstractly, supporting and defending opinions, and hypothesizing) in real-world, spontaneous situations.

H. QUALITY OF CURRICULUM DESIGN

IU's ASP is committed to offering the best training and support possible to our students. Our curriculum is designed to provide an outstanding foundation of Africa-content knowledge to undergraduates *across the disciplines*. It provides depth and breadth to undergrads whom we encourage to pursue careers where such understanding of Africa will be invaluable. We also provide research and pre-professional opportunities to our students who will be leaders in diverse fields: e.g., business, government, health, law, public and environmental affairs, and education. **1. Undergraduate Degrees:** As evidenced (§F-G; App. 3b), IU students across the university choose from a broad spectrum of ASP cross-listed classes, with *extensive* sequences offered in 5 of the professional schools and all 15 core departments. Students who focus on Africa have several degree options, including a Certificate, Minor, Minor in African Languages, and the nation's only specialized Minor in African Expressive Culture (Table H.1).

Table H.1 African Studies Undergraduate Degree/Certificate Options

<p>African Studies Certificate (24 credit hours): 6 CR 100% Africa-content ASP courses; 12 CR <i>significant</i> content courses from at least two other departments; two years of an African language (intermediate level competence). At least 3 courses must be upper-level (300-400).</p> <p>African Studies Minor (23 credit hours): 3CR 100% Africa-content ASP courses; 12 CR <i>significant</i> content courses from at least two other departments; two semesters of a language spoken on African continent. At least 3 courses must be upper-level (300-400); at least one cross-listed course must be 100% Africa-content.</p> <p>African Languages Minor (23 CR): min. 12 CR in African language <i>above</i> elementary-level; min. 3 CR advanced African Linguistics course (LING-L480 or LING-L481); may be combined with ASP Minor or Certificate</p> <p>African Expressive Culture Minor (min. 15 credit hours): 100% Africa-content courses, inc. 3 CR African History; courses chosen in consultation with Associate Director (the Director of Undergraduate Studies)</p> <p>B.A. - International Studies Major with Africa concentration (NB: ASP seeking required Minor in African Studies): inc. 3 upper-level Africa content courses; 3 electives that may have Africa-content; Africa-focused capstone project; 6 weeks study abroad/internship in Africa</p> <p>B.A. - Multi-Disciplinary Individualized Major with Africa-focus (min. 30 CR): designed in consultation with ASP and supervisory committee headed by ASP faculty; at least 15 hours upper level; project tutorial</p>
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The Certificate provides a strong background for careers in the Foreign Service, government, business, law, academe, and other areas. The Minor complements a wide range of majors through our extensive cross-listed courses with 50%-100% Africa-content. A majority of students from the professional schools choose the Certificate and Minor options. The African Languages Minor allows students to become proficient in one of our 7 core African languages, gain social and cultural knowledge related to the language, and receive an introduction to African linguistics or pragmatics. Further, students may complement this minor with the general African Studies Minor

or specialized African Expressive Culture Minor. The International Studies Major has an Africa Concentration; ASP and other SGIS programs are seeking a *required* Minor with specific regional focus. Africa is one of the most desired regional concentrations among their majors (55 current students have an Africa Concentration). Students may also pursue an Africa-focused, multi-disciplinary B.A. degree through the Individualized Major Program. As noted, we offer 271 courses in 38 academic units and the professional schools. African Studies courses have seen a 136% increase in enrollments since 2008. We teach our gateway courses *every* semester; 21 are part of the IU GenEd requirements. ASP students *must* take *African Civilizations* (L231) and/or *Contemporary Africa* (L232), and we are developing *Introduction to African Studies* as another gateway course to meet ever-growing demand. Enrollments solely in gateway courses exceed 1100 students per year. Since 2006, our undergraduate curriculum has been enhanced by linking IU students with students in Africa via interactive technologies. Students exchange ideas in videoconferencing or Zoom sessions facilitated by the instructor. ***Quality of Undergraduate Program*** Our undergraduate program is thoughtful, intentional, producing outstanding Africanists. The rigor of our Certificate and Minors, with opportunities for internships, field research and curriculum-integrated study abroad (§H.4), has meant a very high percentage go on to successful careers in government service, international business, NGOs, or to further their education (§C.5-6). The most recent survey of 140 ASP students cited 66% of recent grads had already applied Africa area studies or language knowledge; 66% are working full-time using Africa knowledge; another 47% are in graduate school or working part-time. 100% were very satisfied with their IU study abroad experiences; 67% cited cross-disciplinary knowledge of Africa as the most important benefit gained. However, we constantly reassess. ASP continues to develop rigorous internships: ex. we are creating more internships related to Refugee Studies and Displaced Africans (§I.1a). As part of SGIS, our students have expanded opportunities for pre-professional experiences (ex: the new SGIS-National Endowment for Democracy summer internship; an ASP student was the first to participate, focusing on China's influence on Africa's news media). To further assist our students seeking professional positions, we are developing a "4+1" BA/MA degree option: IU

students can be directly admitted to a Masters, completing coursework in 5 years as they finish their BA. IU supports residential Living-Learning Centers (LLCs) which offer students enhanced educational experiences and support of future career goals [AP 1b]. Students in African Studies have two LLCs from which to choose. The first, the Global LLC, houses both domestic and international students - increasing internationalization on campus - and serving students with a common interest in global affairs, cultures, and languages; Global LLC students lead the *Books & Beyond* cross-cultural literacy exchange (US-Rwanda), with its component in Rwanda (§I; H.4). In fall 2018, African Studies students will also have access to SGIS's new International LLC. The thematic residence community will focus on international affairs professionalization [AP 1b]. Students will take area studies courses with a regional focus (ex: Africa), languages, a required course that will introduce them to leaders in the field of international affairs, and they will have access to specialized programming and leadership opportunities. **2. Academic/Career Advising**

IU prioritizes advising and career prep [AP 1b]. ASP students have three tiers of advisers at their disposal: professional advisors (CAAs), faculty, and ASP staff. We provide one-on-one sessions to students, with Director Hanson working closely with PhD Minors and MA students, AD Aherne advising undergraduate students, and Languages Coordinator Omar advising students in the African Languages Minor. ASP staff lead sessions on FLAS and other fellowships and scholarships. We advise on internships, study abroad, fieldwork and funding opportunities to support pre-professional experiences and academic research for our developing scholars. We organize academic and career workshops and form interdisciplinary committees with ASP faculty who provide concrete advice about dissertation research proposals. The ASP takes advantage of visiting scholars and guests, creating sessions that offer career advice to students from these professionals [AP 1]. For example, recently the director of Access Collaborative PATH, K. Christenson (MPH), discussed developing a career in international NGO work to over 40 students in Public and Environmental Affairs, and Public Health. We also disseminate information on jobs and other opportunities weekly via our website, e-lists and social media. SGIS offers further ways for students to plan for their careers and make valuable professional connections [AP 1b].

Internships are posted weekly, and students receive credit for summer-length internships through SGIS-X373. Students have access to the SGIS's dedicated career advisor. *Global Leaders and Professionals Program* offers a select cohort customized career counseling, skills development workshops, networking opportunities, and a culminating internship; 2 ASP students were selected for the current cohort. Students avail themselves of the Walter Center for Career Achievement which hosts *Career Communities* that link students with similar career interests online and through focused events, specialized training, contacts, and targeted opportunities (ex: *Government, International Affairs & Public Policy*; and *Education, Non-Profit & Social Services*). A recent event was *Govern Your Career: The Public Sector*, which brought in alumni working in branches of government from the district through federal levels. We work with the Walter Center to bring Africanist alumni from various professions to speak with students [AP 1b]. The IU *College Luminaries Program* connects current students with prominent College alumni through annual Fall Forums, online networks, on-campus talks, and one-on-one consultations [AP 1b]. Recent *Luminaries* include H. Brandt -Dept. Director of US Diplomacy Center (State Dept.), US Ambassador McGee, a CNN consultant, M. Harf - Senior Advisor for State Dept. Strategic Communications, and international business CEOs. **3. Graduate/ Professional Training** Our faculty offer courses and direct dissertation research in 25 College departments and 10 professional schools to provide students with a solid foundation for their careers. The ASP offers 5 graduate degrees (3 in professional schools) to meet increasing demand, Table H.2; new degree offerings are under discussion. We take seriously our mission to prepare graduates for their future as professionals and academics.

Table H.2 African Studies Graduate Degree Options*

<p>PhD Minor (min. 15 CR): AFRI-A650 Interdisciplinary Research Methods; 4 other graduate-level courses in at least 2 different disciplines outside the major, taught by Africanists (100% content); 1 third-year language course may count toward requirement; two years of African language strongly recommended. These are <i>minimum</i> expectations.</p> <p>Masters in African Studies (min. 30 CR): AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6CR); 100% Africa-content electives; min. 4 semesters of African language; MA Thesis or Project.</p> <p>Joint Masters in African Studies and Public Affairs (min. 74 CR): AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6CR); Africa-content electives (with topical/regional focus); min. 4 semesters of African language; meet all MPA requirements (36 CR); MA Thesis or Project.</p> <p>Dual Master of Arts in African Studies and Master of Public Health (min. 72 CR): AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6 CR);</p>

Africa-content electives (min. 26 CR; 100% Africa-content); min. 4 semesters of African language; meet all MPH requirements (min. 34 CR); MA Thesis or Project.

Dual Master of Arts in African Studies and Master of Library Science (min. 68 CR): AFRI-A731 ASP Interdisciplinary Seminar; AFRI-A650 Interdisciplinary Research Methods; AFRI-A651 Independent Research/Directed Readings (up to 6 CR); 100% Africa-content electives (min. 26 CR); min. 4 semesters of African language; meet all MLS requirements (min. 34 CR); MA Thesis or Project.

With the ASP interdisciplinary PhD Minor, we strongly recommended two years of an African language; most have responded by studying for three years or more. Joint and Dual degrees were created in respond to increased demand for professionals in Public Affairs, Public Health and Library Sciences with Africa specialization. To respond to needs of our graduates in professional schools, and growing interest in pre-professional experiences, we will develop a new portfolio option for MA degrees as well as graduate-level internship credit. Linguistics students can obtain a PhD in African Languages and Linguistics by completing courses in linguistics and field methods, taking two years of an African language, and writing a dissertation on an African language. The SOE's MS in International Education offers an Africa Concentration developed in consultation with ASP. The ASP facilitates exchanges by offering the interdisciplinary graduate seminar (A731) once a year, taught by ASP faculty on a rotating basis (§F.2). Graduates (and undergrads) attend weekly Friday Colloquiums, which include visiting scholars, IU faculty, and students recently returned from research in Africa. These expose students to methodologies and ethics in fieldwork. Our graduate students are encouraged to publish articles in peer-reviewed journals and present papers at national and international conferences, and they do so prodigiously. Graduate Students in African Studies (GSAS) organizes an annual symposium that brings students from across the country to share new research and engage in interdisciplinary discussions on African Studies. ASP fosters faculty-graduate student collaborative research (ex: MacLean and Brass have conducted overseas fieldwork, and coauthored results, with PhD students). ASP also provides professional training to graduate students who serve as Managing Editor at *Africa Today* and instructor of L232 (§F.2). We propose to add a professional internship at *Africa Today* (Bud.1.D.1). ASP MA students participate in Kelly Business School's Global Entrepreneurship program in Ghana and South Africa (4 most recently). More than 10 internal, annual awards fund

ASP graduate student research and travel. ***Quality of Graduate Program*** Our graduates' successes speak to the quality of IU's ASP. Since 2014, they are recipients of 6 Fulbright-Hays, 5 SSRCs, 3 Mellon Foundation awards, 3 Fulbright-IIE's, 5 IIE Gilman Scholarships, 5 Critical Languages Scholarships; 2 NSFs, an NEH, a Quinn Foundation Dissertation Year Research Fellowship, a Carter G. Woodson Institute Post-Doctoral Fellowship, a Carnegie Saharan Crossroads Fellowship, an IIE Horowitz Fund for Professional Development, 4 West African Research Association Fellowships, and other honors. Many more received internal scholarships and fellowships. IU alumni with Africa specialization serve in universities, museums, government agencies, US and internationally based businesses, in non-government organizations, US-based refugee resettlement organizations, the media, education and non-profits in the US and abroad: ex., UN Economic Commission for Africa; World Bank; US Dept. of State; USAID, and the African Center for Media Excellence. ***Quality of Professional Training*** As shown, IU's ASP is exemplary for its training of African specialists across the disciplines. Moreover, fully 28% of our students are embedded in the professional schools such as Law, Public Health, Global and International Studies, and Public & Environmental Affairs. All have multiple pathways to internships and pre-professional experiences, supported by stellar ASP faculty vested in their success. **4. Research and Study Abroad** The ASP actively encourages students to study in Africa and benefits from IU's national leadership in this area: IUB campus is ranked 7th in nation for students studying abroad; 5th in nation for extended, semester-long study (IIE Open Doors Report, 2017). Participation has increased 74% in the last 10 years, significantly exceeding the national average. 78% of SGIS students studied abroad last year; 90% of International Studies students. Over 200 IU students studied in 15 African countries in 2016-2017 (follows upward trend overall). IU minority enrollment is 19% and increasing, facilitated by direct IU funding: \$4.5 million in IU gift aid is dedicated to study-abroad. IU students received more than \$3.5 million in aid for study-abroad last year. IU has study abroad programs in Botswana, Ghana, Kenya, Morocco, Rwanda, Senegal, South Africa, Swaziland, Tanzania, and Uganda. These include semester, yearlong and summer programs. As well, ASP faculty have developed focused programs (ex: summer program

in Senegal on Muslim culture). Curriculum-integrated programs are increasing. SPEA has sent graduate and undergraduate students to Rwanda and Uganda since 2014 for both curricular-integrated and service-learning programs. SPEA also has the Olduvai Field School in Kenya (Njau), and *SPEA in South Africa* for environmental management. SPH has Field Experience and I-CARE in Botswana (Reece; Stockton). The Law School's *Comparative Legal Systems* has a Nigeria component (Krishnan); another course links to Ghana. SGIS's *Peace, Conflict and Development*, includes 2 weeks in Rwanda (Desai). IU School of Education has programs for pre-service K-12 teachers in Kenya and Tanzania. We propose development of a new African History curriculum-integrated course in South Africa for 2018-19 (Lichtenstein; Bud.1.C.1). The Kelley Business School was the second in the nation to include international business curriculum, and has multiple offerings in Botswana, Ghana, and South Africa. *Global Business Immersion* (BUS-X272) is a set of undergraduate business courses whereby students study a country or region in depth, then participate in a linked study component abroad (ex: 2018 includes *Business and Human Rights in South Africa* (Eskew)). Graduate students in the MBA program take advantage of *Global Business and Social Enterprise* (Globase), a program that sends graduates to work with nonprofit organizations in emerging economies (recent programs in Botswana and South Africa). The *Global Business and Entrepreneurship Program* sends ~20 students annually to South Africa. IU supports the Kelley School's and US Dept. of State's *Global Business Institute*, which fosters internationalization and connects Indiana business and government leaders with a global marketplace. IU provides *Internship Incentive Grants* to make international internships affordable. Eight new internships in Ghana, Morocco, Swaziland and Uganda were approved in 2017 for ASP undergrads and Dual MA students in SGIS, SPEA, Law and Business. Since 2013, the Media School (Kelly) has offered a course on reporting focused on a specific theme and country, linked with a summer internship with a news agency in Africa. Students have interned in Kenya and South Africa, and in 2018, some will travel to Uganda to intern with the Daily Monitor and report on HIV/AIDS. The Schools of Public Health and Optometry are partnering with universities in Liberia and Ghana on internships and clinical rotations. IU Medical School has a long-standing,

award-winning program in Kenya, AMPATH. The *Books & Beyond* is a nationally recognized, award-winning program in its 10th year and involves an average of 70 IU students per year working locally with 80 elementary students and teachers, then serving almost 3,000 elementary students in Rwanda through the summer study abroad (ASP provides pedagogical/content support; Bud.3.A.2). Opportunities will grow with the opening this year of the IU Global Gateway in South Africa. ASP graduate students go to Africa on a regular basis. In the last three years, 21 graduate students conducted pre-dissertation research in Africa with IU grants; they made 38 trips to 19 African countries. Many of the programs discussed above involved graduate students. All assist in preparing a global workforce to meet national needs [AP 1]. Fulbright Group Projects Abroad (GPA) and FLAS awards provide further opportunities to gain in-country experience in Africa and language skills. Our students also went to Africa with dissertation grants mentioned in §H.3 and D.1. ***Access to Other Programs*** ASP collaborates with IU's Overseas Study office in providing information and advice on non-IU and third party programs offered through proven venues such as the NCSA, CIEE, and the Midwestern BTAA. There is also a mobile-friendly website app with information on non-IU programs, what distinguishes them, and funding sources. Since 2014, 32 undergraduates have undertaken such travel, 16 have participated in language GPAs, and 55 IU students have studied languages in Africa through FLAS.

I. OUTREACH

Disseminating accurate information about Africa has been central to our mission since the ASP's inception more than 50 years ago. Our efforts over the past four years have reached thousands of teachers, students, members of the business community, media, public, and informed government personnel (Table I.1). Our current endeavors focus on programs with demonstrated high impact, as well as innovative initiatives thoughtfully designed in consultation with experts to reach underserved populations and extend Africa content-knowledge exponentially. Our main objectives are a) to expand knowledge of Africa in K-12 schools by training teachers and providing quality programs; b) to enhance post-secondary Africa curricula, language pedagogy and publications; c) to promote greater understanding of Africa by engaging with business, media, government and the

general public. Outreach is coordinated by AD Aherne, experienced in designing and implementing curriculum-specific programs for pre-K through college, and who has presented nationally on pedagogical aspects. Aherne meets monthly with the International Outreach Council (IOC), collaborates with area studies centers, faculty, the Director of Global Education Initiatives (GEI), and the new International Education Outreach Administrator (IEOA). With funding, we will dedicate an ASP graduate student to assist with expanded outreach (Bud.1.B.1).

Table I.1 Impact of select Outreach efforts (2014-2018)

Activity	K-12/ post-sec.	Teachers/General Public Adults
K-12 programs: in-class presentations; Zoom/video conf. pres.; International/Culture nights; Visiting Artists; Lotus World Bazaar; <i>Books & Beyond</i>	12,185	358
Teacher-training: annual workshops for pre/in-service (Social Studies Teachers; ASA; Global Competency Workshops; Dual Language Immersion; Global Literacy Invitations, IUAM Brabson Workshop-arts/standards); annual Conference workshops (IN Foreign Lang. Teachers; IN Council for Social Studies;); Global Educator Badge and Africa inter. experience for pre-service teachers (Global Gateway -Tanzania)		3,815
College-level: in-class presentations; African Language Festival; IU World Language Festival; Friday Colloquium; Cont. African Seminar	2,343	162
Bridges/STARTalk/teaching African lang. to K-12	257	22
African cultural performances (free): theater, music, film, dance, African art exhibitions. Ex: T. Mapfumo; V. Gama	3,200	13,718
Museum educational curriculum tours (K-16)	7,300	435
Business, media, government, retirement homes, general public (ex: <i>Great Decisions</i> ; <i>First Thursdays</i> ; <i>Mini University</i> ; <i>Life-Long Learning</i>)		1102
Collaborative internationalization efforts: <i>Principals Academy</i> ; <i>Global in Indiana</i> ; <i>Internationalizing Academic Standards</i> ; <i>ICCI</i> ; (also see §C)		237
<i>Africa Today</i> journal: example of reach/distribution of scholarship on Africa. Note also IU's leadership in open-access to scholarship through, ex. <i>IUScholarworks</i> . Many ASP teacher resources are also available online; <i>SGIS Access Global</i>		<u>2017 only</u> : 2,184 annual individual subscriptions; 91,098 downloads through JSTOR; 32,400 articles delivered through Project MUSE (see also §C, Table C.1)
TOTALS	25,285	19,849 *does not include <i>Africa Today</i> figures

1a. K-12 Schools: Programs ASP's engagement with schools include in-class presentations by our faculty (ex: *Francophone Africa* for French courses; *African Biomes* for Biology; *African Dress & Identity* for elementary, Bud.8.D.6); presentations at International/Culture Nights; interactive performances with hands-on activities by artists and musicians (ex: Ugandan Theater

performance for 3,200 students and their teachers; Bud.8.D.5); community partnerships (ex: *Lotus World Bazaar*, bringing IDOE academic standards-based language and cultural activities to all grade 4 students and their teachers, Bud.8.D.4); Zoom/videoconference presentations which extend ASP's reach (ex: 2017, ASP worked with 8 No. Indiana High schools providing Africa-content training to students and teachers of their 8 US Academic Decathlon teams). We request supplemental pay and mileage for faculty (Bud.3.B.9). Our language instructors voluntarily teach Swahili to all 3rd graders at several local schools; we have been asked to expand to 4th grade at one school. We ask for supplemental pay for this increased activity (Bud.1.A.5) [FLAS CP2]. Our museum education teams, including 3 Africanist PhDs, create IDOE standards/curriculum-specific Africa programs for more than 7,600 students and their teachers annually; their 2nd grade programs are *required* by the school system. The national award-winning *Books & Beyond* cross-cultural literacy exchange involves local elementary students/teachers, IU students, and 2 primary schools in Rwanda. The service-oriented project develops critical literacy and cultural skills among children locally and in Rwanda, and models cross-cultural teaching for K-6 teachers. **Teacher Training** ASP programs are often complimented by teacher-training (ex: *Books & Beyond*). We also collaborate with other SGIS area studies and the SOE's director of GEI in systematic efforts to internationalize P-16 education in Indiana, working with pre- and in-service teachers, elementary/secondary school leaders, and schools of education faculty (Table I.1; Bud.1.B.2). The most recent impact evaluation of our efforts showed participants used ~71.1% of all content provided; within a year of training, 95% had integrated global learning into their teaching (2016-2017 Outreach Survey Results; CEEP). We provide content for annual trainings at conferences (ex: ASA; IN Foreign Language Teacher Assoc.; IN Council for Social Studies; *Indiana in the Global Economy; Globalization and its Impact on K-12 Education*); and workshops (ex: *Global Competence Workshops* for pre-service teachers; in-service Social Studies Teachers' Workshops; *Global Literacy Invitations* introducing world literature into curriculums (Bud.8.A.10)). Internationalization efforts with SOE include, ex: the *Principals Academy* for internationalizing schools across Indiana (2017-18 results: 20 formulated plans to be implemented in Fall 2019)

(Bud.1.B.2); *Internationalizing the Academic Standards: Indiana*, which resulted in e-booklets on how to integrate international content when teaching required lessons in English/Language Arts, Mathematics, Social Studies, and Science. In fall 2018, these will be open-access online (Bud.1.B.9). IU's award-winning *Global Gateway for Teachers* in Tanzania addresses the need for teachers to experience cultural immersion, help them develop knowledge, skills, and perspectives necessary to work successfully with youth from different cultures in their own classrooms, while also fulfilling degree requirements for student teaching. All the above teacher-training efforts meet AP 2 and CP 2. **Resources** We distribute information at conferences, workshops, through our teacher listserv, our website (which includes ex: curriculum units, teacher guides, PowerPoints), and the school system's online "Community Board" (reaches all families, teachers in county). A new SGIS web-based platform linking all area studies resources, *Access Global*, is in development (Bud.8.D.8). SGIS area centers regularly communicate with school administration and IDOE. ASP's outreach lending library includes films, printed materials, artifact kits, posters and more, lent to teachers free of charge. We request funds to continue to update those resources (Bud.5.B), as well as for related materials and supplies (Bud.5.C). **Major new initiatives** ASP will continue these successful programs, while expanding into identified areas of need. A high priority is area studies content to rural, underserved populations in Indiana. Many schools lie too far out to allow for field trips and enrichment programs. Poverty rates are as high as 27%. In a 2017 needs assessment, teachers stated they were "desperate" for Africa and Latin America content. ASP will collaborate with the Center for Latin American and Caribbean Studies (CLACS) to launch the *Globally Ready Digital Toolbox*. This innovative instructional tool will use Object-Based Learning pedagogy. Curriculum content for language arts, biology, social studies and other subjects will be built around exceptional works of art, archeological objects, flora/fauna reproductions, political ephemera, and more from IU collections. Students will access information through an interactive map interface, zooming into a region to explore objects rendered in state of art 3D/2D images, video and sound. We have applied for a seed grant to fund development of the web-based application framework, and are endorsed by IU's Center for Rural Engagement. A

Teacher Advisory Board has been formed to assure quality and IDOE standards. We seek funds to develop curriculum-specific content and hold teacher trainings (Bud.1.B.8, 8.A.8). The digital toolbox will be a free, sustainable, expandable open-source platform with reach well beyond Indiana [AP 2]. Another major new initiative involves multi-layered, sustainable support for teachers and children (US citizens) of urban African refugee populations in Indiana (now one of State's largest). The mainly Kinyarwanda-speaking community includes school-age heritage speakers. Heritage speakers are a national resource, who if supported, can meet national needs. ASP will work with IU SOE, IUPUI's SLA, Rwanda Community Association, and Exodus Refugee Immigration, Inc. (non-profit offering refugee support) to provide expertise for a multi-year project assisting in pre- and post-service teacher training, heritage speaker support, and development of sustainable school-to-college pipelines through community-based tutoring, mentoring, and family literacy events (Bud.8.A.11; 3.B.8). Additionally, we are working with IUPUI-SLA to develop faculty-mentored STEM/Humanities research opportunities for *Olaniyan Scholars* (minority, first-generation, low-income, high achievers) that will address the community's self-identified needs (Bud.8.D.3). As well, student internship opportunities will be offered through Exodus that will recommend Kinyarwanda language training. To develop awareness of Indianapolis's African community, and broader issues of contemporary Africa and its global diaspora, ASP and IUPUI's SLA will develop a series of free public lectures (Bud.8.C.6), film screenings, and a public capstone event to showcase *Olaniyan Scholars'* work (in 2022). Included will be teacher-trainings incorporating the research and community engagement (Bud.8.C.6; 8.D.2-3) [AP 2; NRC CP2; FLAS CP2]. ***Expanded teacher trainings*** ASP will collaborate on joint SGIS area studies annual summer institutes and workshops; content sessions will focus on topics in African history, politics, culture, library and online resources, teaching methods, and more (Bud.8.A.1). We will also collaborate to expand SGIS/SOE programs, such as: *Global Literacy Invitations* (for K-6 language teachers to incorporate quality world children's literature and develop online lesson plans); the *Global Educator Badge* (for teacher participation in globally-oriented courses and professional development events); the *Principals Academy*

educating administrators on internationalization of K-12 in Indiana; and a new high school *Certificate of Multilingual Proficiency* to encourage early, sustained language learning (GEI: Bud. 1.B.2). With other Africa NRCs, we support the ongoing work of ASA's African Studies Outreach Council (ASOC) providing professional development for K-12 educators at local and national levels in three collaborative projects: the ASOC annual teacher workshop at ASA; the nationally recognized Children's Africana Book Award (CABA), with books reviewed by scholars and educators, and online lesson plans that reach thousands of teachers and schools across the country; and, ASOC resources and presentations for teachers at annual National Council for the Social Studies and National Council for Teachers of English meetings (Bud.3.B.4; 8.A.7&9). ***K-12 language acquisition*** ASP will offer Swahili through the award-winning *Bridges: Children, Languages, World* project that provides free, exploratory language instruction in LCTLs at various community sites (impact evaluation: 100% satisfaction among parents of participants; 87% practice the language outside of lessons) (support request for Coordinator, Bud.1.B.3); and we will launch a pilot *Bridges-INDY* program, expanding into the Indianapolis area to teach Kinyarwanda (supporting school-age heritage speakers) (Bud.1.B.4, 3.B.10, 8.B.4) [**FLAS CP2**]. As noted, Omar will expand Swahili in local schools. Further, Omar plans to organize another cycle of STARTalk, a Swahili program for middle and high school students. Last cycle, 14 students successfully completed the program, receiving pre-college credits. Several former participants, now enrolled at IU, have continued Swahili at advanced levels. In collaboration with IU CIBER, ASP will offer language instruction and Africa-content for *Business is Global* pre-college program for high school students interested in international business careers (Bud.1.B.5-6). **1b. Post-Secondary Institutions** [*inc. MSI/CC partners*] The ASP is committed to assisting two and four year colleges in internationalizing their curriculum. For efficiency and greater impact, we often combine resources and strengths, collaborating with other SGIS area studies and the SOE (ex: *Framing the Global, Critical Area Studies in a Global Era* for Higher Ed faculty; 100% of respondents stated it exceed their expectations; 67% formed partnerships for collaboration; 100% used interdisciplinary and/or global perspectives in their teaching). ASP contributes expertise and

resources to the Institute for Curriculum and Campus Internationalization (ICCI), organized by the Global Center. The 2016-2017 Impact/Eval survey results showed 100% applied knowledge gained to their teaching and took actions to internationalize their campus. We will support ICCI, and provide funding for faculty attendance from our MSI/CC partners (CP1; Bud.8.A.2). Internationalization Collaborative Across Bloomington (ICAB III) is geared toward faculty from Ivy Tech CC and IU: 100% internationalized their courses (inc. Business Administration courses); 100% stated it changed their approach to teaching. More than 3 dozen courses at Ivy Tech were internationalized, and Arabic instruction was added at Ivy Tech-Bloomington. Further, SOE courses for pre-service teachers were internationalized under ICAB II. ASP will again partner with Ivy Tech to support professors seeking Africa content in their classrooms [CP1], participate in annual Diversity and International Days, and support professional development (Bud.8.D.7, 8.D.10). Moreover, we will collaborate on the *Global Employability Initiative* (Bud.1.B.7) [AP 1]. The project aims to strengthen Indiana/US workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana. The core of this initiative involves 1) developing a new *Global Workforce Skills Certificate* for Ivy Tech-Indiana CC system, and 2) integrating global skills into the curriculum of Indiana's *Career and Technical Education* (CTE) high school programs through providing professional development workshops for CTE faculty and internationalizing CTE career fairs (Bud.8.A.6) [AP 1; CP 1]. As well, ASP will expand on IU's IAUNRC's long-time partnership with MSI St. Louis Community Colleges system to internationalize curriculum with Africa content. ASP will provide St. Louis with multiple forms of support, including trainings and international experience (through the *Curriculum Training & Development Workshop* in Senegal (Africa NRC/WARA/WARC/CAORC collaboration; Bud.8.D.11; 3.B.7; 8.A.4; 8.D.10) [AP 2; CP1; CP2]. All above activities meet CP1; many also meet AP 1 and/or 2. ASP will assist MSI/HBCU Huston-Tillotson (H-T) in internationalization of their curriculum, including creation of a Global Studies interdisciplinary major [CP1]. As well, ASP will support: a faculty retreat focused on internationalization of courses with Africa content and new Global Studies major; faculty course releases for new course development; and faculty

trainings –including necessary international experience through the *Curriculum Training & Development Workshop* in Senegal (Bud.8.D.11; 8.A.3; 8.B.6) [CP1]. We also include support each year for H-T faculty to attend Africa-related conferences (ex: ASA; Bud.8.D.9). To assist regionally, ASP will partner with the Midwest Institute for International/Intercultural Education Conference on teacher-training for CC faculty, supporting CC faculty attendance and co-sponsoring the conference on *Human Migrations and Global Networks* (Bud.8.A.5) [CP1]. Internally, ASP will assist in expanding global competencies across the IU campus with the creation of a *Global Competence Certificate* for IU students [AP 1]. The certificate will consist of academic coursework, fieldwork and capstone project components. ASP’s on-campus programs are extensive, advertised widely, and open to the public. They include: a weekly Friday Colloquium series featuring recent research by faculty and graduates; the Contemporary Africa seminar with outside guest speakers (from academe, NGOs, government and business); numerous workshops and roundtables; an African film series, including visiting directors (ex. 2017-18: 6 films; 3 directors, including Dani Kouyaté) (Bud.8.D.1); and our *African Languages Festival*, held each semester and drawing some 400 students, faculty and members of the public. We participate in campus-wide events, as well, such as the *IU World Languages Festival*. Our museums contribute *significantly*, infusing Africa content into college curriculum: since 2008, the Eskenazi has employed a Mellon Foundation Senior Academic to create rigorous, curriculum-specific, interdisciplinary programs for IU, Ivy Tech CC, and other regional colleges [CP1]. These programs served 2,200 in 2016-17 alone; Mathers Museum education staff reached a further 2,100 college students with Africa programs. **1c. Business/Media/General Public** Numerous ASP programs cross over to serve public enrichment. In the most recent Impact/Eval survey, 98% of respondents state they would attend more ASP events; 25% state they shared significant (60-100%) content with others in the community or in their classrooms. ASP participates in IU public events (ex: *First Thursdays*, which introduces IU arts & humanities to the public; reach is ~800/event); creates new programs to meet demands such as the *Summer African Music and Dance Institute*; and sponsors free performances by African musicians (ex: Thomas Mapfumo; Victor Gama).

Special African exhibitions at IU museums served 12,358 over four years. Our faculty regularly offer their expertise, ex: Hanson, Moorman, Moyd and O’Meara present lectures annually for IU’s Mini-University, and Hanson and Pelrine give seminars regularly for Life-Long Learning Programs for the public, with topics such as *Holy Terror: Who are Al-Qaeda, Boko Haran and ISIS?* Faculty also participated in 8 *Great Decisions* programs (held at retirement homes) that address US foreign policy and global issues, the most recent focused on democracy in South Africa. They readily respond to community requests (ex: participating on a roundtable at the public library after the tragic events in Charlottesville; a discussion on the film *Black Panther* following a screening in the local theater; and creation of a special program for underserved urban youth for Martin Luther King, Jr. Day). Further, ASP faculty regularly engage with the media conducting radio, TV, newspaper and online news interviews or writing blogs (ex: *Washington Post* online, NPR and numerous public radio stations, *Profiles* podcast, Quartz Africa, *International Business Times*, *New York Times*, Monkey Cage, *allafrica.com*). Moyd was a consultant for an episode of *Finding Your Roots* (PBS) about Lupita Nyong’o. In a state where more than 700 businesses have international connections, providing knowledge to that community is important as well. ASP works with IU CIBER to produce *Language and Culture Modules* for business and tourism, developed a new Akan language course for business, and presented on cultural and historical information (ex: Hanson presented on business opportunities in Nigeria at a seminar for *Cummins* mid-level professionals). Our faculty are routinely sought out by government entities (ex: Brass has presented at the *US Department of State Foreign Service Institute*, and the *Wilson Center*; Hanson presented at the 2017 *Indiana-Niger Seminar*, held at the Indiana National Guard Headquarters, after it joined the Department of Defense’s State Partnership Plan with the Republic of Niger.

J. FLAS AWARDEE SELECTION PROCEDURES

The ASP offers FLAS fellowships to graduate and undergraduate students in *all* fields. Academic-year fellowships are offered in our 7 core languages (*all* priority LCTLs): Akan/Twi, Arabic (applicants focusing on Africa), Bamana, Swahili, Wolof, Yoruba, and Zulu [**FLAS CP2**]. We

propose to add Kinyarwanda in 2018 for FLAS consideration, as we are adding it as an 8th core language. Students may apply for summer-intensive study in these or other African LCTLs. To encourage undergraduates to commit to deeper investigations of a language and area studies, we target awards to intermediate and advanced students who are also completing an African Studies Certificate or Minor (§H). Further, in accord with FLAS priorities, the selection process gives preference to students with demonstrated financial need [FLAS CP1], and we work to expand the pool of applicants from traditionally underrepresented groups (§C.7). **1. Selection Procedures:**

Advertisement The ASP works closely with all IU NRCs to produce a uniform, online FLAS application and advertisements. ASP provides FLAS information, application tips, and FAQs on its web-site year-round. FLAS is also highlighted during advising. Flyers and email about the program are sent to *all* Academic Advisors on campus in order to attract students from diverse fields. The same information is sent to every department and professional school at IU, and ASP reaches out to the campus's multicultural centers and the Office for Diversity, Equity & Multicultural Affairs to encourage individuals traditionally underrepresented to apply. A joint FLAS information session is held on campus by all IU FLAS awarding centers, and advertised in the *Indiana Daily Student* (90,000 weekly circulation). Advertising also includes individual e-notifications to new Graduate School applicants, listings on the Graduate School and SGIS websites, posting in the ASP's weekly *Friday Bulletin* e-list serve, social media, and individual notification of MA degree applicants. Our FLAS Coordinator also sends materials to potential applicants identified by IU faculty.

Application Process Our process is clear. The ASP FLAS Coordinator and AD answer inquiries from potential applicants year round. We begin accepting online applications through a secure portal in November. Applicants are required to provide a statement detailing previous language training and the relationship of the proposed language to their program of study and career goals, as well as official transcripts, GRE score for graduate students, and three letters of recommendation (at least one from a language instructor). All applicants are encouraged to complete a FAFSA, as well. The FASFA score is used in giving priority to academically qualified applicants with financial need [FLAS CP1]. Students must

submit separate applications for AY and Summer, if applying for both. February 1 is the joint IU deadline for FLAS applications. Our FLAS coordinator creates a file for each applicant and notifies candidates if their applications are complete or not before the deadline. ***Selection Process/Criteria*** ASP faculty in units with two or more applicants evaluate these candidates and submit rankings to the ASP FLAS committee. The committee, made up of five members from different disciplines and professional schools, then reviews and ranks all AY and Summer applicants based on FLAS selection criteria, including competitive priorities. Selection includes quality of past performance and potential as indicated in letters and exam scores; relevance of proposed language in relation to applicant's research agenda and/or career goals, and commitment to African Studies evidenced by enrollment in the Certificate or one of the Minors (undergraduates). ASP submits the list of meritorious candidates to the FLAS Coordinator trained to handle sensitive student data who annotates it with the FAFSA scores. Priority consideration is given through a weighted process that accords 10% increase to those candidates with financial need [**FLAS CP1**]. Self-identified minority students are given similar consideration. Rankings are tabulated from composite scores. Decisions are made in March, with a letter sent to candidates by the Director to inform them of the competition results. We make 100% of our awards from priority LCTLs [**FLAS CP2**; see §C.7].

K. COMPETITIVE PRIORITIES

This proposal meets all NRC absolute and competitive priorities, as well as FLAS competitive preference priorities. We provide a clear development plan and timeline for programs that are relevant and important, while demonstrating cost leveraging and efficiency with faculty, institutional, and Title VI resources (see Budget and notes, App. 1). We draw upon internal and external evaluations to maximize effectiveness of initiatives. The proposal will strengthen the IU ASP through high quality programs directly related to directives for an NRC. The long-term impacts for the ASP, our students, and for meeting areas of national need, will be profound.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$266,688 Year 2: \$266,431 Year 3: \$269,147 Year 4: \$266,725

FLAS Request

Year 1: \$354,000 Year 2: \$354,000 Year 3: \$354,000 Year 4: \$354,000

Type of Applicant

- Single institution _____
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input checked="" type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

AKAN/TWI, ARABIC, BAMANA, KINYARWANDA, SWAHILI, WOLOF, YORUBA, ZULU

Acronyms

ACAL – Association of Contemporary African Linguistics

ACTFL – American Council on the Teaching of Foreign Languages

AD – Associate Director

ADA – Americans with Disabilities Act

ALG – Africana Librarians Group

ALMA – African Language Materials Archive

ALP – African Language Program at African Studies, IU

ALTA – African Language Teachers Association

AMPATH – Academic Model Providing Access to Healthcare; academic medical partnership led by Indiana University, in partnership with Moi University School of Medicine, and Kenyan Government, to provide sustainable health service. AMPATH Center located in Eldoret, Kenya

AP – Absolute priority for an NRC; if specific to priority 1 or 2, will be followed by that number reference (ex: AP1)

APP. – Appendix

ASA – African Studies Association

ASC – African Studies Collection, main library collection of Africa-related works, Herman B Wells Library, Indiana University

ASOC – African Studies Outreach Council

ASP – African Studies Program, Indiana University

AY – Academic year

BA – Bachelor of Arts

BTAA– Big Ten Academic Alliance (formerly known as the Committee on Institutional Cooperation)

Bud. – Budget; refers to location within the provided budget (ex: 1.A.1, refers to the first category, first sub-category, and first entry)

CAA – College Academic Advisor, professional

CABA – Children’s Africana Book Award

CAMP – Cooperative Africana Materials Project

CAORC – Council of American Overseas Research Centers

CC – Community College system

CDC – Centers for Disease Control

CEEP – Center for Evaluation & Education Policy, external evaluators

CeLT – Center for Language Technology, Indiana University

CEO – Chief Executive Officer

CIBER – Center for International Business Education and Research, Indiana University

CIEE – Council on International Educational Exchange

CITL – Center for Innovative Teaching and Learning, Indiana University

CLE – Center for Language Excellence, Indiana University

CLACS – Center for Latin American & Caribbean Studies, Indiana University

CLS – Critical Language Scholarship

CP – Competitive priority for NRC consideration; followed by the specific priority number (ex: CP1)

CR – Credit

CRL – Center for Research Libraries

CTE – Career and Technical Education, Indiana

DEMA – Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University

DSS – Office of Disability Services for Students, Indiana University

EU – European Union

Eval – Evaluation; Impact/Eval is an annual, external survey and evaluation

FAFSA – Free Application for Federal Student Aid

FAQs – Frequently asked questions

FLAS – Foreign Language and Area Studies

FTE – Full time employee

GC (see also Global Center) – Center for the Study of Global Change, Indiana University

GEI – (Director of) Global Education Initiatives, in the Center for P-16 Research and Collaboration, School of Education, Indiana University

GenEd – General Education

GEPA – General Education Provisions Act

Global Center (see also GC) – Center for the Study of Global Change, Indiana University

Globase – Global Business and Social Enterprise program, Kelly School of Business, Indiana University

GPA – Group Projects Abroad, Fulbright program

GRE – Graduate Record Examinations

GSAS – Graduate Students in African Studies, African Studies Program student organization, Indiana University

HBCU – Historically Black Colleges and Universities

HIV/AIDS – Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

H-T – Huston-Tillotson University, MSI and HBCU in Austin, Texas

IAUNRC – Inner Asia and Uralic Studies National Resource Center, Indiana University

IEOA – International Education Outreach Administrator, School of Global and international Studies, Indiana University

ICAB (II or III) – Internationalization of Curriculum Across Bloomington; II or III refers to the second or third phase of this long-standing initiative to internationalize all levels of education in local region

I-CARE – International Counseling, Advocacy, Research and Education project; counselor training of human service personnel for support of those dealing with HIV/AIDS

ICCI – Institute for Curriculum and Campus Internationalization

ID – Identify

IDOE – Indiana Department of Education

IIE – Institute of International Education

ILR – Interagency Language Roundtable scale; developed by US Foreign Service Institute, thus also known as the FSI scale

IN – Indiana

INDY – Indianapolis

IOC – International Outreach Council

IU – Indiana University

IUAM – Indiana University Sidney and Lois Eskenazi Museum of Art (formerly the IU Art Museum)

IUPUI – Indiana University-Purdue University Indianapolis
JSTOR – Journal Storage; digital library for journals
LAC – Language Advisory Committee, African Studies Program
LCTL – Least commonly taught language
LLC – Living and Learning Center
LRC – Language Resource Center
MA – Master of Art
MBA – Master of Business Administration
MS – Master of Science
MSI – Minority Serving Institution
NALRC – National African Language Resource Center
NCOLCTL – National Council of Less Commonly Taught Languages
NCSA – National Consortium for Study in Africa
NEH – National Endowment for the Humanities
NELC – Department of Near Eastern Languages and Cultures, Indiana University
NEMLIA – New Media and Literary Initiatives in Africa, African Studies Program faculty working group, Indiana University
NGO – Non-government organization
NPR – National Public Radio
NRC – National Resource Center
NRC Dir. – National Resource Center directive for area studies
NSF – National Science Foundation
OCLC – Online Computer Library Center, Inc.
OPI – Oral Proficiency Interview; standardized, global language assessment
PBS – Public Broadcasting Network
PhD – Doctor of Philosophy
PMF – Performance measurement form, required application component
SGIS – School of Global and International Studies, Indiana University
SLA – School of Liberal Arts

SOE – School of Education, Indiana University

SPEA – School of Public and Environmental Affairs, Indiana University

SPH – School of Public Health, Indiana University

SSRC – Social Science Research Council

STARTalk – project funded by the National Security Agency, to increase the foreign language use in US with programs for K-16 students and teachers

STEM – Science, Technology, Engineering and Math

TPMA – Thomas P. Miller & Associates, external evaluators based in Indianapolis

TVI – Title VI

UN – United Nations

USAID – United States Agency for International Development

US DoEd – United States Department of Education

US DoS - United States Department of State

WARA – West African Research Association

WARC – West African Research Center, overseas office of the West African Research Association in Senegal

Y – Year; ex: Y2, in year two of grant cycle

3D/2D – Three-dimensional and two-dimensional

4+1 BA/MA– degree option in which a BA student is admitted into an MA program and can complete both degrees in five years

§602 (e) Statutory Requirement: Diverse Perspectives in Funded Activities

Indiana University (IU), the School of Global and International Studies (SGIS), and the African Studies Program (ASP) are committed to the promotion of diverse perspectives and encouraging debate on international affairs. This commitment is at the heart of IU and reinforced by our visionary former President Herman B Wells, who aspired to “bring the world to Indiana and Indiana to the world” and spurred the founding of IU’s area programs in the 1950s to promote language acquisition, area studies understanding, and national security. SGIS, founded in 2012, embraces Wells’ vision by locating IU’s area studies programs into SGIS to combine, as Dean Lee Feinstein notes, “the study of history, culture, society, and language with a close examination of the pressing global issues we face today.”

The ASP and SGIS hire intellectually curious faculty who come from diverse social backgrounds and adopt a wide range of conceptual orientations to understand Africa and the world. We promote the discussion of diverse perspectives, including world-views from abroad and the full range of perspectives in American academy and politics, in our curriculum and proposed NRC programming. This ethos is evident in the annual conference, “America’s Role in the World,” organized by SGIS faculty, former Senator Richard Lugar (R) and Representative Lee Hamilton (D). SGIS and the ASP embrace academic freedom in all our activities, and we seek all viewpoints on world affairs because we are aware of the limitations of settled thinking.

The ASP’s proposed activities reflect our commitment to diverse perspectives. The academic programming associated with the three working groups will engage contemporary issues associated with Muslim authority, new media, and displaced Africans with scholars from Africa and Europe at the IU Global Gateways. The ASP’s interdisciplinary graduate seminars will bring visiting scholars from various backgrounds to IU to present and debate their perspectives on vital issues.

The ASP’s numerous teacher trainings and internationalization efforts target a broad range of constituencies, including rural Indiana schools, urban Indianapolis schools, and Minority-Serving Institutions (MSIs) and Community College (CC) systems in Indiana, Missouri, and Texas to bring diverse perspectives from Africa and Africanist scholars to underserved groups. We also provide funds for MSI and CC faculty to attend professional meetings and thereby be exposed to new perspectives from a broad range of scholars.

International travel is aimed at increasing diverse perspectives. Trips allow the ASP librarian to collect materials published in Africa that often are not in US repositories. Travel allows ASP administrators to forge new partnerships to enhance study abroad programs and internships, which provide IU students with more opportunities to encounter diverse perspectives. Funded travel also supports MSI and CC faculty attendance at internationalization workshops and training in Senegal.

§602 (e) Statutory Requirement: Addressing Areas of National Need

Indiana University (IU), the School of Global and International Studies (SGIS), and the African Studies Program (ASP) are committed to training students to be productive, knowledgeable, and contributing citizens of the US. SGIS was founded in 2012 so that, in the words of Dean Lee Feinstein, a former ambassador, “our students graduate ready to tackle issues, whether as diplomats, government leaders, lawyers, entrepreneurs, teachers, scholars, or doctors.” We put these words into action in concrete ways through advising, offering internships, and disseminating information about careers in government, education, business, and the non-profit sector. As well, ASP faculty across IU, and in 10 professional schools, directly encourage students to enter careers in other areas such as science, health, and information technology where they can apply knowledge about Africa and use their African language skills to advance areas of national need.

The ASP will continue to address areas of national need through numerous proposed NRC activities. Some initiatives are related to enhancing African language instruction in one of the strongest African languages programs in the US. We will add Kinyarwanda to the seven African languages we already teach at various levels at IU, to include a major African language regularly taught nowhere else in US university classrooms. The ASP will develop new techniques for the delivery of African languages through the development of hybrid online Zulu at IU and collaborating with the National African Languages Resource Center to develop online materials in Kiswahili and Yoruba, and with CIBER to meet business needs. We support early language learning, and also will continue to award Foreign Language and Area Studies fellowships to students seeking advanced level competence in African languages in IU classrooms or through intensive summer study abroad.

Other ASP initiatives will advance national need by expanding expertise in Africa content knowledge. We partner on the state-wide Global Employability Initiative, addressing vocational training and more. The ASP will enhance academic programs by adding new courses, including an African minor to the International Studies Department’s BA degree, enhancing our MA degree by adding internship credits, and addition of 4+1 BA/MA in African Studies. Our outreach to Minority Serving Institutions and Community Colleges will add Africa content to curriculum elsewhere, and we support minority college students in humanities and STEM-based research with US-based Africans. The ASP fosters interdisciplinary engagement in strategic areas where the nation needs more expertise- Muslim Africa, displaced Africans and new media: this work not only will produce new knowledge, but will influence teaching in the ASP’s interdisciplinary graduate seminar, taken by our MA students and PhD minors who will enter the workforce with cutting-edge perspectives on these and other significant topics related to Africa.

APPENDIX 2
Curricula Vitae
and Position Descriptions

Curricula Vitae: Faculty and Project Related Personnel Index

Section I: IU African Studies Program affiliated faculty and professional staff who teach; recent Emeriti are noted with an asterisk (*) - only those retired within the last two years and who remain active in advising dissertations, mentoring and publishing are included; Emeriti are not counted in the totals for ASP faculty within the narrative.

Section II: ASP African Languages Associate Instructors

Section III: IU School of Education and School of Global and International Studies professional staff - select project related *lead* personnel collaborating with ASP on joint teacher-trainings, internationalization efforts, and outreach; and, select lead support staff.

Section IV: Indiana University-Purdue Indianapolis (IUPUI), School of Liberal Arts Africanist Faculty - project related personnel collaborating on expansion of outreach and teacher-trainings in Indianapolis region

Section V: Thomas P. Miller & Associates (TPMA) - external evaluators

Notes:

- All listings are alphabetical
- Faculty with joint appointments are listed in both departments
- Core faculty in **bolded italics**. Non-core faculty include active emeriti professors (denoted by *), African languages associate instructors, and affiliated faculty whose Africa-focused commitments are developing (also noted in CVs by the % area studies content expertise)
- NB: course list (Appendix 3a) may include inactive emeriti professors, faculty who have left IU, faculty who have not yet acquired ASP affiliation, and graduate students who have completed degrees and departed
- “Total” area studies courses refer to *distinct* courses developed; examples of courses are also provided
- Total publications since 2012 are listed; examples of recent publications are provided
- Language proficiency legend: (4) Fluent/native language; (3) intermediate; (2) fair; (1) basic speaking, reading and writing skills

African Studies Program, SGIS

David Adu-Amankwah

Tavy Aherne

Betty Dlamini

*Maria Grosz-Ngaté

John Hanson, Director

Alwiya Omar

Antonia Schleicher

Amadou Beidy Sow

ASP African Languages Associate Instructors

Victor T. Alabi

Susan Kavaya

Mpolokeng Lesetla

Cheikh Lô

Margaret P. Mwingira

Richard Nyamahanga

Taiwo Oluwaseun Ehineni

Affiliate Faculty: College of Arts and Sciences

African-American & African Diaspora St.

*Iris Rosa

American Studies

Vivian Halloran

Anthropology

Beth Buggenhagen

*Gracia Clark

Jane Goodman

Kevin Hunt

Sarah Osterhoudt
Kathy Schick
Jeanne Sept
*Beverly Stoelje
Michael D. Wasserman

Art History
Tavy Aherne
Margaret Graves
*Patrick R. McNaughton
*Diane Pelrine

Cognitive Science
Kathy Schick

Comparative Literature
Akin Adesokan
Eileen Julien

Folklore and Ethnomusicology
*Mellonee Burnim
Daniel Reed
*Ruth Stone

French and Italian
Vincent Bouchard
Eileen Julien
Oana Panaïté

Gender Studies
Laura Foster

Geography
Elizabeth Dunn
Tom Evans

Geological Sciences
Jackson Njau

Global Living-Learning Center/Books & Beyond
Vera Marinova

History
John Hanson
Alex Lichtenstein
Pedro Machado
Marissa Moorman
Michelle Moyd

Human Biology

Michael D. Wasserman

Linguistics
Robert Botne
Stuart Davis
Sameul Obeng

Political Science
Cyanne E. Loyle
Lauren M. MacLean

Spanish and Portuguese
Luciana Namorato
*Darlene Sadlier
Estela Vieira

Theatre, Drama, and Contemporary Dance
Murray McGibbon

Affiliate Faculty: Professional Schools
IU JACOBS SCHOOL OF MUSIC
Kimberly Carballo

IU KELLEY SCHOOL OF BUSINESS
Greg Fisher
Philip Powell
Jamie Prenkert
Fred Schlegel

IU MAURER SCHOOL OF LAW
Kevin D. Brown
David Williams
Susan Williams

SCHOOL OF ART, ARCHITECTURE & DESIGN

Apparel Merchandising and Interior Design
Heather Akou

SCHOOL OF EDUCATION
Erna Alant
Barbara Dennis
Patricia Kubow
Martha Nyikos
Beth Samuelson
Laura L. Stachowski
Rex Stockton
Margaret Sutton

**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**

Patrick O'Meara (former ASP Dir.)

International Studies

Clémence Pinaud

Jessica Steinberg

Near Eastern Languages and Cultures

Salman Al-Ani

Zaineb Istrabadi

Nader Morkus

Steve Vinson

SCHOOL OF OPTOMETRY

Douglas Horner

Don Lyon

**SCHOOL OF PUBLIC AND
ENVIRONMENTAL AFFAIRS**

Osita Afoaku

Jennifer Brass

Sameeksha Desai

Sergio Fernandez

Henry Wakhungu

SCHOOL OF PUBLIC HEALTH

David K. Lohrmann

Beth Meyerson

Susan Middlestadt

Cecilia Obeng

Ohenekaro Omodior

Michael Reece

Mohammad Torabi

Sara J. Young

THE MEDIA SCHOOL

Akin Adesokan

Maria E. Grabe

James Kelly

Michael Martin

Esi Eduwaa Thompson

Affiliate Faculty: Libraries and Museums

Herman B. Wells Library

Mireille Djenno

Marion Frank-Wilson

*Verlon Stone

Mathers Museum of World Cultures

Ellen Sieber

Sydney and Lois Eskenazi Museum of Art

*Diane Pelrine

DIRECTOR

HANSON, JOHN H., Professor, History, appointed 1991.

Educ.: Ph.D. Michigan State University, 1989

M.A. Michigan State University, 1982

B.A. Kalamazoo College, 1979

Academic Experience: Indiana University;

West Chester University

Overseas Experience: Côte d'Ivoire, Ghana, Kenya, Mali, Mauritania, Morocco, Senegal, South Africa, Tanzania, Togo, France, Germany, Netherlands, United Kingdom

Languages: Arabic 4, French 4, Pulaar/Fulfulde 1, Twi 1

Area Studies Content Expertise: 100%

Area Studies Courses [42 total]: African Civilizations; History of Western Africa; History of Islam in West Africa; Undergraduate Seminars in African History (various topics); Graduate Colloquia in African History (various topics); Graduate Research Seminars in African History (various topics)

Research/Training Specialization: African Muslim societies; religions in Africa; social and cultural history; West Africa; Arabic texts, translation, and interpretation

Recent Publications [16 total since 2012]:

2017 *The Ahmadiyya in the Gold Coast: Muslim Cosmopolitans in the British Empire* (Bloomington: Indiana University Press), 287 + xv pages, 14 b&w illus., 7 maps.

2016 *Discourses of Muslim Scholars in Colonial Ghana*, Arabic and Hausa documents from the University of Ghana's Institute of African Studies, edited, transcribed, translated, annotated, and introduced by John H. Hanson and Muhammad al-Munir Gibrill at *Pluralism and Adaptation in the Islamic Practice of Senegal and Ghana* (<http://aodl.org/islamicpluralism/goldcoast/>)

2014 *Africa*, 4th edition, ed. Maria Grosz-Ngaté, John H. Hanson and Patrick O'Meara, Bloomington: Indiana University Press, 362 + viii pages.

2014 "Legacies of the past," (co-authored with John Akare Aden) in *Africa*, 4th edition, eds. Maria Grosz-Ngaté, John H. Hanson and Patrick O'Meara, Bloomington: Indiana University Press, 32-55.

2014 "Religions in Africa," in *Africa*, 4th edition, eds. Maria Grosz-Ngaté, John H. Hanson and Patrick O'Meara, Bloomington: Indiana University Press, 103-122.

2013 "Islam in Africa," at Oxford Bibliographies Online/African Studies, ed. Thomas Spear (<http://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0007.xml>): active since 2013.

2012 "Ahmadiyya in West Africa," at Oxford Islamic Studies Online, ed. John Esposito (<http://www.oxfordislamicstudies.com/article/opr/t343/e0062>): active since 2012.

2012 "Jihad," in *Wiley-Blackwell Companion to African Religions*, ed. Elias Bongmba, Oxford: Wiley-Blackwell, 365-376.

2010 "Africa south of the Sahara from the First World War," in *New Cambridge History of Islam*, Vol. Five, ed. Francis Robinson, Cambridge: Cambridge University Press, 623-658.

2010 "Modernity, religion and development in Ghana: the example of the Ahmadiyya Muslim Community," *Ghana Studies*, Vol. 12/13, 55-75.

2007 "Jihad and the Ahmadiyya Muslim community: non-violent efforts to promote Islam in the contemporary world," *Nova Religio*, Vol. 14, 77-93.

Number of Theses/Dissertations Supervised, 2013-2018: 10

Distinctions: Gerda Henkel Foundation, Research Scholarship 2013-14; National Endowment for the Humanities grant, Collaborative Research Program 2009-13, 2012-16; John W. Ryan Award for Distinguished Contributions to International Studies at Indiana University 2011; National Endowment for the Humanities Fellowship, National Humanities Center 2009-10; Fulbright-Hays Faculty Research Abroad Fellowship, Ghana and United Kingdom 2005; Rockefeller Fellowship, Library of Congress, Kluge Center 2004; Trustee's Teaching Award, College of Arts and Sciences, Indiana University 2001; Teaching Excellence Recognition Award, History, Indiana University 1999, IIE Fulbright Research and Teaching Fellowship, University of Ghana at Legon 1995-97.

I. FACULTY AND PROFESSIONAL AFFILIATES

ADESOKAN, AKINWUMI, Associate Professor, Comparative Literature, The Media School, appointed 2005.

Educ.: Ph.D. Cornell University, 2005 **Academic Experience:** Indiana University
M.A. Cornell University, 2003
B.A. University of Ibadan, 1990

Overseas Experience: Nigeria

Languages: Yoruba 4, French 2, Portuguese 1

Area Studies Content Expertise: 100%

Area Studies Courses [10 total]: African Literature; Contemporary African Cinemas; Folklore and Magical/Animist Realism; Afro-Cosmopolitanism; African Films in the World; Biopolitics and Postcolonial Discourse

Research/Training Specialization: 20th and 21st century African and African American literatures and cultures; cosmopolitanism; global postcoloniality; African cinemas and contemporary global cinemas

Recent Publications [14 total since 2012]:

2017 “Technicians of the Secular: Yoruba Poets and their Nigerian Publics,” *Research in African Literatures*, 48:2, 1-21.

2017 “Agamben at Legon, or, Teaching ‘Theory’ in an African University,” *Eastern African Literary and Cultural Studies*, 2:3-4, 70-83.

2017 “‘Jesus Christ Executive Producer’: Pentecostal Parapolitics in Nollywood Films.” *State and Culture in Postcolonial Africa: Enchantings*, ed. Tejumola Olaniyan, Indiana Univ. Press.

2017 “The Dimensions of Authorship in Fagunwa’s Fiction,” *Celebrating D. O. Fagunwa: Aspects of African and World Literary History* (edited with A. Adeeko), Ibadan: Bookcraft, 114-132.

2017 “D. O. Fagunwa, the African Modern and World Literary History,” (with A. Adeeko) in *Celebrating D. O. Fagunwa: Aspects of African and World Literary History*, (edited with Adeleke Adeeko), Ibadan: Bookcraft, xxvii-xli.

2016 “African Literature in the World: A Teacher’s Report,” *PMLA*, 131.5, 1462-1470.

Number of Dissertations and/or Theses Supervised, 2013-2018: 17

Distinctions: Primary Source Immersion Teaching grant, Indiana University Libraries, 2017; Institute for Advanced Study Individual Research grant, 2014.

ADU-AMANKWAH, DAVID, Senior Lecturer, Akan Language, ACTFL/ILR OPI Certified Tester for Akan, appointed 2008.

Educ.: Ph.D. Indiana University, 2003 **Academic Experience:** Indiana University
M.A. Indiana University, 2001 University of Florida;
MPhil University of Ghana, 1994 Univ. of Ghana, Legon
B.A. (Honors) University of Ghana, 1988

Overseas Experience: Ghana, The Ivory Coast

Languages: Akan 4, French 3, Ga 2, Kiswahili 2

Area Studies Content Expertise: 100%

Area Studies Courses [12 total]: Akan Language (all levels); Occultism in Africa; Popular Verbal Art Forms in Akan; African Expressive Routines; Akan Social Life and Cultural Heritage; Akan Language and Culture for Business and Tourism

Research/Training Specialization: African Languages and Cultures; Ghanaian Humor; Ethnopragmatics; Akan Folklore

Recent Publications [4 total since 2012]:

Forthcoming *Siesie wo ho sie*: Akan (Asante-Twi) elementary vocabulary

2016 *Tie ma mense wo: Basic Vocabulary for Asante-Twi Learners*. Xlibris.

2014 “Akan humor.” *Encyclopedia of humor studies*, S. Attardo ed., pp.20-22, Sage Pubs., Inc.

AFOAKU, OSITA GEORGE, Clinical Professor, School of Public and Environmental Affairs, appointed 2003.

Educ.: Ph.D. Washington State University, 1991 **Academic Experience:** Indiana University;
M.A. Washington State University, 1986 Univ. of No. Colorado
B.A. University of Ife, 1980

Overseas Experience: Belgium, France, Nigeria, United States

Languages: Igbo 4, French 2

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: African Political Economy; US Foreign Policy & Third World Regimes; Introduction to Comparative Politics; Introduction to International Relations

Teaching Specialization: Political Economy of Africa; US Foreign Policy and African Development; US Foreign Policy and Third World Regimes; Global Governance in the 21st Century; Global Security Governance in the 21st Century.

Research Specialization: US-African/Third World Relations; Democratization; State Reconstruction; Sustainable Development in Africa; Terrorism and post-Conflict Peace Building in West Africa

Recent Publications [2 total since 2012]:

2017 “Islamist Terrorism and State Failure in Northern Nigeria,” *Africa Today*, vol. 63, no 4, Summer 2017.

2017 “Boko Haram and Islamist Fundamentalism in Northern Nigeria: Costs and Consequences of a Broken State, in African Studies in a Globalized World,” Albert Awedoba, Jacob Gordon, Esi Sutherland-Addy & Akosua Adomako Ampofo, eds., *Institute of African Studies*, University of Ghana.

AHERNE, TAVY D., Associate Director, African Studies Program, School of Global and International Studies; Adjunct Professor, Art History, Hope School of Fine Arts, appointed 2015.

Educ.: Ph.D. Indiana University, 2000 **Academic Experience:** Indiana University;
M.A. Indiana University, 1993 DePauw University;
B.A. (Honors) University of California, San Diego, 1988 James Madison Univ.

Overseas Experience: Guinea, Mali, Ghana, Nigeria, Senegal, Zambia, Zimbabwe

Languages: Fulfulde/Pulaar 3, Bamana 2, French 2, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [15 total]: Introduction to African Art; Arts of Northern and Western Africa; Arts of Central, Eastern, and Southern Africa; Contemporary African Arts; African Cinema; African Art and Culture in the Humanities; African Textiles and Dress; Seminar in Arts of the Global South; Where There are NO Jungles: Writing about Africa in the Humanities; Postcolonial Theory and the Arts; Artists Materials and Techniques; A650 Interdisciplinary Research Methods

Research/Training Specialization: Fulbhe and Bamana arts and aesthetic systems; African textiles; artists as activists; African film/photography; post-colonial theory; museum studies; teaching pedagogies

Recent Publications [1 total since 2012], Papers and Invited Lectures:

2017 “Artful Learning: The Teaching Museum as Model,” for panel, “The Teaching Museum: Best Practices and Future Development,” Midwest Art History Society Conference, Oberlin, OH.

2017 Invited lecture, “Questioning the Canon: Arts of Africa,” Indiana University, college-level. 2012 Bamana arts, pp. 50-75, in *Ancestors of Congo Square: African Art in the New Orleans Museum of Art*, ed. William Fagaly, London: Scala/New Orleans Museum of Art.

Number of Dissertations and/or Theses Supervised, 2013-18: 2

Distinctions & Grants: Past Board Member (Secretary-Treasurer), Arts Council of the African Studies Association (ACASA); “Excellence in Teaching” award and two previous nominations; Edna T. Schaeffer Humanist Award (best faculty research); Nancy DeLaurie Award, Visual Resource Association for *James Madison Digital Image Database* (MDID); American Fellow, American Association of University Women; Fulbright; Social Science Research Council.

AKOU, HEATHER, Associate Professor of Fashion Design and Merchandising, Director of the Sage Collection of Historic Costume and Fashion, School of Art + Design, appointed 2004.

Educ.: Ph.D. University of Minnesota, 2004 **Academic Experience:** Indiana University
MA University of Minnesota, 2001
B.A. Macalester College, 1998

Overseas Experience: Mali, Bahamas

Languages: French 4, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: Cultural Aspects of Dress; Dress Studies: Aesthetic Analysis

Research/Training Specialization: Dress practices in Africa and the African diaspora; Contemporary Islamic fashion, dress and politics; Dress and religion; Aesthetics; Textile analysis; product development; Museum practices; Object-based research

Recent Publications [5 total since 2012]:

Forthcoming *Creating African Fashion Histories*, Indiana University Press, anthology co-edited by JoAnn McGregor, Nicola Stylianou, and Lou Taylor

2015 "Becoming Visible: The Role of the Internet in Dress Choices among Native-Born Converts to Islam in North America," *HAWWA: Journal of Women in the Middle East and the Islamic World*, 13:3.

2014 "Burqini," Contribution to *The Encyclopedia of World Dress and Fashion, vol 11*. Berg Publishers.

2013 "A Brief History of the Burqini: Confessions and Controversies," *Dress*, 39:1.

Number of Dissertations and/or Theses Supervised, 2013-2018: 4

AL-ANI, SALMAN H., Professor and Director of Undergraduate Studies, Department of Near Eastern Languages and Cultures, appointed 1974.

Educ.: Ph.D. Indiana University, 1963 **Academic Experience:** Indiana University
M.A.T. Indiana University, 1961
B.A. University of Baghdad, 1958

Overseas Experience: Egypt, Iraq, Kuwait, Saudi Arabia

Languages: Arabic 4, German 1, French 1, Aramaic 1, Hebrew 1, Persian 1, Urdu 1

Area Studies Content Expertise: 75%

Area Studies Courses [20 total]: Arabic (all levels); Multimedia Arabic; Seminar in Arabic Language and Linguistics; Survey of Arabic Literature; Field Methods in Linguistics

Research/Training Specialization: Arabic linguistics, especially phonetics, phonology, morphology, and syntax; Arabic pedagogy; Arabic as a second language using Computer Assisted Language Learning (CALL); translation

Recent Publications [1 since 2012]:

2015 "An Analytical Translation of the book 'Al-Luma' fi al-Nahw," (Flashes on Syntax), (with A. H. Gadoua, and A. 'l-Fath), *The Journal of Arabic Language and Translation*, 13, 1-27.

2009 "Introduction," in *Kitab al-Iman* (The Book of Faith), Ibn Taymiyyah. Shadia A. Tel and Salman Al-Ani, eds. and trans., Bloomington: Iman Publishing House.

2007 "Arabic Phonetics," Contribution to *Encyclopedia of Arabic Language and Linguistics (vol. 3)*, E.J. Leiden: Brill.

Distinctions: NELC Department grant, 2011; Travel Grant from Qatar University to attend Linguistics conference, 2009; grant from the International Office, 2009.

ALANT, ERNA, Professor and Otting Chair in Special Education, School of Education, appointed 2009.
Educ.: Ph.D. University of Pretoria, 1984 **Academic Experience:** Indiana University;
M.A. University of Pretoria, 1979 University of Pretoria;
B.A. University of Pretoria, 1977 Univ. of Witwatersrand

Overseas Experience: South Africa

Languages: Afrikaans 4

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: Seminar in Special Education: Research and Practice/Developmental Disabilities

Research/Training Specialization: Development of communication systems for people who have no or little speech within poverty contexts; Speech-Language Pathology

Recent Publications [8 since 2012]:

- 2017 *Augmentative and alternative communication: engagement and participation*. n.p.: San Diego, CA: Plural Publishing Inc.
- 2017 “Empathetic communication: Bridging Differences in a Global Context,” (with B. Samuelson & L. Ogle), in S. Halder & C. Assaf eds., *Cross-cultural and Crossdisciplinary Perspectives on Inclusion: an Auto-ethnographic Approach Traversing Abilities and Challenges*, Switzerland: Springer.
- 2016 “Early Childhood Development and Intervention,” (with M. Harty) in E. Landsberg; D. Kryger & E. Swart (3rd Edition), *Addressing Barriers to Learning: A South African Perspective*, Pretoria: Van Schaik Publishers, pp. 118-134.
- 2016 “Ethics, Dementia and Severe Communication Problems,” Special Issue: Ethical Sensitivity: A Multidisciplinary Approach, *Humanities and Social Sciences*, 4(2), 37-40.
- 2016 “Using peer-mediated instruction to support communication involving a student with autism during mathematics activities: a case study,” (with P. Tan) *Assistive Technology*.

Distinctions: Mellon Innovating International Research, Teaching and Collaboration Innovative Curriculum Fellowship, Indiana University, 2014-15.

BOTNE, ROBERT, Professor, Linguistics, Chair of Linguistics 2011-17, appointed 1991.

Educ.: Ph.D. Northwestern University, 1981 **Academic Experience:** Indiana University
M.A. Northwestern University, 1980
M.Ed. Antioch Graduate School of Education, 1974
A.B. Dartmouth College, 1972

Overseas Experience: Gabon, Rwanda, Malawi

Languages: Kinyarwanda 2, Chichewa 1, Swahili 1, Chindali 1, French 3

Area Studies Content Expertise: 100%

Area Studies Courses [20 total]: African Linguistics; field methodology courses (investigates an African language); Languages of the World (investigates 1-2 African languages); Bantu Linguistics

Research/Training Specialization: Bantu linguistics (historical and comparative Bantu, tense and aspect); morphology; linguistic field methods

Recent Publications [3 since 2012]:

- In press “Evidentiality in African Languages,” (34 pages) *Evidentials and Modals: Cross-linguistic Explorations*.
- Forthcoming Chimpoto (N14). (39 pages) *The Bantu Languages* (second revised edition).
- Forthcoming Tense and Aspect [in Bantu]. (40 pages). *The Oxford Handbook of Bantu Linguistics*.
- 2016 *A Saafi-Saafi (Sébikotane variety) and English-French Dictionary*, Compiled with Adrien Pouille, Rüdiger Köppe Verlag, Cologne.
- 2014 “Resultatives, remoteness, and innovation in Eastern and Southern Bantu T/A systems,” *Nordic Journal of African Studies* 23, 1:16-30.

Number of Dissertations and/or Theses Supervised, 2013-2018:

Distinctions: Trustees Teaching Award, 2006; Teaching Excellence Recognition Award, 2000.

BOUCHARD, VINCENT, Associate Professor of French, appointed 2014.

Educ.: Ph.D. Université de Montréal, Université Paris III, 2006 **Academic Exp:** Indiana Univ.;
M.A. Université Lyon 2, 1998 Univ. Louisiana, Lafayette
B.A. B.T.S.: Tech in Audio-visual Media, 1996, Henri-Martin College (France)

Overseas Experience: Burkina Faso, France, Germany

Languages: French 4, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [13 total]: Séminaire sur l'intermédialité (FRIT F652); Francophone Cinemas; L'Afrique de l'Ouest francophone (FRIT F300)

Research/Training Specialization: Media (cinema, literature, telephone); Cultural studies (popular cultures, reception); Technical and cultural aspects of film studies of Francophone cultures in West Africa and in North America; Audiovisual mediation of orality

Recent Publications [6 since 2012]:

2017 "Cinemade and the fight against the HIV/Aids pandemic in Burkina Faso," *CALL, Irish Journal for Culture, Arts, Literature and Language*, vol. 2, n° 1, (15 pages).

2016 "Cinéma, téléphone, radio et television" *Dialogues avec le cinema, Montréal: Nota Bene*," (Bouchard, Lacasse, Scheppler, eds.), p. 91-101, Bouchard, Lacasse, Scheppler, « Introduction », p. 9-21.

2016 "Le troisième cinéma au Québec: effervescence et lignes de faille," (with Froger), *Canadian Journal of Film Studies*, vol. 24 n° 2, fall 2015, p. 18-28.

Distinctions: Mellon Short Term Faculty Fellowship (Paris), 2016; Short-Term Faculty Exchanges at the Institut für Afrikastudien (Bayreuth University), 2015.

BRASS, JENNIFER N., Associate Professor, School of Public and Environmental Affairs (SPEA); Director of Undergraduate SPEA Honors Program, appointed 2010.

Educ.: Ph.D. University of California, Berkeley, 2010 **Academic Exp:** Indiana University
M.A. University of California, Berkeley, 2004
B.S. Georgetown University, School of Foreign Service, 1999

Overseas Experience: Kenya, Uganda, Senegal

Languages: French 4, Swahili 3, Wolof 2

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: NGO Management for International Development; Approaches to Development; National and International Policy; Wars, Wealth, and Welfare: State Building; Civil Society and NGOs in Africa

Research/Training Specialization: African politics; non-governmental organizations; energy and international development; comparative public administration; governance; civil society; political economy of development

Recent Publications [13 since 2012]:

2016 *Allies or Adversaries? NGOs and the State in Africa*, New York: Cambridge University Press.

2016 "Expectations of Power: The Politics of State-Building and Access to Electricity Provision in Ghana and Uganda," (with L.M. MacLean, C. Gore, and E. Baldwin) *Journal of African Political Economy of Development* 1 (1).

2016 "Global Expansion of Renewable Energy Generation: An Evaluation of Policy Instruments," (with S. Carley, E. Baldwin, and L. M. MacLean) *Environmental and Resource Economics*.

2016 "Global Renewable Energy Policy: A Comparative Analysis," (with E. Baldwin, S. Carley, and L.M. MacLean), *Journal of Comparative Policy Analysis*.

Number of Dissertations and/or Theses Supervised, 2013-18: 10

Distinctions & Grants: IU Trustees Teaching Award for excellence in teaching, 2017; IU SPEA Teaching Award for excellence, 2016; Indiana University Outstanding Junior Faculty Award, 2016; Award for Best Comparative Paper presented at Association for Public Policy Analysis and Management (APPAM) 2013; IU SPEA Teaching Award for excellence in graduate instruction, 2014.

BROWN, KEVIN D., Richard S. Melvin Professor & Emeritus Director of Hudson & Holland Scholars Programs, faculty Maurer School of Law, appointed 1987.

Educ.: J.D. Yale Law School, 1982 **Academic Experience:** Indiana University
B.A. Indiana University, 1978

Overseas Experience: Ghana, Kenya, Mozambique, Namibia, South Africa, India, Nicaragua, Kazakhstan, Nicaragua, Palestine, and London

Area Studies Content Expertise: 20%

Area Studies Courses [10 total]: Seminar on Comparative Inequality, Law and Development; Race, American Society and the Law; Law & Education; Criminal Law and Torts; Seminar on Anti-discrimination in American Education, Sports Law

Research/Training Specialization: Race; Education and Law, including Affirmative Action; School Desegregation; Termination of School Desegregation; Afro-centric Education and School Choice

Recent Publications [10 since 2012]:

2017 “The Enduring Integration School Desegregation Helped to Produce,” in *67 Case Western Law Review*, 1055.

2017 “Benefiting from Breaking the Color Barrier: Tribute to Professor Henry Richardson for Being the Pioneer at Indiana University Maurer School of Law,” *31 Temple International and Comparative Law Journal*, 374.

2014 *Because of Our Success: The Changing Racial and Ethnic Ancestry of Blacks on Affirmative Action*, Carolina Academic Press.

BUGGENHAGEN, BETH, Associate Professor, Anthropology, appointed 2006.

Educ.: Ph.D. University of Chicago 2003 **Academic Experience:** Indiana University;
M.A. University of Chicago 1995 University of Rochester
B.A. University of Michigan 1993

Overseas Experience: Senegal

Languages: French 3, Wolof 3, Arabic 2

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Islam in and out of Africa; Beyond the State: Africa and Globalization; Problems in African Ethnography; Introduction to the Cultures of Africa; Islam, Gender, and African Migration; Photography and Ethnography

Research/Training Specialization: Ethnography; Gender and Islam; Neoliberal global capital; Material culture; Migration; Economic anthropology; Visual anthropology

Recent Publications [8 since 2012]:

In Progress *Family Photographs in Muslim Senegal. Material Vernaculars Series*, Indiana University Press, Bloomington, Indiana.

In Progress “Playing with Textiles: The Fashion Photography of Omar Victor Diop,” *Creating African Fashion Histories: Politics, Museums and Sartorial Practice*, J. McGregor, H. Akou, N. Stylianou and L. Taylor eds., Indiana University Press.

2017 “If You Were in My Sneakers: Omar Victor Diop,” *Visual Anthropology Review* 33 (1): 38-50.

2017 “Area Studies and the Challenges of Creating a Space for Public Debate,” *Africa Today* 63 (2):

Number of Dissertations and/or Theses Supervised, 2013-18: 18

Distinctions: Indiana University, Institute for Advanced Study, Individual Research Award for research at University of California, Berkeley Library, 2016-2017; Collaborative Research Award for NEMLIA.org; New Frontiers Fellowship in the Arts and Humanities, 2016; Indiana University, Institute for Advanced Study, Residential Fellowship, 2015; Indiana University, Mathers Museum of World Cultures, Curatorial Fellowship, 2012-2015; Indiana University, Institute for Advanced Study, Individual Research Award for research at Smithsonian National Museum of African Art, 2014; Indiana University, College Arts and Humanities Institute, Travel Grant to 2014 Dak’Art Biennale of Contemporary African Art, Senegal, 2014.

***BURNIM, MELLONEE**, Professor Emeritus, Folklore, appointed 1975.

Educ.: Ph.D. Indiana University, 1980 **Academic Experience:** Indiana University
M.M. University of Wisconsin-Madison, 1976
B.M. North Texas State University, 1971

Overseas Experience: Malawi, Liberia

Languages: Spanish 1, French 1

Area Studies Content Expertise: 20%

Area Studies Courses [12 total]: Black Music of Two Worlds; Theorizing Black Music; Musical Cultures as Systems of Meaning

Recent Publications [3 since 2012]:

2017 *Issues in African American Music*, (with P. Maultsby), New York: Routledge Press.

2016 "Tropes of continuity and disjuncture in the globalization of gospel music," In *Collected Work: The Oxford Handbook of Music and World Christianities. Series: Oxford Handbooks in Music*, Oxford University Press, New York, NY, pp 469-486.

2015 *African American Music: An Introduction*, (with P. Maultsby), 2nd ed., New York: Routledge Press.

Distinctions: Grant to produce conference *Why We Sing*, Indiana University College of Arts and Humanities (CAHI), 2011; Summer Faculty Fellowship, Indiana University, 2005; Post-Doctoral Fellow, Womanist Scholars Program, Interdenominational Theological Center, Atlanta University Center, Atlanta, Georgia, 2001-02

CARBALLO, KIMBERLY, Instructor and Coordinating Opera Coach, Jacobs School of Music, appointed 2011.

Educ.: M.M. Indiana University, 1999 **Academic Experience:** Indiana University
B.A. Indiana University, 1997

Overseas Experience: Kenya

Languages: Spanish 4, French 2, German 1, Italian 1

Area Studies Content Expertise: 30%

Research/Training Specialization: Co-founder of *Tunaweza Kimuziki* music education program in Kenya

Distinctions: William E. Schmidt Foundation Award, 2014; Community Foundation of Monroe County Award, 2014; Indiana University Travel Grant, 2014; Indiana University Scholarship of Teaching and Learning Phase I Grant, 2013; Grammy Nominee for Music Education, 2013; Indiana University Women's Philanthropy Council Grant, 2013; New Frontiers in the Arts and Humanities Award 2012

***CLARK, GRACIA**, Professor Emerita, Anthropology, appointed 1994.

Educ.: Ph.D. University of Cambridge, 1984 **Academic Experience:** Indiana University;
Certificate, Social Anthropology, Univ. of Cambridge, 1977 Univ. of Michigan
B.A. Stanford University, 1974

Overseas Experience: Ghana, Nigeria, Togo, Benin, Burkina Faso, Cote d'Ivoire, Uganda, Senegal, Kenya

Languages: Twi 3, French 2, Spanish 2

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: African Lives; Introduction to African Cultures; African Women; Anthropology and Development; Problems in African Ethnography; Seminar on Contemporary Africa; Food and Famine

Research/Training Specialization: Ethnography; Development; Trade; Gender; Family dynamics

Recent Publications [4 since 2012]:

- 2016 "Mothering, Work and Gender in Urban Asante Ideology and Practice," in Dorothy L. Hodgson ed., *The Gender, Culture and Power Reader*, Oxford University Press.
- 2015 "Kejetia Market, Kumasi," in Peter Mortenbeck and Helge Mooshammer eds., *Informal Market Worlds Atlas: The Architecture of Economic Pressure*. Rotterdam, Netherlands: NAI010 Press.
- 2014 "Making a Living: African Livelihoods," (with K. Wiley), in Maria Grosz-Ngate, John H. Hanson and Patrick O'Meara eds., *Africa (4th edition)*, Indiana University Press.
- 2012 "Twentieth Century Government Attacks on Food Vendors in Kumasi, Ghana," in Karen Tranberg Hansen, Walter E. Little and B. Lynne Milgram eds., *Street Economies in the Urban Global South*, Advanced Seminar Series, School of Advanced Research Press: Sante Fe, NM.

Number of Dissertations and/or Theses Supervised, 2013-18: 4

Distinctions: African Studies Association, elected board member 2012-2016.

DAVIS, STUART, Professor, Linguistics, appointed 1989.

Educ.: Ph.D. University of Arizona, 1985 **Academic Experience:** Indiana University;
M.A. University of Arizona, 1981 Univ. of Michigan
B.A. University of California at Los Angeles, 1979

Overseas Experience: Egypt

Languages: Arabic 2

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: Introduction to the Study of Language; Introduction to Historical Linguistics; Ebonics: The Controversy Over African American Vernacular English; Phonological Analysis

Research/Training Specialization: Phonology; African-American English; Arabic dialects (Egyptian)

Recent Publications [18 since 2012]:

- 2017 "Universal Markedness in Gradable Adjectives Revisited: The Morpho-semantics of the Positive Form in Arabic," (with T. Grano), *Natural Language and Linguistic Theory*, 1-17.
- 2017 "Geminates and Weight Manipulating Phonology in Chuukese (Trukese)," *The Phonetics and Phonology of Geminate Consonants*, Haruo Kubozono, ed., pp. 230-259, Oxford: Oxford University Press.
- 2017 "On the Weight of Edge Geminates," (with N. Topintzi), *The Phonetics and Phonology of Geminate Consonants*, Haruo Kubozono, ed., pp. 260-282, Oxford: Oxford University Press.
- 2017 "Some Issues for an Analysis of the Templatic Comparative in Arabic with a Focus on the Egyptian Dialect," *Perspectives on Arabic Linguistics XXVIII*, Hamid Ouali, ed., Philadelphia/Amsterdam: John Benjamins Co.
- 2016 *Perspectives on Arabic Linguistics XXVII*, Davis and Usama Soltan, eds., Philadelphia/Amsterdam: John Benjamins Co.

Number of Dissertations and/or Theses Supervised, 2013-18: 4

DENNIS, BARBARA, Associate Professor, School of Education, appointed 2001.

Educ.: Ph.D. University of Houston, 1998 **Academic Experience:** Indiana University
M.Ed. University of Houston-Victoria, 1987
B.S. University of Houston-Victoria, 1982

Overseas Experience: Sudan, Uganda, South Korea, Israel, United Kingdom

Area Studies Content Expertise: 80%

Area Studies Courses [8 total]: Education in a Pluralistic Society; Educational Pluralism; Diversity in Education; Theory and Philosophy for Studying Identity; Avante Garde Qualitative Methodology; Educational Ethnography and Theories of Knowledge; Ethnography and School Reform; Feminism and Schooling

Research/Training Specialization: Qualitative educational research on the complexities of diversity; pragmatic theory of care integrating feminist theory, critical epistemology, and symbolic interactionism; theories of identity and their connections to methodological theory; spirituality and the limits of understanding

Recent Publications [6 since 2012]:

- 2017 "Children's conceptions of peace in two Ugandan primary schools: Insights for peace curriculum," (with J. Kagaari, K. Nakasiita, E. Ntare, R. Atuhaire, A. Baguwemu, G. Ojok, and C.E. Thompson, et al), *Research In Comparative And International Education* 12, no. 1: 9-25.
- 2016 "Establishment of safety paradigms and trust in emerging adult relationships," (with M. Mullinax, S. Sanders, J. Higgins, M. Reece, and D. Fortenberry) *Culture, Health Sexuality: An International Journal for Research, Intervention and Care*, 1-16.
- 2016 "Establishment of safety paradigms and trust in emerging adult relationships," (with M. Mullinax, S. Sanders, J. Higgins, M. Reece, and J. D. Fortenberry), *Culture, Health & Sexuality* 18, no. 8: 890-904.
- 2015 "The testimony of neoliberal contradiction in education choice and privatization in a poor country: The case of a private, undocumented rural primary school in Uganda," (with N. Mayengo and J. Namusoke) *Ethnography and Education*, 10(3), 293-309.
- 2014 "Consenting to Sexual Activity: The Development and Psychometric Assessment of Dual Measures of Consent," (with K. Jozkowski, S. Sanders, Z. Peterson, and M. Reece) *Archives of Sexual Behavior*, 43:3.

Distinctions: 2013 Fulbright Senior Specialist List

DESAI, SAMEEKSHA, Associate Professor, School of Public & Environmental Affairs, appointed 2010.

Educ.: Ph.D. George Mason University, 2008 **Academic Experience:** Indiana University
M.S. George Mason University, 2003
B.A. Northwestern University, 2001

Overseas Experience: Rwanda, Germany, Iraq

Area Studies Content Expertise: 25%

Area Studies Courses [8 total]: Economic Development, Globalization, and Entrepreneurship; Development Policy and Post-conflict Recovery; Entrepreneurship and Innovation for Social Benefit

Research/Training Specialization: Entrepreneurship, innovation, and economic development policy; Political economy and allocation of entrepreneurship in areas of political instability, conflict, and disorder; Post-conflict resolution; Social entrepreneurship

Recent Publications [9 since 2012]:

- 2017 "Economic Effects of Terrorism: Local and City Considerations, Priorities for Research and Policy," *Geography Compass*, 11 (11).
- 2017 "Measuring Entrepreneurship: Type, Motivation, and Growth," *IZA World of Labor*.
- 2016 "Taxes, Corruption, and Entry," (w/ M. Belitski, F. Chowdhry), *Small Business Economics*: 1-16.

Distinctions: Program Director, Rwanda Study Abroad, 2014; Co-Chair Transatlantic Policy Consortium, 2012-present; Bosch Foundation Fellow, Transatlantic Policy Consortium, 2011.

DJENNO, MIREILLE, Assistant Librarian, African Studies Librarian, appointed 2016.

Educ.: M.A. University of Wisconsin-Madison, 2005 **Academic Experience:** Indiana University;
M.A. University of Wisconsin-Madison, 2000 Univ. No. Carolina, Chapel Hill
B.A. University of Wisconsin-Stevens Point, 1996

Overseas Experience: Senegal, Ghana, Nigeria, Botswana and South Africa, Caribbean, Western Europe

Languages: English 4, French 4, Spanish 3, Italian 2, Portuguese 1, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [1 total]: Research Methods in African Studies

Research/Training Specialization: Archives; Special collections; Accessibility; Digitizing the cultural record; Digital scholarship; Book history; Global bibliography; African culture and history

Recent Publications [1 since 2012]:

2017 "Faculty Visions for Teaching Web Accessibility within LIS Curricula in the United States: A Qualitative Study," (with A. Mulliken), *The Library Quarterly* 87:1, 36-54.

DLAMINI, BETTY, Senior Lecturer, Zulu Language and South African Cultures, ACTFL/ILR OPI Certified Tester for Zulu, appointed 2008.

Educ.: Ph.D. University of London, School of Oriental and African Studies, 2008
M.A. University of Sussex, 2002
B.A. (Honors) University of South Africa, 2001 **Academic Exp:** Indiana University;
B.Ed. University of Swaziland, 1998 University of Swaziland

Overseas Experience: Swaziland, South Africa, United Kingdom

Languages: Swati 4, Zulu 4, Xhosa 4, Ndebele 4

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Zulu Language; Drama for Development; South African Culture of Song and Dance; Gumboot Dance; Reed Dance

Research/Training Specialization: African Languages and Cultures; Drama for Development; Evolution of Southern African Performance and Expressive Arts

Recent Publications [18 since 2012]:

Forthcoming *The New Toyi-Toyi: A Southern African Women's Dance on Paper: Five Women Writers' Response to the Inyandzaleyo Cry for Help.*

Forthcoming *The Role of Pelepele Performance Arts Group in the resuscitation of Swazi Performance Arts and Culture.*

Forthcoming *Re-conceptualizing Gender and Sustainable Development in Swaziland: Vote for a Woman Campaign.*

2017 *K-12 Online Guide for Teachers and students on South African Dance and Music.*

2017 "Ematsafa laluhlata ngesheya kwetilwandle," "Gogo logobene nebukhosi," and "Lemini iyeta nakuwe," in *Grade 6 SiSwati Readers*, Manzini: Macmillan Swaziland Publishers.

2016 *Lilanga laBhutana lenhlanhla, a translation of Adelheid Marie Bwire's Hamisi's lucky day*, African StoryBook.org.

2016 *Makhundu losidli, a translation of Mutugi Kamundi's Greedy Kiundu*, African StoryBook.org

2016 *Thishela wami, a translation of Zimbili Dlamini and Hlengiwe Zondi's My Teacher*, African StoryBook.org.

2015 *Mahlalekikhini waSonile*, Manzini: Macmillan Swaziland Publishers.

2014 *UMsamaliya Lolungile*, Manzini: Macmillan Swaziland National Publishing Co. (an upgraded edition with Siswati notes on prose narrative, teaching and studying of the novel, with study guides and study questions).

2013 "The Relevance of Ubuntu, African Philosophy in Diversity Oriented Organizations and Universities of Today's Globalized World" in *The International Journal of Diversity in Education*, 2013.

Distinctions: The Faculty Academy on Excellence in Teaching, Statewide Presidential Recognition, 2018; IU Mentoring Services and Leadership Development Recognition Award, 2017-2018.

DUNN, ELIZABETH, Associate Professor, Geography and International Studies, appointed 2014.
Educ.: Ph.D. The Johns Hopkins University, 1999 **Academic Experience:** Indiana University;
M.A. The Johns Hopkins University, 1995 Univ. of Colorado, Boulder
M.A. University of Chicago, 1993
B.A. University of Rochester, 1991

Overseas experience: Georgia, Poland

Languages: French 3, Polish 4

Area Studies Content Expertise: 20%

Area Studies Courses [5 total]: Human Geography; Geography of Europe; Advanced Topics in Global Development; Food and Development; Contested Territories/Conflicted Identities: Humanitarianism and Displacement

Research/Training Specialization: African refugees in US; Economic transformation and regulation in Poland; humanitarian aid; ethnic conflict; state formation; refugee studies; Georgia

Recent publications [10 since 2012]:

- 2017 *No Path Home: Humanitarian Camps and the Grief of Displacement*, Ithaca: Cornell University Press.
- 2016 “Afterword” in Alisse Waterston, ed., *Gender in Georgia*, London: Berghahn.
- 2015 “The Law, The Mafia, and the Production of Sovereignties in the Kyrgyz Penal System,” (with A. Cowley and C. Ryan) *Ab Imperio* 2015(2):183-208.
- 2015 “Capitalizing on Aid: Postwar Development and State Building in the Republic of Georgia,” in *State and Legal Practice in the Caucasus*, Stephane Voell and Iwona Kaliszewska, eds., London: Ashgate.

Number of Dissertations and/or Theses Supervised, 2013-18: 9

EVANS, TOM, Associate Professor, Department of Geography; Co-Director, Center for the Study of Institutions, Population, and Environmental Change (CIPEC); appointed 2005.

Educ.: PhD University of North Carolina, 1998 **Academic Experience:** Indiana University;
B.A. Virginia Polytechnic Institute, 1989 University of Arizona

Overseas Experience: Kenya, Zambia, Japan

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Sustainable Development Systems; Problems in Geography

Research/Training Specialization: Human-environment interactions; human dimensions of global change; land-use and land-cover analysis and modeling; decision-making, institutions, and natural resource management; Geographic Information Systems (GIS)

Recent Publications [13 since 2012]:

- Forthcoming “Modeling crop decision making of smallholders: Upper Ng’iro basin, Kenya,” (with L. Kuil, P.F. McCord, J.L. Salinas, and G. Blöschl), *Water Resources Research*.
- 2017 “Polycentric transformation in Kenyan water governance: A dynamic analysis of institutional and social-ecological change,” (with P. McCord, J. Dell’Angelo, and E. Baldwin), *The Policy Studies Journal* 45, no. 4: 633-658.
- 2016 “Community Water Governance on Mount Kenya: An Assessment Based on Ostrom’s Design Principles of Natural Resource Management.” (with J. Dell’ Angelo, P. McCord, D. Gower, S. Carpenter, and K. Caylor), *Mountain Research and Development*, 36(1): 102-115.
- 2015 “Polycentric Water Governance in Response to Failures of Centralized Irrigation Policy in Kenya,” (with E. Baldwin, W. Washington-Ottombre, J. Dell’ Angelo, and D. Cole) *Governance*, 29(2):207-225.

Number of Theses/Dissertations Supervised, 2013-2018: 6

Distinctions: Co-awardee, Emerging Areas of Research (\$5.5 million) for three-year project on food sustainability; Ostrom Memorial Award, most Innovative Paper in International Journal of the Commons, 2015; Named Senior Research Fellow, Ostrom Workshop, Indiana University, 2015; Mellon Faculty Fellowship: “Food Security & Agricultural Decision-Making in East and Southern Africa,” 2013-2014.

FERNANDEZ, SERGIO, Associate Professor, School of Public and Environmental Affairs, appointed 2004.

Educ.: Ph.D. University of Georgia, 2004
M.P.A. Florida International University, 1996
B.A. Florida International University, 1993

Academic Experience: Indiana University;
Florida International University

Overseas Experience: South Africa

Languages: English 4, Spanish 3, Portuguese 1

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Public Policy; Research Design/Methods; Public Organizations

Research/Training Specialization: Public administration; Organization theory and organizational behavior; Public policy

Recent Publications [10 since 2012]:

Forthcoming "Establishing the Link between Representative Bureaucracy and Performance: The South African Case," (with S.B. Koma, and H. Lee), *Governance*.

Forthcoming "Managing for High Performance," (with S.Y. Kim) in E.C. Stazyk & H.G. Frederickson (Eds.), *Handbook of American Public Administration*. U.K.: Edward Elgar Pub.

Forthcoming "Job Scarcity and Voluntary Turnover in the U.S. Federal Bureaucracy," (with S. Lee and C. Chang) *Public Personnel Management*.

2017 "Performance and Management in the Public Sector: Testing a Model of Relative Risk Aversion," (with S. Nicholson-Crotty and J. Nicholson-Crotty) *Public Administration Review*, 77: 603-614.

2016 "The Transformation of the South African Public Service: Exploring the Impact of Racial and Gender Representation on Organizational Effectiveness," (with H. Lee) *Journal of Modern African Studies*, 54: 91-116.

2016 "Does Leadership Training and Development Make a Difference in the Public Sector? A Panel Study," (with B. Seidle and J. Perry) *Public Administration Review*, 76: 603-613.

Number of Dissertations and/or Theses Supervised, 2013-18: 8

Distinctions: William E. Mosher and Frederick C. Mosher Award, Best Article by an Academic, Public Administration Review, 2016; Public Administration Review, 75 Most Influential Articles in 75-Year History of PAR, 2014.

FISHER, GREG, Assistant Professor, Kelley School of Business, appointed 2012.

Educ.: Ph.D. University of Washington, 2012
M.A. University of Pretoria, 2004
B.A. University of Johannesburg, 2001

Academic Experience: Indiana University

Overseas Experience: South Africa

Area Studies Content Expertise: 80%

Area Studies Courses [4 total]: Corporate Venturing

Recent Publications [10 total since 2012]:

2017 "Optimal distinctiveness: Broadening the interface between institutional theory and strategic management," (w/ E.Y. Zhao, M. Lounsbury and D. Miller) *Strategic Management Journal*, 38(1): 93-113.

2017 "Legitimate to Whom? Audience Diversity and Individual-Level New Venture Legitimacy Judgments," (w/ D.F. Kuratko, J. Bloodgood and J.S. Hornsby) *Journal of Business Venturing* 32 (1): 52-71.

2017 "Using Theory Elaboration to Make Theoretical Advancements," (with H. Aguinis) *Organizational Research Methods*, 20(3): 438-464.

Distinctions: Shoemaker Faculty Fellowship in Entrepreneurship, 2016-2021; Outstanding Reviewer Award for Academy of Management Review, 2016; Named among "Favorite Business School Professor Teaching MBAs" by Poets and Quants website, 2016; Nominated, Indiana University Trustees Teaching Award, 2015, 2014 & 2013; Named among "40 Most Outstanding B-School Profs under 40 in the World" by Poets and Quants website, 2014; MBA Teaching Excellence Award, Kelley School of Business, 2013.

FOSTER, LAURA, Associate Professor, Gender Studies and Maurer School of Law, appointed 2012.
Educ.: Ph.D. University of California, Los Angeles, 2012 **Academic Experience:** Indiana Univ.
J.D. University of Cincinnati, 2000
M.A. University of Cincinnati, 2000
B.A. Georgetown University, 1995
Overseas Experience: South Africa, Botswana

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Sexuality and Culture; Sex and Gender: Cross-Cultural Perspectives; Technologies of Gender

Research/Training Specialization: Science and technology studies; socio-legal studies; feminist research methods; transnational feminisms

Recent Publications [9 total since 2012]:

- 2017 *Reinventing Hoodia: Peoples, Plants and Patents in South Africa*, Seattle, WA: University of Washington Press, Feminist Technoscience Series.
- 2016 "A Postapartheid Genome: Genetic Ancestry Testing and Belonging in South Africa," Special Issue on Feminism and Postcolonial Science Studies, *Science, Technology, and Human Values* 41 (6): 1015-1036.
- 2016 "The Making and Unmaking of Patent Ownership: Technicalities, Materialities, and Subjectivities," *PoLAR: Political and Legal Anthropology Review* 39 (1): 1-17.
- 2016 "Decolonizing Patent Law: Postcolonial Technoscience and Indigenous Knowledge in South Africa," *Feminist Formations* 28 (3).
- 2016 "Privatizing Knowledge: Patent Ownership, Benefit Sharing, and Indigenous Knowledge in South Africa," in *Privatization, Vulnerability, and Social Responsibility*, Martha Fineman ed., 108-123; Burlington, VT: Ashgate/Routledge Press.
- 2015 "Comments: Draft Protection, Promotion, Development and Management of Indigenous Knowledge Systems Bill, 2014," (with T. Schonwetter and L. Jansen), Legislative Policy Report Submitted to South African Department of Science and Technology.

Number of Dissertations and/or Theses Supervised, 2013-18: 3

Distinctions: New Frontiers in the Arts & Humanities Major Grant; Mellon Innovating International Research (MIIRT) Faculty Fellowship.

FRANK WILSON, MARION, Associate Dean for Collection Development and Archival Collections, Wells Library; Graduate Faculty, English; former African Studies Collection Librarian; appointed 1998.
Educ.: M.L.S. University of North Carolina at Greensboro, 1998 **Academic Exp.:** Indiana University
Ph.D. Bayreuth University (Germany), 1992
M.A. Bayreuth University, 1989

Overseas Experience: Uganda, Nigeria, Kenya, Zimbabwe, South Africa, Germany

Languages: German 4, French 2, Swahili 1, Luganda 1

Area Studies Content Expertise: 100%

Area Studies Courses [2 total]: Introduction to Bibliography of Sub-Saharan Africa; African Studies Interdisciplinary Seminar: Field Notes in African Studies Research

Research/Training Specialization: African literature (novel, drama/theatre); bibliography; collection development; Area Studies librarianship; Africanist scholars' field notes, scholarly communication

Recent Publication [1 total since 2012]:

- 2014 "Print and Electronic Resources," in Maria Grosz-Ngate, John Hanson, and Patrick O'Meara eds., *Africa* (4th ed.), Bloomington: Indiana University Press, pp. 315-347.

Distinctions: Mellon Innovating International Research, Teaching, and Collaboration grant for workshop, 2012; Co-Editor, *Africa Today*, 2000-2007; Phi Beta Mu Librarian Honor Society, 1999; Doctoral Grant from Friedrich-Naumann-Foundation, Germany, 1990-92; Research Grant, Carl-Duisberg-Gesellschaft, Germany, 1989.

GOODMAN, JANE E., Associate Professor, Anthropology, appointed 1999.

Educ.: Ph.D. Brandeis University, 1999

M.A. Brandeis University 1992

B.A. Bates College 1980

Overseas Experience: Algeria, Tunisia, Morocco, France, Canada

Languages: Arabic 2, Berber 2, French 4, Spanish 2

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Performance, Culture, and Power in the Middle East and North Africa; Ethnography and Social Theory in Africa; Power and Violence: Political Systems in Ethnographic Perspective; Traveling Texts; Identity and Difference

Research/Training Specialization: Language and Performance; Textuality, Narrative, and Genre; Music and Theater; Colonialism; Middle East, North Africa, and France

Recent Publications [5 total since 2012]:

In press "Before the Ruins: Love, Death and the Unmaking of Place in Neoliberalizing Algeria," *American Ethnologist* 44 (4).

2017 "Acting with One Voice: Producing Unanimism in Algerian Reformist Theater," *The Monological Imagination*, Matt Tomlinson and Julian Millie, eds., pp 171-202, Oxford University Press.

2015 "The Man Behind the Curtain: Theatrics of the State in Algeria," *Global and Local in Algeria and Morocco: The World, the State and the Village*, James McDougall and Robert Parks, eds., pp 149-65, Routledge.

2014 "Citational Practices: Knowledge, Personhood, and Subjectivity," *Annual Review of Anthropology*, Vol. 43: 449-463.

Number of Theses/Dissertations Supervised, 2013-2018: 6

Distinctions: National Endowment for the Humanities year-long fellowship, 2017-18.

GRABE, MARIA ELIZABETH, Associate Dean of the Media School; Professor, Telecommunications;

Educ.: Research Associate, Political Sciences, University of Pretoria, South Africa; appointed 1995.

Ph.D. Temple University, 1995

M.A. Baylor University, 1992

B.A. Rand University, Johannesburg, South Africa, 1984

Overseas Experience: South Africa

Languages: Afrikaans 4

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Communication Theory; New Media technology; Social Communication

Research/Training Specialization: Broadcast journalism; Mass communication and research methods; Experimental research in the information processing area: tabloid news, differences between new and traditional media, and gender and social class of the audience; Content analysis of news narratives

Recent Publications [14 total since 2012]:

2017 "Sampling, Content Analysis," (with R. Pavelko), *The International Encyclopedia of Communication Research Methods*, 10.1002/9781118901731.iecrm0223.

2017 "Visual War: A Content Analysis of Clinton and Trump Subreddits during the 2016 Campaign," (with B. Hale), *Journalism & Mass Communication Quarterly*, April.

2017 "Putting a Human Face on Cold, Hard Facts: Effects of Personalizing Social Issues on Perceptions of Issue Importance, (w/ M. Kleemans, M. Kim, O. Bas), *International Journal of Communication*, 11:23.

Distinctions: Outstanding Book Award, International Communication Association and Distinguished Book Award, 2010.

GRAVES, MARGARET, Associate Professor of Art History and International Studies, appointed 2012.

Educ.: Ph.D. University of Edinburgh, 2010 **Academic Experience:** Indiana University
M.Sc. University of Edinburgh, 2005
M.A. University of Edinburgh, 2002

Overseas Experience: Egypt, Morocco, Turkey, Iran, Syria, Russia, Georgia, France, Germany, Spain

Languages: French 3, Arabic 1, German 1

Area Studies Content Expertise: 80%

Area Studies Courses [9 total]: Ancient & Medieval Art; Survey of Islamic Art; Museums: The Display of Culture; The Painted Image in the Islamic World; Feats of Clay: Islamic Ceramics in the Museum; Intro to Islamic Art; Historiography of Islamic Art History; Street Art in Islamic World

Research/Training Specialization: Medieval Islamic visual culture; 19th c. Islamic arts; Image of architecture in paintings, sculpture & applied arts; Orientalism, historiography & the master-narrative(s) of Islamic art

Recent Publications [11 total since 2012]:

Forthcoming *Arts of Allusion: Object, Ornament, and Architecture in Medieval Islam*, New York: Oxford University Press.

2017 “Fracture, Factice, and the Collecting of Islamic Art,” in *Faking, Forging, Counterfeiting: Discredited Practices at the Margins of Mimesis*, D. Becker, A. Fischer, S. Niehoff, F. Sannders, and Y. Schmitz eds., Bielefeld, Germany: transcript Verlag.

2015 “The Monumental Miniature: Liquid Architecture in the *Kilgas* of Cairo,” *Art History*, 38/2, 304–323. Reprinted in J. Kee & E. Lugli, eds., *To Scale*, London: Wiley-Blackwell, 2016, pp. 62–8.

2014 “Islam and Visual Art,” in *The Oxford Handbook of Religion and the Arts*, Frank Burch Brown ed., New York: Oxford University Press, pp. 310–320.

Number of Dissertations and/or Theses Supervised, 2013-18: 6

Distinctions: Member of Institute for Advanced Study, Princeton, 2015-16; Summer Faculty Fellowship, IU, 2016; College of Art and Humanities Institute award, 2017; New Frontiers/New Currents Award, IU, 2017; New Frontiers of Creativity and Scholarship Award, 2016; Outstanding Junior Faculty Award, IU, 2015; College of Arts and Sciences Trustees Award for excellence in teaching, IU, 2013.

***GROSZ-NGATÉ, MARIA**, Research Scholar, African Studies Program; Associate Director 2001-17.

Educ.: Ph.D. Michigan State University, 1986 **Academic Experience:** Indiana University;
M.A. Michigan State University, 1980 University of Florida
B.A. University of Washington, 1976

Overseas Experience: Mali, Senegal, Côte d’Ivoire, Central African Republic, Tanzania, Gambia, France, Germany

Languages: German 4, French 4, Bamanankan 3

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Development & Globalization in Africa; Interdisciplinary Methods in African Studies; History, Culture & Politics of West Africa; West Africa Today

Research/Training Specialization: Islam in West Africa, esp. Senegal and Mali; Socio-cultural transformation; Migration; Knowledge production in and on Africa; Gender; Development

Recent Publications [4 total since 2012]:

Forthcoming “Contemporary Dynamics of the Buh Kunta Qadiri Community” and “The Qadiriyya Sufi Order of Ndiassane: A Transnational Community,” web-based publications with original interviews, images, and documents, African Online Digital Library, MSU.

2014 *Africa, 4th Edition*, (with J. Hanson and P. O’Meara, eds.) Bloomington: Indiana U. Press.

2014 “Social Relations: Family, Kinship, and Community,” in *Africa, 4th Edition*.

2014 “The Qadiri Community of Buh Kunta (Senegal),” (with T. D. Haidara), web-based publication with original interviews, images, and documents, Aodl.org/islamictolerance/ndiassane/.

Distinctions: Elected Vice-President, African Studies Association, 2017; Board President, West African Research Association, 2006-2009; Member, African Studies Association Board of Directors, 2002-2005.

HALLORAN, VIVIAN, Associate Professor, Comparative Literature; Director of Asian American Studies Program; Director of Graduate Studies, American Studies; appointed 2010.

Educ.: Ph.D. University of California at Los Angeles, 2002 **Academic Experience:** Indiana Univ.

M.A. University of California at Los Angeles, 1996

B.A. University of Colorado at Boulder, 1994

Overseas Experience: Puerto Rico, Barbados, St. Kitts

Languages: Spanish 4, French 3, Portuguese 3, Dutch 1

Area Studies Content Expertise: 20%

Area Studies Courses [11 total]: Food and Literature; Women in World Lit; Caribbean Literature; Immigrant Food Studies; Twentieth Century II Literature; Literary Studies and the Natural Sciences

Research/Training Specialization: Caribbean Literature and Theory; Diasporic Literatures; the Black Atlantic

Recent Publications [2 total since 2012]:

2016 *The Immigrant Kitchen: Food, Ethnicity, and Diaspora*, Columbus: The Ohio State University Press.

2015 "After Forty Acres: Food Security, Urban Agricultures, and Black Food Citizenship," *Dethroning the Deceitful Porkchop*, Jennifer Jensen Wallach, ed., Fayetteville: University of Arkansas Press, 215-228.

Distinctions: Trustees Teaching Award 2017, 2014, 2004; Center for Innovative Teaching & Learning Analytics Fellowship, 2016.

HORNER, DOUGLAS GORDON, Assistant Vice Provost for Research, IUB; Associate Professor, School of Optometry; appointed 2003, Emeritus Professor 2016.

Educ.: Ph.D. University of Houston, 1987

M.S. University of Houston, 1983

O.D. Pacific University, 1974

B.S. Pacific University, 1974

Overseas Experience: South Africa, Ghana, Thailand, Nepal, Australia, and Mexico.

Area Studies Content Expertise: 30%

Research/Training Specialization: Optometry; Myopia control and remediation; Quantitative aspects of corneal shape and optics, ocular motility and more recently visual field test attempting to better link structure (retinal imaging) to function (visual field tests)

Recent Publications [8 total since 2012]:

2017 "Using Perimetric Data to Estimate Ganglion Cell Counts for Detecting Progression of Glaucoma: A Comparison of Models," (with D.A. Price and W.H. Swanson) *Ophthalmic Physiological Optics*, 2017 Apr 25.

2016 "Contrast sensitivity perimetry data from adults free of eye disease," (with W. Swanson, M. Dul and V. Malinovsky) Data in Brief article doi:10.1016/j.dib.2016.06.012.

2016 "Individual differences in the shape of the nasal visual field," (with W. Swanson, M. Dul and V. Malinovsky), *Vision Research*, 2016 Jun 16. pii: S0042-6989(16)30009-8.

2015 "Assessing Assumptions of a Combined Structure-Function Index," (with W. Swanson, M. Dul and V. Malinovsky), *Ophthalmic and Physiological Optics*, Mar; 35(2):186-93.

2014 "Contrast Sensitivity Perimetry and Clinical Measures of Glaucomatous Damage," (with D. Swanson, V. Malinovsky, M. Dul, R. Malik, J. Torbit and B. Sutton), *Optometry and Vision Science* Nov 2014; 91(11): 1302-1311.

2014 "Choice of Stimulus Range and Size Can Reduce Test-retest Variability in Glaucomatous Visual Field Defects," (with Swanson, Dul and Malinovsky), *Translational Vision Science and Technology* Sep 25;3(5):6.

Number of Theses/Dissertations Supervised, 2013-2018: 2

Distinctions: Indiana University Distinguished Service Award, 2016.

HUNT, KEVIN D., Professor, Biological Anthropology, appointed 1991.

Educ.: Ph.D. University of Michigan, 1989 **Academic Experience:** Indiana University
M.A. University of Michigan, 1982
B.A. University of Tennessee, 1980

Overseas Experience: Tanzania, Uganda, South Africa

Languages: Kiswahili 2, French 2, German 2

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: Human Origins & Prehistory; Sister Species: Lessons from the Chimpanzee; Human Paleontology

Research/Training Specialization: Human paleontology; chimpanzee anatomy, ecology and behavior

Recent Publications [6 total since 2012]:

- 2016 "Why are there apes? Evidence for the co-evolution of ape and monkey ecomorphology," (with S. Thorpe), *Journal of Anatomy* no. 4: 630.
- 2014 "Selective insectivory at Toro-Semliki, Uganda: Comparative analyses suggest no 'savanna' chimpanzee pattern," (with T.H. Webster, W.C. McGrew, L.F. Marchant, and C.L.R. Payne), *Journal of Human Evolution* 71, no. The Other Faunivory: The Significance of Insects & Insect Resources for Nonhuman Primates, Modern Humans, & Extinct Hominins: 20-27.
- 2014 "Chimpanzees Preferentially Select Sleeping Platform Construction Tree Species with Biomechanical Properties that Yield Stable, Firm, but Compliant Nests," (with D.R. Samson), *OpenAIRE*.
- 2012 "Chimpanzee Pith-Folding at Toro-Semliki Wildlife Reserve, Uganda. *PanAfrica News* 18(2): 15-16.

ISTRABADI, ZAINEB S., Senior Lecturer, Department of Near Eastern Languages and Cultures; Arabic Language Consultant for the Alef-Baa' Bridges Program; appointed 2001.

Educ.: Ph.D. Indiana University, 1988 **Academic Experience:** Indiana University
M.A. Indiana University, 1978
B.A. Indiana University, 1976

Overseas Experience: Egypt, Turkey, UK, Canada, England, Syria, Jordan, Iraq, Lebanon, United Arab

Languages: Arabic 4, French 3, Turkish 2, Hebrew 1

Area Studies Content Expertise: 80%

Area Studies Courses [7 total]: Arabic; Arabic Prose: From Pre-Islamic to Modern; Islamic Civilization and Religion; Sufism; Middle Eastern Religions

Emirates, Bulgaria, (former) Yugoslavia, Hungary, Austria, Germany, Belgium, France, Switzerland

Research/Training Specialization: Arabic language; Islamic civilization and religion; Sufism; Middle Eastern religions

Distinctions: Member of Fulbright Committee at Indiana University, 2008-2011; Recognition Award for Dedication to the Middle Eastern Arts Festival and Outreach, awarded by the students of NELC, Indiana University, 2006; Student Choice Awards for Outstanding Faculty, Indiana University Student Alumni Association, 2005.

JULIEN, EILEEN, Director, Institute for Advanced Study; Professor, Comparative Literature, French and Italian; Research Associate, African Studies, appointed 2004.

Educ.: Ph.D. University of Wisconsin, 1978 **Academic Experience:** Indiana University;
M.A. University of Wisconsin, 1970 Boston University
B.A. Xavier University, 1969

Overseas Experience: Senegal, Portugal, Sweden, Italy, France, Spain

Languages: French 5, Wolof 3, Spanish 3, Italian 1

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Introduction to the Literatures of Africa; Africa in the History of Ideas and Discourses of Representation; French Language Literature of Africa and the Americas; Postcolonial Novel and Theory; Black Paris; Intro to French Literature; Peripheral (?) Modernities

Research/Training Specialization: Local & transnational literature, film, culture & modernity in Africa, the Americas & Europe; African Literatures in their relationship to France & the Americas

Recent Publications [8 total since 2012]:

Forthcoming Africa Coordinator, *Literature: A World History*, international project of the Stockholm Collegium of World Literary History, 4 vols, Blackwell Pr.

2017 "DuBella and Ngugi wa Thiong'o." (with E. MacPhail) *Entre-Textes. Dialogues littéraires et culturels*, O. Panaité and V.Klekovkina, eds., London: Routledge.

2016 *The Locations and Dislocations of African Literature: Humanities and Social Science Scholars in Dialogue*, co-editor B. Jeyifo, Africa World Press.

2016 "Towards New Readings of Neo-Traditional Tales: Birago Diop Through the Prism of the Local," (co-editor with B. Jeyifo), *The Locations and Dislocations of African Literature: A Dialogue Between Humanities and Social Science Scholars*, Trenton: Africa World Press.

2015 "The Critical Present: Where Is 'African Literature'?" *Critical Theory and the Production of African Literature and Cinema*, Kenneth Harrow and Frieda Ekotto eds., Indiana Univ. Press.

2014 "Deux Regards sur Boris Diop," *Des mondes et des langues: l'écriture de Boubacar Boris Diop*, Nasrin Qader and Souleymane Bachir Diagne eds., Présence Africaine.

2014 "How We Read *Things Fall Apart* 'Then'," *PMLA*, 129.2 (March).

Number of Theses/Dissertations Supervised, 2013-2018: 6

Distinctions: Member of the Academia Ambrosiana, Milan, Italy, inducted in January 2017; NEH Grant for 2016 Summer Institute for College and University Faculty, "Arts of Survival in African Cities"; Founding Director of West African Research Center (WARC), Dakar, Senegal; Guggenheim Fellowship.

KELLY, JAMES D., Associate Professor, School of Journalism, appointed 2007.

Educ.: Ph.D. Indiana University, 1990 **Academic Experience:** Indiana University;
M.A. Indiana University, 1988 Southern Illinois University
B.S.J. West Virginia University, 1980

Overseas Experience: Kenya, Uganda, Ethiopia, Tanzania, India, Sri Lanka, Pakistan, Bangladesh

Area Studies Content Expertise: 100%

Area Studies Courses [5 total]: Reporting HIV/AIDS in Africa; Quantitative Research Methods

Research/Training Specialization: Photojournalism; Visual Communication; Publication Design; HIV/AIDS Reporting; Quantitative Research Methods.

Recent Publications [2 total since 2012]:

2014 The Forum on Education Abroad's "The Curriculum Cooperative: Sharing Education Abroad Curricula and Teaching Methods," The Forum's website features my class, Reporting HIV/AIDS as a case study in exceptional programming.

2013 "Photojournalist on the Edge: Reactions to Kevin Carter's Sudan Famine Photo," (with Y.S. Kim), *Visual Communication Quarterly*, 20 (Winter): 205-219.

Number of Theses/Dissertations Supervised, 2013-2018: 1

Distinctions: Fulbright Scholar (Kenya), 2018-19; IU Trustees Teaching Award, 2017; Finalist, Scripps Howard Teacher of the Year –Assoc. for Education in Journalism and Mass Communication, 2017, 2016.

KUBOW, PATRICIA, Professor, School of Education, appointed 2013.

Educ.: PhD University of Minnesota, 1996 **Academic Experience:** Indiana University;
M.A. University of Minnesota, 1994 Bowling Green State University
B.A. Concordia College, Minnesota, 1989

Overseas Experience: South Africa, Kenya, Namibia, Jordan, Bahrain, Cuba, England, Germany

Area Studies Content Expertise: 100%

Area Studies Courses [10 total]: Comparative Education II; Comparative Higher Education;
International Perspectives on Democratic Citizenship Education; Multicultural and Global Education

Research/Training Specialization: Democratic citizenship education; Comparative & international
education; Indigenous knowledge epistemologies & globalization; Culturally relevant education

Recent Publications [21 total since 2012]:

- 2017 “Exploring Western & non-Western epistemological influences in South Africa: Theorizing a
critical democratic citizenship education,” *Compare: A Journal of Comparative & Int’l Education*.
- 2016 “The cultural contours of democracy: Indigenous epistemologies informing South African
citizenship,” (with M. Min) *Democracy & Education*, (Nov.), 24(2), 1-12.
- 2016 “The Comparative Education Instructional Materials Archive (CEIMA),” in E. H. Epstein ed.,
Crafting a Global Field: Six Decades of the Comparative and International Education Society,
pp. 280-286, Hong Kong: CERC, The University of Hong Kong, and Dordrecht: Springer.
- 2016 *Teaching Comparative Education: Trends and Issues Informing Practice*, (co-editor with A.H.
Blosser), Series: Oxford Studies in Comparative Education, Oxford, UK: Symposium Books.

Number of Theses/Dissertations Supervised, 2013-2018: 2

Distinctions: Joyce Cain Award for Distinguished Research on People of African Descent, Comparative
and International Education Society (CIES), 2017; U.S. Fulbright Scholar to Jordan, 2017-18; Fulbright
Distinguished Awards in Teaching Program grant, (included teachers from Botswana to IU), 2014-2017.

LICHTENSTEIN, ALEX, Professor, History, appointed 2011.

Educ.: PhD University of Pennsylvania, 1990 **Academic Experience:** Indiana Univ.;
M.A. University of Pennsylvania, 1985 Florida International University;
B.A. Yale University, 1984 Rice University;

Overseas Experience: South Africa, Mozambique University of Western Cape

Area Studies Content Expertise: 100%

Area Studies Courses [5 total]: South African History; Comparative U.S. and S. African History;
Modern S. African History seminar; Race, Class, Democratic & National Consciousness, S. Africa

Research/Training Specialization: South African history; U.S. labor history; Civil Rights; Communism
and Anticommunism; U.S. South

Recent Publications [21 total since 2012]:

- 2017 “‘We do not think that the Bantu is ready for labour unions’: Remaking South Africa’s apartheid
workplace in the 1970s,” *South African Historical Journal* 69(June): 215-235.
- 2017 “Challenging the Law of the Firm: Gender Relations and Shop Floor Battles for Union
Recognition in Natal’s Textile Industry, 1973-1985,” *Africa* 87(1), (Jan/Feb.).
- 2016 *Margaret Bourke-White and the Dawn of Apartheid in South Africa* (with R. Halpern), IU Press.

Number of Dissertations and/or Theses Supervised, 2013-18: 1

Distinctions: Research Fellow, International Studies Group, University of the Free State; Visiting
Research Fellow, International Research Center on Work and Human Lifecycle in Global History,
Humboldt University, Berlin, spring 2017; Directeur d’études invité, École des Hautes Études en Sciences
Sociales (EHESS), Paris, May 2013 ; Editor, *American Historical Review*, August 2017-present; Interim
Editor, *American Historical Review*, August 2015-July 2016; Associate Editor, *American Historical
Review*, 2014-2015; Co-Editor, *Safundi: A Journal of Comparative American and South African Studies*,
2014-15; Faculty Representative to Executive Committee, Cooperative Africana Materials Project
(CAMP), Center for Research Libraries, 2012-14; Member, Reader Committee, Washington Fellowship
for Young African Leaders, IREX, 2014.

LOHRMANN, DAVID K., Professor and Chair, IU School of Public Health-Bloomington, Department of Applied Health Science; appointed 2010; Director of Graduate Studies, School of Health, Physical Education, and Recreation, Department of Applied Health Science; appointed 2002.

Educ.: Ph.D. University of Michigan, 1981 **Academic Experience:** Indiana University;
M.A. University of Michigan, 1975 University of Georgia
B.A. University of Michigan, 1970

Overseas Experience: Ghana, Jamaica, Bahamas, Mexico, Austria, Germany, France, Italy, Australia
Area Studies Content Expertise: 30%

Area Studies Courses [4 total]: Organization of School Health Programs; Field Experience

Research/Training Specialization: School health; Secondary school health education and coordinated school health programs; School health education; Alcohol, tobacco, and other drug abuse prevention; HIV prevention; Child and adolescent obesity

Recent Publications [16 total since 2012]:

2017 *WHO Health Promoting Schools: An African Perspective*, (with R. Boveja), Unpublished White Paper, Bloomington, IN: Indiana University School of Public Health-Bloomington, Department of Applied Health Science.

2017 “Regression-based prediction of seeking diabetes-related emergency medical assistance by regular clinic patients,” (with W.P. Jayawardene, D.C. Nilwala, G.O. Antwi, M.R. Torabi & S.L. Dickinson) *International Journal of Diabetes in Developing Countries*.

Number of Dissertations Supervised, 2013-2018: 13

Distinctions: Delta Omega Public Health Honorary Society, 2016; Karen Denard Goldman Mentor Award, Society for Public Health Education, 2015; Honor Award, Eta Sigma Gamma Health Science Honorary, 2014.

LOYLE, CYANNE, Assistant Professor of Political Science, appointed 2015.

Educ.: Ph.D. University of Maryland, College Park, 2011 **Academic Experience:** Indiana Univ.;
M.A. University of Maryland, College Park, 2008 West Virginia Univ.
B.A. Smith College, 2002

Overseas Experience: Rwanda, Uganda, South Africa, Nepal, Northern Ireland, Turkey,

Languages: French 3, Kinyarwanada 1

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Africa Politics; Human Rights/Transitional Justice; Civil Wars

Research/Training Specialization: African Politics; Armed Conflict; Transitional Justice; Human Rights; Civil Wars

Recent Publications [17 total since 2012]:

Forthcoming “Justice during armed conflict: A new dataset on government and rebel strategies” (with H.M. Binningsbø) *Journal of Conflict Resolution*.

Forthcoming “Transitional Justice and Political Order in Rwanda.” *Ethnic and Racial Studies*.

2017 “Post-Conflict Justice and Conflict Recurrence: Addressing Motivations for Sustainable Peace,” (with B. Appel), *International Studies Quarterly*. 61(3): September.

2017 “Research under Fire: Conflict Studies and Researcher Trauma,” (with A. Simoni), *PS: Political Science and Politics* 50(1): January.

2017 “Rwanda’s Gacaca Courts: Instrument of Reconciliation? An Ongoing Controversy,” In *Genocide: A Critical Bibliographic Review. Volume 11: Controversies in the Field of Genocide Studies*, Routledge.

2016 “Overcoming Research Obstacles in Hybrid Regimes: Lessons from Rwanda,” *Social Science Quarterly* 97(4): December.

Number of Dissertations and/or Theses Supervised, 2013-18: 7

Distinctions: Peace Research Institute of Oslo (PRIO), Norway Global Fellow, 2017- Present; US Holocaust Memorial Museum, Simon-Skjodt Center for the Prevention of Genocide Leonard and Sophie Davis Fellow, 2016-2017; Fulbright Scholar 2014; IU Trustee Teaching Award, Spring 2017.

LYON, DON, Director of Residencies; Clinical Professor, School of Optometry; appointed 2000.
Educ.: M.S. Indiana University, 2010 **Academic Experience:** Indiana University
OD Indiana University, 1999

Overseas Experience: South Africa, Nigeria, Rwanda, India

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Consulting Role; Pediatric Optometry; Amblyopia; Binocular Vision Disorders, Strabismus

Research/Training Specialization: Myopia; Amblyopia; Binocular vision disorders, Pediatric

Recent Publications [4 total since 2012]:

- 2016 “An amblyope that wasn’t: A case report of protactinoma discovered during a binocular vision evaluation,” (with A. Hempelmann and K. Kohne) *Optometry and Visual Performance*; 4(6): 318-323.
- 2016 Pediatric Eye Disease Investigator Group, (Local PI) Effect of a binocular iPad game versus part-time patching in children aged 5 to 12 with amblyopia: a randomized clinical trial. *JAMA Ophthalmol*; 134(12).
- 2015 “Interprofessional education at a pediatric optometry clinic,” (with Hensel D) *Nurse Educator*; 40(4): 165-166.

Number of Theses/Dissertations Supervised, 2013-2018: 1

Distinctions: Vice Chair for Africa relations: American Schools and Colleges of Optometry International; Initiated Optometry as a medical profession in Rwanda and developed curriculum; Funded project (2018) to provide 2000+ elementary students eye care in Musanze District, Rwanda; Invited specialist to national optometry meetings in Nigeria, Rwanda, South Africa and India.

MACHADO, PEDRO, Associate Professor, History, appointed 2004.

Educ.: Ph.D. School of Oriental and African Studies, University of London, 2005
M.A. University of New Hampshire, 1997
B.A. (Hons.) University of Cape Town, 1993 **Academic Experience:** Indiana Univ.

Overseas Experience: South Africa, Mozambique, Tanzania, Portugal, United Kingdom, India, Myanmar

Languages: Portuguese 4, Afrikaans 4, Spanish 3, Dutch 3, Gujarati 2, French 1, Kiswahili 1

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: The Indian Ocean in History; Culture, Economy, and Society; Slavery and Unfreedom in World History: Cradle of Globalization?—History, Econ., Soc., in Indian Ocean

Research/Training Specialization: World & Global History; Indian Ocean; History of Slavery

Recent Publications [5 total since 2012]:

- 2017 *Textile Trades, Consumer Cultures and the Material Worlds of the Indian Ocean: An Ocean of Cloth*, (co-editor with S. Fee and G. Campbell), Palgrave Macmillan.
- 2017 “Cloth’s Many Waterways: Indian Ocean Textiles and the Deep Histories of Exchange,” in Prita S. Meier & Allyson Purpura (eds.), *World on the Horizon: Swahili Arts Across the Indian Ocean*, University of Washington Press.
- 2017 “The Deepest Blue Sea: Gujarati Merchant Shipping and the Commercial Currents of the Indian Ocean in the Eighteenth and Nineteenth Centuries,” in E.A. Alpers and C. Goswami eds., *Trans-Regional Trade and Trader*, Oxford University Press.
- 2016 “Repositioning Africa Within the Global,” *Africa Today*, vol. 63, no. 2 (Winter).
- 2014 *Ocean of Trade: South Asian Merchants, Africa and the Indian Ocean, c. 1750-1850*, Cambridge University Press.

Number of Theses/Dissertations Supervised, 2013-2018: 4

Distinctions: Discovery Project Grant, Australian Research Council, 2015-19; Mellon Innovating International Research, Teaching and Collaboration Grant, 2015.

MACLEAN, LAUREN M., Arthur F. Bentley Chair and Professor, Department of Political Science, appointed 2004.

Educ.: Ph.D. University of California at Berkeley, 2002 **Academic Experience:** Indiana Univ.
M.A. University of California at Berkeley, 1995
B.A. University of Pennsylvania, 1991

Overseas Experience: Ghana, Côte d'Ivoire, South Africa, Congo-Brazzaville, Senegal, The Gambia, Liberia, Botswana, Uganda, Kenya, France, United Kingdom

Languages: French 3, Akan-Twi 2

Area Studies Content Expertise: 100%

Area Studies Courses [10 total]: African Politics and Policymaking; Governance and Corruption; Politics of Inequality and Identity; Indigenous Politics and Citizenship; Political Economy of Development; Strategies for Field Research in Comparative and International Politics

Research/Training Specialization: Comparative political economy & public policy, (focus on state formation, politics of service provision, and citizenship in Africa and the U.S.); Informal institutions of reciprocity, social policies, & social support networks in Ghana & Côte d'Ivoire; Collaborative governance in local-level, renewable energy projects in Africa

Recent Publications [23 total since 2012]:

2017 "Neoliberal democratization, colonial legacies and the rise of the non-state provision of social welfare in West Africa," *Review of African Political Economy* 44, no. 153: 358-380.

2017 "Expectations of Power: The Politics of State-Building and Access to Electricity Provision in Ghana and Uganda," (with C. Gore, E. Baldwin, and J. Brass.) *Journal of African Political Economy & Development* 1 (1): 103-134.

2016 "The Construction of Citizenship & the Public Provision of Electricity for the 2014 World Cup in Ghana," (with G. Bob-Milliar, E. Baldwin, E. Dickey), *Journal of Modern African Studies* 54 (4).

Number of Dissertations and/or Theses Supervised, 2013-18: 22

Distinctions: Carnegie Fellow 2017-1019; American Political Science Association David Collier Mid-Career Achievement Award; IU Trustee Teaching Award, 2013, 2015.

MARINOVA, VERA V., Associate Director, Global Living-Learning Community; Director, Books & Beyond, appointed 2013.

Educ.: M.A. Indiana University, 2011 **Academic Experience:** Indiana University
M.P.A. Indiana University, 2011
B.A. Berea College, 2007

Overseas Experience: Rwanda, China, Thailand

Languages: Bulgarian 4, Russian 3, Macedonian 3, German 3, Chinese 3, Swahili 2, Kinyarwanda 2

Area Studies Content Expertise: 75%

Area Studies Courses [1 total]: Leadership and Literacy in Rwanda, Rwanda Travel

Research/Training Specialization: Promoting literacy and education in minority and underprivileged communities across the globe; Conducting training workshops for Rwandan teachers; Designing, publishing and distributing, cross-cultural literacy materials; Building educational playgrounds; Exploring innovative models for intercultural teaching and learning

Publications [1 total since 2012], Papers and Invited Lectures:

2014-18 *The World Is Our Home – Anthology of Children Stories, vol. 6-10*, Kenya: Rodwell Press (vol. 6-8), Rwanda: PRINTEX, Ltd. (vol. 9-10).

2018 *Empowering Communities Through International Service-Learning*, (with Samuelson, B., and Henry, P.) Student Coalition for Action in Literacy Education, Read.Write.Act online conference.

2017 *Books & Beyond: Models for Creating Multilateral, Student-Centered Global Partnerships*, NASPA, San Antonio, Texas.

Distinctions & Grants: NASPA Best Practices in International Education Creating Global Partnerships Award, 2017; Community Engagement Award, 2016; Francois Manchuelle Award, Innovative Work in African Studies, 2013.

MARTIN, MICHAEL T. Professor, Cinema and Media Studies, Media School; adjunct professor, American Studies, Center for Latin American and Caribbean Studies, appointed 2006.

Educ.: Ph.D. University of Massachusetts, 1979 **Academic Experience:** Indiana Univ.
M.Ed. Columbia University, 1972
M.A. Columbia University, 1971
B.A. City College, CUNY, 1970

Overseas Experience: West Africa, East Asia, Caribbean, Central and South America, Europe

Languages: Italian 4

Area Studies Content Expertise: 50%

Area Studies Courses [4 total]: Postcolonial Metropolitan Cinemas; Third World Cinemas; African American Cinematic Experience; Black Diasporic Cinematic Formations

Research Specialization: Postcolonial metropolitan cinemas; Diasporic cinemas; Redress social movements; Transnational migration; Documentary video production

Recent Publications [10 total since 2012]:

2018 *Race and the Revolutionary Impulse in The Spook Who Sat by the Door*, (with D. Wall and M. Yaquinto), Indiana University Press.

2017 “On the Commerce of Intimacy: Dany Laferriere on *How to Make Love to a Negro...and Heading South*,” *Black Camera*, vol. 9, no. 1, 80-105.

2016 “Nelson Pereira dos Santos on ‘Who is Beta?’ and Such Other Dauntingly Brazilian Maladies,” *Black Camera*, vol. 7, no. 2, 11-36.

2015 *The Politics and Poetics of Black Film*, (with D. Wall) Indiana University Press.

2015 “The Civilizing Mission of Globalization: Technology, African Cinematic Practice, and Overcoming Neocolonialism—A Conversation with Filmmaker Jean-Marie Teno,” (with M. Moorman) *Third Text*, vol. 29, nos. 1-2, 61-74.

2015 “‘I just wanted my figures to Move’: The Filmmaking Practice of Mike Henderson,” *Black Camera*, vol. 7, no. 1, 60-90.

Number of Theses/Dissertations Supervised, 2013-2018: 2

Distinctions: President du Jury Officiel Diaspora (FESPACO) Burkina Faso, *Award of Merit in Film* (Latin American Studies Association, XV International Congress), Mellon Foundation Grant, Honorable Mention, “Best New Journal of 2010 (Council of Editors of Learned Journals), Editor-in-Chief, *Black Camera*; Editor-in-Chief, *Studies in the Cinema of the Black Diaspora* (book series—IU Press).

McGIBBON, MURRAY, Associate Professor, Theatre and Drama, appointed 1996.

Educ.: M.F.A. Southern Illinois University, 1987 **Academic Experience:** Indiana University
H.D.E. University of Natal, 1979
B.A. University of Natal, 1978

Overseas Experience: South Africa, Namibia, Swaziland, United Kingdom

Languages: Afrikaans 3, French 2, Zulu 2

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Post-apartheid South African Drama

Research/Training Specialization: Post-apartheid South African drama; theatrical production and direction

Recent Creative Activities [3 since 2012]:

2017 *My Children! My Africa!* Theatre production by Athol Fugard. Bloomington, IN, May.

2013-14 *Black Mamba*, Theatre Production, African sub-continent

Number of Dissertations and/or Theses Supervised, 2013-18: 4

Distinctions: New Frontiers Grant: The KING LEAR project.

***McNAUGHTON, PATRICK R.**, Chancellor's Professor Emeritus, Art History Department Chair, 2008-2015, appointed 1988.

Educ.: Ph.D. Yale University, 1977 **Academic Experience:** Indiana University;
M.A. Yale University, African Art History, 1972 Univ. Wisconsin-Milwaukee
M.A. University of California, Los Angeles, African Studies, 1971
B.A. University of California, Los Angeles, 1966

Overseas Experience: Mali, Tanzania, Cameroon

Languages: Bamana 2, French 2

Area Studies Content Expertise: 100%

Area Studies Courses [12 total]: Intro to African Art; Art of the Western Sudan; Art of the West African Coast; Art of Central Africa; Problems in African Art; Magic, Science, and Art in Africa

Research/Training Specialization: Art and entrepreneurial connections across historical West Africa; Social roles of art; Historical problems in African art; Critical issues of theory and methodology; the nature of aesthetics in human experience

Recent Publications [5 total since 2012]:

Forthcoming "Art in African 'Throwing Knives,'" in *Striking Iron*, catalogue for an exhibition on African iron art and technology, UCLA Fowler Museum of Art.

2014 "A Little Metal Object of Provocative Potential: Re-considering the History of West African Metalurgy," *Proceedings of the Eighth International Conference on Mande Studies*, Bamako: La Sahélienne et Presses Universitaires du Sahel.

2014 "The Smiths in Sunjata: What Epics and Oral Traditions Suggest About West African History," *Mande Studies: The Journal of the Mande Studies Association* 13 (2011): 1-19.

2014 "Visual Arts in Africa," (with D. Pelrine), *Africa* (Forth Edition) M. Grosz-Ngaté, John H. Hanson, and Patrick O'Meara eds., Indiana University Press, pp 161-186.

2013 "Talking to People About Art," *African Art, Interviews, Narratives: Bodies of Knowledge At Work*, Carol Magee and Joanna Grabski eds., Indiana University Press, pp. 12-24.

Number of Dissertations and/or Theses Supervised through 2018: 22

Distinctions: "Humanities Advisor" for exhibition/scholarly catalogue, *Striking Iron*, UCLA Fowler Museum, 2018; Advisory Board, Oxford Research Encyclopedia of African History, 2017; Senior Board of Editors, Oxford Research Encyclopedia in African History, 2015.

MEYERSON, BETH, Associate Professor, Applied Health Science, School of Public Health; Faculty, Center for HPV Research, IU School of Medicine; Affiliate Faculty, The Kinsey Institute, IU; Co-Director, Rural Center for AIDS/STD Prevention; appointed 2011.

Educ.: Ph.D. Saint Louis University, 2002 **Academic Experience:** Indiana University
M.Div. Christian Theological Seminary, 1992
B.A. University of Michigan, 1988

Overseas Experience: Kenya, Nigeria, Botswana, India, Russia, Caribbean

Area Studies Content Expertise: 80%

Area Studies Courses [4 total]: Public Health Policy & Politics; Studies in health policy research

Research/Training Specialization: Public health policy and politics to advance health equity with specialization in sexual health (HIV, HPV, cervical cancer).

Recent Publications [12 total since 2012]:

2016 "Barriers to health services access among female migrant Ugandan sex workers in Guangzhou, China," (with A. Davis, B. Aghaulor, K. Brown, A. Watson, K.E. Muessig, L. Yang and J.D. Tucker). *International Journal for Equity in Health*; 15:170.

Number of Dissertations and/or Theses Supervised, 2013-18: 6

Distinctions: Trustee's Teaching Award, Indiana University School of Public Health-Bloomington, 2015; Indiana Cancer Control Champion, Indiana Cancer Consortium, 2015; Public Health Hero, Indiana Public Health Association, 2014; Outstanding Junior Faculty Award, Indiana University, 2013.

MOORMAN, MARISSA, Associate Professor, History, appointed 2010.

Educ.: Ph.D. University of Minnesota, 2004 **Academic Experience:** Indiana University
B.A. Georgetown University, 1990

Overseas Experience: Angola, Zimbabwe, Namibia, South Africa

Language: Portuguese 4

Area Studies Content Expertise: 100%

Area Studies Courses [12 total]: African History; Women's Social History; Popular Culture, Gender & Sexuality, Nation and Its Fragments; Film, Music & Politics; Abacosts, Afro-Pop and the African City; Conflict in Southern Africa; New Directions in the Historiography of Africa; History of African Media;

Research/Training Specialization: Popular cultural practices and politics; Colonial and postcolonial studies; Music, media, gender, sexuality, and nationhood in Africa; Radio; the African state

Recent Publications [13 total since 2012]:

Forthcoming "Luanda Humms and Buzzes: Urban Soundscapes, Club Music, and Dance, 1960-present," J. Hossfeld, J. Nyairo, and F. Sievers, eds., *Ten Cities: Berlin, Bristol, Cairo, Johannesburg, Kiev, Lagos, Lisbon, Luanda, Nairobi, Naples* (Leipzig: Spector).

In press "Powerful Frequencies: Radio, State Power, and the Cold War in Angola, 1933-2002" (book under advance contract with Ohio University Press).

2017 "Guerrilla Broadcasters and the Unnerved Colonial State in Angola, 1961-1974," *Journal of African History*, October.

2017 "Radio Remediated: Sissako's *Life on Earth* and Sembène's *Moolaadé*," *Cinema Journal* 57(1), November.

2016 "Intimating Nationalism: Gender in the MPLA's maquis," in S. Pantoja, E.A. Bergamo, A.C. Silva (org.), *Angola e as angolanas: memória, sociedade e cultura*, São Paulo: Intermeios.

Number of Dissertations and/or Theses Supervised, 2013-18: 9

Distinctions: Sawyer Seminar, Mellon Foundation, "Documentary Media and Historical Transformations," 2016-17; Institute for Advanced Study, IU, Residential Fellow with Course Releases, Spring 2017; CAHI (College Arts and Humanities Institute, Indiana University), Faculty Fellowship, Spring 2016 ("Powerful Frequencies: Radio, State Power, and the Cold War in Angola, 1933-2002").

MORKUS, NADER, Associate Professor, Director of Arabic Languages Program, Near Eastern Languages and Cultures, appointed 2012.

Educ.: Ph.D. University of South Florida, 2009 **Academic Experience:** Indiana University
M.A. University of Northern Iowa, 2001
B.A. Alexandria University, 1995

Overseas Experience: Egypt

Languages: Arabic 4, English 4, French 3, German 2

Area Studies Content Expertise: 100%

Language Teaching Experience [9 courses total]: Arabic; Modern Standard Arabic; Egyptian Colloquial Arabic; Contemporary Arabic Cinema; Topics in Contemporary Arab Culture; Arabic Language Pedagogy

Language Pedagogy Training: ACTFL-Certified Full Oral Proficiency Interview (OPI) Tester of the Arabic Language, 2006-present; ACTFL OPI Assessment Workshop (Arabic), 2010

Research/Training Specialization: Intercultural pragmatics, developing L2 learners' pragmatic competence; Instructional technology in the AFL classroom

Recent Publications [2 total since 2012]:

In press "'You're wrong!' How Egyptians and Americans Correct Others in Everyday Conversations: A Cross-Cultural Investigation," *Journal of Less Commonly Taught Languages* (spring issue).

2014 "Refusals in Egyptian Arabic and American English," *Journal of Pragmatics*, 70, 86-107.

Number of Dissertations and/or Theses Supervised, 2013-18: 9

Distinctions & Grants: Ostrom Grant 2014, 2016; Mellon Innovating International Research, Teaching, and Collaboration Grant - Joint award with Prof. Asma Afsaruddin.

MOYD, MICHELLE, Associate Professor, History, appointed 2008.

Educ.: Ph.D. Cornell University, 2008 **Academic Experience:** Indiana University
M.A. Cornell University (History), 2003
M.A. University of Florida (M.A. History and Certificate in African Studies), 1996
A.B. Princeton University, 1990

Overseas Experience: Egypt, Kenya, Somalia, Tanzania, Ghana, Uganda

Language: German 4, Kiswahili 3

Area Studies Content Expertise: 100%

Area Studies Courses [10 total]: Africa to 1800; Africa Since 1800; African Labor History; Humanitarianism in History; African Labor History; African War Stories; African Military Cultures

Research/Training Specialization: Eastern Africa; Tanzania; Uganda; African military history; Social and cultural history of colonial armies and soldiers; History of German colonialism in Africa; History of gender and warfare; History of humanitarianism; History of World War I in Africa

Recent Publications [11 total since 2012]:

- 2017 “Gender and Violence,” in *Gendering the First World War*, Tammy Proctor and Susan Grayzel (Eds), Oxford University Press. Note: Article focuses on WWI in German East Africa (Tanzania).
- 2016 “Centering a Sideshow: Local experiences of the First World War in Africa,” *First World War Studies* 7, 2: 111-130.
- 2016 “What’s Wrong with Doing Good? Reflections on Africa, Humanitarianism, and the Challenge of the Global,” Special Issue, *Africa Today*, 63, 2 Winter, 92-96.
- 2014 *Violent Intermediaries: African Soldiers, Conquest and Everyday Colonialism in German East Africa, 1889-1918*, Athens, OH: Ohio University Press.
- 2014 “Bomani: African Soldiers as Colonial Intermediaries in German East Africa, 1890-1914,” in *German Colonialism Revisited: African, Asian, and Oceanic Experiences*, Nina Berman, Klaus Mühlhahn, and Patrice Nganang eds., University of Michigan Press.

Number of Dissertations and/or Theses Supervised, 2013-18: 1

Distinctions: Poynter Center for the Study of Ethics and American Institutions (IUB), Jessie Fine Fellowship; Trustees’ Teaching Award, Indiana University, 2016; Wickes Fund for the Study of War and Society, Department of History, IU; Research Travel Grant, College Arts and Humanities Institute, IU, 2016-2017; New Frontiers in Creativity and Scholarship Fellowship, IU, 2016-2017; Individual Research Award, Institute for Advanced Study, IU, 2015-2016; Grant-in-Aid, IU, Spring 2014.

NAMORATO, LUCIANA, Associate Professor, Spanish & Portuguese, appointed 2004.

Educ.: Ph.D. University of North Carolina -Chapel Hill, 2004 **Academic Experience:** Indiana Univ.
M.A. University of North Carolina- Chapel Hill, 2001
B.A. Universidade do Estado do Rio de Janeiro, 1999

Language: Spanish 5, Portuguese 5

Area Studies Content Expertise: 20%

Area Studies Courses [3 total]: Contemporary Brazilian Literature; African-Brazilian Literature

Research/teaching specialization: Transatlantic Lusophone Literature; Brazilian literature and culture

Recent publications [3 total since 2012]:

- In press “Clarice Lispector y la crítica,” *Brasil Cultural* (Publicación Semestral de la Embajada de Brasil en Lima) 5.9.
- 2017 “‘Neckties of a certain color’—Political Engagement in Machado de Assis’s *Esau e Jacó*,” *Transatlantic Dialogues*, special issue of *Revista de Estudos Literários*, vol. 6.

Number of Dissertations and/or Theses Supervised, 2013-18: 1

Distinctions: New Frontiers Creativity and Scholarship Grant, IU, 2017; Ostrom Grant, 2015; Mellon Innovating International Research Grant, 2015; New Frontiers/New Currents Grant, IU, 2015; IAS Conference Grant, Office of the Vice Provost for Research, IU, 2015; Faculty Exchange Research Program, International Exchange with the Brazilian Academy of Letters (Rio de Janeiro, Brazil), Office of the Vice President for International Affairs, IU, 2015.

NJAU, JACKSON, Associate Professor of Earth & Atmospheric Sciences, appointed 2011

Educ.: Ph.D. Rutgers University, 2006 **Academic Experience:** Indiana University;
M.A. Rutgers University, 2000 Univ. of Calif. – Berkeley;
B.A. University of Dar Es Salaam, Tanzania, 1992 Nat. Mus. Of Tanzania

Overseas Experience: Tanzania, Ethiopia, Kenya

Languages: Swahili 5, Chaga 4

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Geology & Paleoanthropology Field Course, Tanzania

Research/Training Specialization: Archaeology; Biological Anthropology; Zooarchaeology;
Paleontology; Taphonomy; Human Evolution

Recent Publications [14 total since 2012]:

- 2017 “The carnivorous feeding behavior of early Homo at HWK EE, Bed II,” (with G. Olduvai, Tanzania. M.C. Pante, B. Hensley-Marschand, T.L. Keevil, C. Martín-Ramos, R.F. Peters, I. Torre), *Journal of Human Evolution*.
- 2016 “Standardizing terms for crocodile-induced bite marks on bone surfaces in light of the frequent bone modification equifinality found to result from crocodile feeding behavior, stone tool modification, and trampling,” (with W.H. Gilbert), *FOROST Occasional Publications* 3, 1-13.
- 2016 “Paleoecologic significance of freshwater bivalves, Bed III, Olduvai Gorge, Tanzania,” (with C.C. Johnson, D. Van Damme, K. Schick and N. Toth), *Palaios* 31, 319-326.
- 2016 “Geochemical ‘fingerprints’ for Olduvai Gorge Bed II tuffs and implications for the Oldowan–Acheulean transition,” (with L.J. McHenry, I. de la Torre and M.C. Pante) *Quaternary Research* 85, 147-158.
- 2016 “Imaging and photogrammetry models of Olduvai Gorge (Tanzania) by unmanned aerial vehicles: a high-resolution digital database for research and conservation of Early Stone Age sites,” (with G. Jorayev, K. Wehr, A. Benito-Calvo, I. Torre) *Journal of Archaeological Science* 75, 40-56.

Number of Dissertations and/or Theses Supervised, 2013-18: 9

Distinctions: Major funding from: NSF, European Research Council, Wenner Gren, Leakey Foundation, Palaeontological Scientific Trust, National Geographic Society, British Academy, Stone Age Institute.

NYIKOS, MARTHA, Associate Professor, Literacy, Culture, and Language Education, appointed 1987.

Educ.: Ph.D. Purdue University, 1987 **Academic Experience:** Indiana University
M.A. University of Pittsburgh, 1979
B.A. Washington and Jefferson College, 1973

Overseas Experience: Cameroon, Senegal, Mali, Oman, Azerbaijan

Languages: Hungarian 4, German 4, French 2

Area Studies Content Expertise: 50%

Area Studies Courses [5 total]: Learning Strategies and Styles in Foreign Language Learning; Methods for Teacher Educators: Research on ESL/FL Teacher Training/Development; Teaching Culture Through Literature and Media; Advanced Study of Foreign Language Teaching; Dual Language Immersion

Research/Training Specialization: Cognitive and socialization factors in language learning and strategies of foreign language students; Collaboration, Constructivist approaches and resistance factors in teacher development

Recent Publications [3 total since 2012]:

- 2017 “Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China,” (with K. Newman) *NCOLCTL Journal of Less Commonly Taught Languages*.
- 2015 “A model for community-based language teaching to young language learners: The impact of university outreach,” (with V. Dimitrieska) *Journal of the National Council of Less Commonly Taught Languages*, 17, 83-102.
- 2015 “Bilingualism and family: Parental beliefs; child agency,” *Journal of Sustainable Multilingualism*, 5, 18-40.

OBENG, CECILIA, Associate Professor, Applied Health Science; Chair, America School Health Association (Early Childhood Council), appointed 2006.

Educ.: Ph.D. Indiana University, 2002 **Academic Experience:** Indiana University;
M.A. Indiana University, 1999 Ivy Tech State College
B.A. University of Ghana, 1994

Overseas Experience: Ghana, United Kingdom

Languages: Akan 4, Ewe 3, Swahili 3, Hausa 3

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: Children's Health; Introduction to Qualitative Inquiry in Public Health Research; Families and Atypical Children; Healthy Children: Breastfeeding Promotion in Global Communities; Health Education in Pre K-6; Breastfeeding Practice and Policy

Research/Training Specialization: Pre-school health, role of the family in the development of the child, culture, care, and child health; Breastfeeding and child health; Immigrant families' health

Recent Publications [12 total since 2012]:

- 2016 "Health Education in Early Years Classrooms in Cape Coast (Ghana)," (with M. Weinstein and J. Hauser) *Journal of Ethnographic and Qualitative Research*.
- 2016 "Gender, Power and Sexuality in Akan (Ghana) Epigrams," (with G. Obeng), *Issues in Intercultural Communication* 4(2): 67-75.
- 2016 "Assessing Ghanaian Teachers' Perceptions and Beliefs regarding Substance Use among School-age Children in Ghana," (with T. Hunter and J. Ogah), *International Journal of School Health*.
- 2015 "Intersection between Culture and Health," (with S. Obeng and J. Merrick), *International Public Health Journal*, 7:1-3.
- 2015 "Immigrant College Students' Experiences with Their American Physicians," (with B. Emetu and S. Bowman), *International Public Health Journal*, 7:4-11.
- 2015 "Healthcare Worker's Breastfeeding Practices and Beliefs in Ghana," (with D. Reed) *International Public Health Journal*, 6:20-24.
- 2015 "Exercise Culture among Immigrants Living in the Midwestern United States," (with G. Apiyo) *International Public Health Journal*, 6:6-11.

OBENG, SAMUEL, Professor, Linguistics, appointed 1994.

Educ.: Ph.D. University of York, 1988 **Academic Experience:** Indiana University;
B.A. (Honors) University of Ghana, 1981 Univ. of Ghana, Legon

Overseas Experience: Ghana, Egypt, Niger, Nigeria, Ivory Coast, Tanzania, Togo, Burkina Faso

Languages: Akan 4, Swahili 3, Dangme 3, Ga 3, Daju 3, Ewe 3, Efutu 3, Zarma 3, Susu 3, Luo 2, Oku 2, Siwu 2, Ncham 2, Gwa 2, Bisa 2, Sudanese Arabic 2, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Intro to African Linguistics; Languages in Africa; Field Methods in Linguistics; Advanced Field Methods in Linguistics, Seminar in Political Discourse in Africa; Sociolinguistics; Language & Religion; Languages of the World; International Communication

Research/Training Specialization: African Linguistics; African Political & Juridical Discourse; African Anthroponomy; Language Policy & Language Attitudes in Africa; Pidgins & Creoles; Pragmatics of Prosody; African Languages Documentation; & Evaluation and Testing in African Languages

Recent Publications [4 total since 2012]:

- 2016 "To God Be the Glory: Discussing Sex in Evangelical Communities in Southern Nigeria," (with L.M. Briggs, K.R. Gilbert, M.D. Reece, B.M. Dodge) *African Journal of Reproductive Health* 19, no. 4: 41-49.
- 2013 "Internal tonal processes in Susu." (with C. Green and J. Anderson) *Mandenkan*. 50.
- 2013 "Psychometric evaluation of a cross-culturally adapted felt stigma questionnaire among people living with HIV in Kenya." (with Kingori et al) *AIDS Patient Care & STDs*, 26:13.
- 2013 "A Content Analysis of Online News Media Reporting on American Health Care Reform." (with Y.q Agha, et al) *Journal of Communication and Computer*, 10:2.

OMAR, ALWIYA S., African Languages Coordinator; Clinical Associate Professor, Linguistics, ACTFL/ILR OPI Certified Tester for Swahili, appointed 2002.

Educ.: Ph.D. Indiana University, 1992

M.A. University of Dar es Salaam, 1985

B.A. Kuwait University, 1978

Academic Experience: Indiana University;

University of Pennsylvania;

University of Georgia

Overseas Experience: Tanzania, Kuwait

Languages: Swahili 4, Arabic 1, French 1

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: Swahili Language and Culture; Language in Africa

Research/Training Specialization: Computer-assisted language learning; second-language acquisition; Kiswahili and cross-cultural pragmatics; study abroad language programs

Distinctions: A. Ronald Walton Lifetime Achievement Award for LCTLs, National Council of Less Commonly Taught Languages, 2018; STARTALK Central, University of Maryland grant to teach Swahili language and culture to Indiana High Schools, grant, summer 2013, 2014, 2015, and 2016; Carnegie African Diaspora Fellowship, May 2015, at State University of Zanzibar (SUZA) to teach at the Kiswahili graduate program.

OMODIOR, OGHENEKARO, Assistant Professor, School of Public Health, appointed 2016.

Educ.: Ph.D. University of Florida, 2015

MPH. University of South Carolina, 2012

MS. Olabisi Onabanjo University, 2007

Academic Experience: Indiana University

Overseas Experience: Ghana, Nigeria, Liberia

Languages: English 4, Yoruba 2, Igbo 2

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: Foundations of Public Health; Databased Decision-making; Trends in Survey methodology and Public Health Research; GIS and Spatial Data Applications in Public Health; Recreation-based Geographic Information Systems; Leisure and Health

Research/Training Specialization: Vector-borne emerging infectious diseases; Recreation built environment as a social determinant of health-related quality of life; Clinical trial of behavioral interventions; Survey research methods; GIS applications in public health; Quantitative research methods

Recent Publications [8 total since 2012]:

In-press “Zika Knowledge and Prevention Practices among U.S. Travelers,” (with M. Luetke & E. Nelson) *Journal of Travel Medicine & Infectious disease*.

2018 “Tick-borne disease occupational risks and behaviors of Florida Fish, Wildlife, and Parks Service employees—A health belief model perspective,” (with H. Donohoe & J. Roe) *Journal of Outdoor Recreation and Tourism*, 22, 9-17.

2017 “Modeling insect-repellent use for chikungunya disease prevention among US-Caribbean travelers,” (Pennington-Gray, L. & Thapa, B.) *International Journal of Travel Medicine and Global Health*, 5(4), 125-134.

2017 “Chikungunya disease awareness among US travelers to Caribbean destinations,” (with L. Pennington-Gray, S. Holland, B. Thapa and S. Kiouis) *International Journal of Travel Medicine and Global Health*, 5(1), 20-27.

2015 “Efficacy of the theory of planned behavior in predicting the intention to engage in tick-borne disease personal protective behavior amongst visitors to an outdoor recreation center,” (L. Pennington-Gray & H. Donohoe) *Journal of Park and Recreation Administration*, 33(2).

Distinctions: Best peer-reviewed published article of the year, 2015; Journal of Parks & Recreation Administration.

OSTERHOUDT, SARAH R., Assistant Professor, Anthropology, appointed 2014.

Educ.: Ph.D. Yale University, 2014 **Academic Experience:** Indiana University
M.Phil. Yale University, 2010
M.E.M. Yale University School of Forestry and Environmental Studies, 2002
B.A. Wesleyan University, 1997

Overseas Experience: Madagascar, Nicaragua, Costa Rica, Peru, Bolivia, Venezuela

Languages: Malagasy (Betsimisarika and Merina dialects) 3, Spanish 3, French 2

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: Disaster, Degradation, Dystopia seminar; Sustainability & Society; Sustainable Agriculture and Trade; Nature/Culture; People and Protected Areas

Research/Training Specialization: Environmental & Economic anthropology; Agrarian studies; Anthropology of Madagascar; Anthropology of knowledge & development; Political ecology

Recent Publications [6 total since 2012]:

- 2017 "The Land of No Taboo: Agrarian Politics of Neglect and Care in Madagascar," *Journal Of Peasant Studies* 1-17.
- 2017 *Vanilla Landscapes: Meaning, Memory, and the Cultivation of Place in Madagascar*, Bronx, New York: Advances in Economic Botany Series, New York Botanical Garden Press.
- 2016 "Written with Seed: The Political Ecology of Memory in Madagascar," *Journal of Political Ecology* 23: 263-278.
- 2015 "Disaster, Degradation, Dystopia: A Political Ecology Approach to Disaster Research," (with C. Claus, M. Dove, L. Baker, L. Cortesi, C. Hebdon and A. Zhang), in *A Handbook of Political Ecology*, Raymond Bryant and Soyeun Kim eds., Edward Elgar Publishers, pp. 291–304.

Number of Dissertations and/or Theses Supervised, 2013-18: 8

Distinctions & Grants: Co-awardee, Emerging Areas of Research (\$5.5 million) for three-year project on food sustainability; NSF Cultural Anthropology Sr. Research Grant, 2017-18; Wenner-Gren, 2015.

PANAITE, OANA, Associate Professor of French, Dept. of French and Italian, appointed 2004.

Educ.: Ph.D. Johns Hopkins, 2005 **Academic Experience:** Indiana Univ.
Docteur ès Lettres Université Paris-Sorbonne, 2004
B.A. Universitatea "Alexandru Ioan Cuza," 1997

Overseas Experience: South Africa, France, Romania

Languages: French 4, Romanian 4, Italian 3

Area Studies Content Expertise: 50%

Area Studies Courses [5 total]: The Colonial Fortune: Literature, Education, and Ideology in Early 20th c. France; The French Exception, The Trouble with Literature: Issues in Literary Theory; The Colonial Imagination in French Literature and Film; Children of the Colonies: Guadeloupe, Haiti, Martinique

Research/Training Specialization: French Literature; Literary Theory; The Politics of Writing

Recent Publications [13 total since 2012]:

- 2017 *The Colonial Fortune in Contemporary Fiction in French*, Liverpool: Liverpool University Press, 216 pp.
- 2017 *Entre-Textes. Dialogues littéraires et culturels*, Classroom anthology (co-edited with V. Klekovkina), London: Routledge. September, Print and web.
- 2016 *Reading Communities: A Dialogical Approach to French and Francophone Literature/ Communautés de lecture: pour une approche dialogique des œuvres classiques et contemporaines*, Newcastle upon Tyne: Cambridge Scholars, 210 pp.
- 2016 "Writing (as) Africans: French Fiction between Empathy and Orientalism," *Eastern African Literary and Cultural Studies*, 2015-16, Vol. 2, Issue 3-4. P. 84-93.

Distinctions & Grants: Vice-President, Conseil International d'Études Francophones, 2017-19; Summer Institute for College and Universities - National Endowment for Humanities Grant, 2016; Trustees Teaching Award - IU, 2014-15; Individual Research Award - Institute for Advance Study, 2014.

***PELRINE, DIANE**, Associate Director for Curatorial Services and Curator of the Arts of Africa, Oceania and the Americas, Indiana University Art Museum, appointed 1987.

Educ.: Ph.D. Indiana University, 1991 **Academic Experience:** Indiana University
M.A. Indiana University, 1982
B.A. Duke University, 1974

Overseas Experience: Tanzania, Cameroon, Mali

Languages: Kiswahili 1, French 1, German 1

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Art of Central Africa; Art of Eastern and Southern Africa; Introduction to African Art; Art, Craft, and Technology in Sub-Saharan Africa; Problems in African Art

Research/Training Specialization: Visual arts of eastern Africa; African crafts

Recent Publications [3 total since 2012]:

- 2016 "Africa," South Pacific," and "Ancient and Native Americas" sections in *Indiana University Sidney and Lois Eskenazi Museum of Art Guide to the Collections*, Bloomington: Eskenazi Museum of Art in association with Indiana University Press.
- 2014 "Visual Arts in Africa," (with P. McNaughton) in *Africa* (4th ed.), Maria Grosz-Ngaté, John H. Hanson, and Patrick O'Meara eds., Bloomington: Indiana University Press.
- 2012 *Art, Art History, and the Study of Africa*, (with P. McNaughton), Oxford Bibliographies Online.

PINAUD, CLEMENCE, Assistant Professor of International Studies, appointed 2016.

Educ.: Ph.D. Paris Sorbonne University, 2013 **Academic Experience:** Indiana Univ.
M.A. Science Po Lille, 2009
B.A. Science Po Lille, 2009

Overseas Experience: South Sudan, Uganda, Philippines, Ethiopia, China, Sierra Leone

Languages: French 4

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Peace and Conflict; Gender: International Perspective; Women and War; Advanced Topics in Peace and Conflict

Research/Training Specialization: Military history; Women's history; War economy; Sexual and gender-based violence; Kinship; Social classes; State building and political violence

Recent Publications [8 total since 2012]:

- 2016 "Military Kinship, Inc.: Patronage, inter-ethnic marriages and social classes in South Sudan," In *Review of African Political Economy*, 243-259. n.p.: Routledge, 2016.
- 2016 "Who's behind South Sudan's return to fighting?" African Arguments' website (July).
- 2015 "'We are trained to be married!' Elite formation and ideology in the 'girls' battalion' of the Sudan People's Liberation Army," *Journal Of Eastern African Studies* 9, no. 3: 375.
- 2015 "Conflict and Extremist-Related Sexual Violence: An International Security Threat," United States Institute of Peace Brief, with Kerry Crawford, Nicole Gerring, Sabrina Karim, Chloé Lewis, and Caroline Sarkis (July).
- 2015 "The War in South Sudan: Briefing Note," Observatoire des Enjeux Politiques et Sécuritaires dans la Corne de l'Afrique, Laboratoire des Afriques dans le Monde, Sciences Po Bordeaux (March).
- 2014 "South Sudan: Civil war, predation and the making of a military aristocracy," *African Affairs* 113, no. 451: 192-211.
- 2013 "Are 'Griefs of More Value than Triumphs?' Power Relations, Nation-Building, and the Different Histories of Women's Wartime Contributions in Postwar South Sudan." *Northeast African Studies* 13, no. 2 (2013): 151-76.

Distinctions/Awards: CAHI field research grant, 2017; Fulbright fellow at UC Berkeley, 2012.

POWELL, PHILIP T., Associate Dean of Academic Programs, Daniel C. Smith Faculty Fellow, Associate Clinical Professor of Business Economics, Kelley School of Business, appointed 1996.
Educ.: Ph.D. Vanderbilt University, 1995 **Academic Experience:** Indiana University
B.A. University of South Carolina, 1991

Overseas Experience: South Africa, Botswana, Kenya

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Accelerating Global Immersion Leadership Education courses on South Africa and Botswana; Business strategies in Emerging Economies

Research/Training Specialization: Business strategy in emerging economies of Sub-Saharan Africa

Recent Publications [1 total since 2012]:

2016 “GSK in Africa: An inclusive strategy case study for low income market segments,” (with T. Ismail), in *Inclusive Innovation for Sustainable Development*, Nathaniel O. Agola and Alan Hunter, eds., London: Palgrave Macmillan, pp. 129-148.

Number of Dissertations and/or Theses Supervised, 2013-18: 7

Distinctions: Lilly Alumni MBA Teaching Award – Kelley School of Business, 2015; MBA Teaching Excellence Award – Kelley School of Business, 2013.

PRENKERT, JAMIE D., Associate Vice Provost for Faculty and Academic Affairs, IU-Bloomington and Charles M. Hewitt Professor of Business Law, Kelley School, appointed 2002.

Educ.: J.D. Harvard Law School, 1998 **Academic Experience:** Indiana University
B.A. Anderson University, Indiana, 1995

Overseas Experience: South Africa, Ghana

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Global Immersion: Business and Human Rights; Emerging Markets Experience, undergraduate course taking students to Ghana

Research/Training Specialization: Transnational business and human rights; Modes of proving and defining employment discrimination; Antiretaliatory protections and whistle blowing; Regulation of and protection of religious expression in the workplace

Recent Publications [10 total since 2012]:

Forthcoming *Business Law: The Ethical, Global, and E-Commerce Environment*, (with A.W. Langvardt et al), McGraw-Hill 17th Ed, (primary author of twelve chapters).

2018 Instructor’s Manual for Mallor et al., *Business Law: The Ethical, Global, and E-Commerce Environment* (2015, 2018).

2016 *Business Law: The Ethical, Global, and E-Commerce Environment*, (with J.P. Mallor et al), McGraw-Hill 16th Ed, (primary author of nine chapters).

2015 “Certification Marks as Private Employment Regulation,” in *Managing the Legal Nexus Between Intellectual Property and Employees: Domestic and Global Contexts*, Oswald & Pagnattaro, eds.

2014 *Law, Business, and Human Rights: Bridging the Gap*, Robert Bird, Daniel R. Cahoy, & Jamie Darin Prenkert, eds.

2014 “Conflict Minerals and Polycentric Governance of Business and Human Rights,” in *Law, Business, and Human Rights: Bridging the Gap*, Bird et al eds.

2014 “Employment Arbitration at the Crossroads: An Assessment and Call for Action,” (with S. Hayford and A.H. Raymond), *Journal of Dispute Resolution* 255.

2014 “How Businesses Can Promote Cyber Peace,” (with S.J. Shackelford & T. Fort), *36 University of Pennsylvania Journal of International Law* 353.

Distinctions: Trustees Teaching Award, 2015; Big Ten Academic Alliance Academic Leadership Program Fellow, 2015-16; Ralph J. Bunche Award for the Outstanding International Paper, 2013; Distinguished Proceedings Award, Academy of Legal Studies in Business, 2013; Best Conference Paper Award, Pacific Southwest Academy of Legal Studies in Business, 2012; Harry C. Sauvain Undergraduate Teaching Award, 2010-11, 2007.

REECE, MICHAEL, Professor, Department of Applied Health Science, School of Public Health; Co-Director, Center for Sexual Health Promotion, appointed 2001.

Educ.: Ph.D. University of Georgia, 2000 **Academic Experience:** Indiana University
M.A. San Diego State University, 1995
B.A. University of Georgia, 1992

Overseas Experience: Kenya, Uganda, South Africa, Liberia, Botswana

Languages: Kiswahili 2

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Public Health in Africa; Contemporary Issues in Health: AIDS & Society; Contemporary Seminar on Africa

Research/Training Specialization: National and international sexual health and behaviors; HIV/AIDS education and prevention; health care management

Recent Publications [5 total since 2012]:

In press “Knowledge of zika and perceptions of risk among sexually active US adults: results from nationally representative sample,” (with L. Guerra-Reyes, J. Fu, D. Williams, D. Herbenick, B. Dodge and J.D. Fortenberry), *Pan American Journal of Public Health*.

Number of Theses/Dissertations Supervised, 2013-2018: 3

REED, DANIEL B., Director of the Ethnomusicology Institute; Associate Professor, Folklore and Ethnomusicology; appointed 2001.

Educ.: Ph.D. Indiana University, 1999 **Academic Experience:** Indiana University;
M.A. Indiana University, 1995 Univ. of No. Carolina, Greensboro
B.A. Ohio University, 1985

Overseas Experience: Côte d’Ivoire; Mali, Guinea

Languages: French 4, Bamana 3, Dan (Yakuba) 2

Area Studies Content Expertise: 100%

Area Studies Courses [9 total]: Global Popular Music; West African Music; Music in African Life; African Music Ensemble; Ritual Music in West Africa; African Mobilities & Expressive Culture; African Expressive Culture Now; Music in Religious Thought and Experience; Music, Immigration & Diaspora

Research/Training Specialization: African music and expressive culture; Transformations in African music; Mask performance; Music performance and identity; Music and religion; Ritual; Identity; Popular music; Immigration; Transnationalism; Diaspora; Music and health

Recent Publications [10 total since 2012]:

Forthcoming “Ambiguous Agency: Dan/Mau Stilt Mask Performance as Ontology in Côte d’Ivoire and the USA” *Africa: Journal of the International African Institute*, publication anticipated winter 2018.

2017 “Reflections on Reconnections: When Human and Archival Modes of Memory Meet,” Gunderson, Frank and Bret Woods eds., *Oxford Handbook on Musical Repatriation*. London and New York: Oxford University Press.

2017 “Toward Common Cause: Music and Global Health,” (with T. Allison and J.M. Cohen), *Journal of Folklore Research*. 24 (1-2), January-August, 1-14.

2016 *Abidjan USA: Music, Dance and Mobility in the Lives of Four Ivorian Immigrant Performers*, Bloomington: Indiana University Press, 350 pgs. and companion website of annotated video.

Number of Dissertations and/or Theses Supervised, 2013-18: 15

Distinctions: Endowed Chair Laura Boulton Professor of Ethnomusicology, 2017; College Arts and Humanities Institute, Grant, 2016; Office of the Vice Provost for Research, Grant-in-Aid of Research, *Abidjan USA: Music, Dance and Mobility in the Lives of Four Ivorian Immigrant Performers*, 2016; Office of the Vice President for International Affairs International Travel Grant, 2015; IU Trustees’ Teaching Award, 2014; Summer Faculty Fellowship, IU Office of the Vice Provost for Research, 2014.

***ROSA, IRIS**, Professor, African American and African Diaspora Studies; Director, African American Dance Company, appointed 1980.

Educ.: M.S. Indiana University, 1974 **Academic Experience:** Indiana University
B.S. Indiana University, 1973

Overseas Experience: Nigeria, Ghana, Côte d'Ivoire, Mexico, Cuba, Puerto Rico, British Guyana,

Languages: Spanish 4

Area Studies Content Expertise: 50%

Area Studies Courses [6 total]: Dance from the perspective of the African American and African Diaspora; Dance in the African Diaspora; Black Dance History; Introduction to Black Dance Styles; The African Diaspora: Music, Dance, and History; African American Dance Company

Research/Training Specialization: Choreography and teaching; Modern Contemporary; Jazz; Traditional dances from the perspective of the African and African Diaspora

Recent Creative Activities:

1974—2017 Director & Choreographer, IU African American Dance Company (4-5 performances/yr)

1995—2017 Director, Sancocho: Music and Dance Collage – performances in Indiana and Illinois

2003—2017 Choreographer for the annual Faculty Dance Concert - Ruth N. Halls

Distinctions: Teaching Award, African and African Diaspora Studies, IU, 2011; IU Office of Women's Affairs Life Time Achievement Award, 2009.

***SADLIER, DARLENE**, Professor, Spanish and Portuguese; appointed 1978.

Educ.: Ph.D. University of Wisconsin, 1977 **Academic Experience:** Indiana University
M.A. University of Wisconsin, 1972
B.A. Kent State University, 1971

Overseas Experience: Portugal, Brazil, Macau

Languages: Spanish 3, Portuguese 4, French 2

Area Studies Content Expertise: 50%

Area Studies Courses [2 total]: African Literature in Portuguese; The African-Brazilian Experience

Research/Training Specialization: Luso-Brazilian and Lusophone African literatures and cultures; Portuguese language; Latin American cinema; Women's Studies; Brazilian film

Recent Publications [6 total since 2012]:

Forthcoming *Intriguing Objects in a World-Class Collection: The Lilly Library A to Z*, Indiana University Press.

2016 *The Portuguese-Speaking Diaspora: Seven Centuries of Literature and the Arts*, U of Texas Press.

2016 "The *Sertão* on Screen: From the Silent Era to the Pernambuco Revival," *Review: Literature and the Arts of the Americas* 49, 1-2:56-64.

2016 "Americans All: Good Neighbor Diplomacy in World War II," *Boletín del Postgrad en Historia* 8 (maio 2016): 48-64, (Buenos Aires).

Number of Dissertations and/or Theses Supervised, 2013-18: 1

Distinctions: Fulbright Specialist Fellowship-Brazil, 2016; various internal grants for travel and research.

SAMUELSON, BETH, Associate Professor, Education, appointed 2008.

Educ.: PhD University of California Berkeley, 2004 **Academic Experience:** Indiana Univ.
MS University of Southern California, 1998
MS University of Wisconsin-Madison, 1996
BA Wheaton College, 1988

Overseas Experience: Rwanda, South Sudan, South Africa, Uganda

Languages: Kinyarwanda 3, Swahili 2

Area Studies Content Expertise: 100%

Area Studies Courses [5 total]: Literacy Leadership Service Learning, Books & Beyond - Rwanda

Recent Publications [12 total since 2012]:

- 2017 "Empathetic communication: Bridging differences in a global context," (with E. Alant and L. Ogle), *Cross-cultural global perspective on individuals with special needs: Traversing abilities and challenges*, Santoshi Halder & Lori Czop-Assaf, Eds., New York: Springer.
- 2016 "Elementary EFL students' practice of peer assessment of oral classroom activities," (with Y.-J. Hung and S.-C.F. Chen) *TESOL Journal*, 7(2), 449-468.
- 2016 "Language contact and translanguing literacies," (with S.M. Coronel-Molina) *Journal of Multilingual and Multicultural Development*, 1-11.
- 2015 "Embodied signs," (with K. Wohlwend), *International Handbook of Semiotics*, P. Trifonas. Ed. (pp. 565-572), New York: Springer.
- 2015 "The influence of student peer-assessment on self-assessment of young EFL learners' oral presentations," (with Y.-J. Hung and S.-C.F. Chen), *Assessing Young Learners of English: Global and Local Perspectives*, Mariane Nikolov Ed. (pp. 317-338), New York: Springer.

Number of Dissertations and/or Theses Supervised, 2013-18: 7 completed dissertations

Distinctions: Excellence in Mentoring Award, IU School of Education Graduate Student Association, 2017; Books & Beyond, Best Practices in International Higher Education Awards, Student Affairs in Higher Education (NASPA), 2017.

SCHICK, KATHY DIANE Professor, Department of Anthropology and Cognitive Science Program; Co-Director, Stone Age Institute, appointed 1986.

Educ.: Ph.D. University of California, Berkeley, 1984 **Academic Experience:** Indiana Univ.;
M.A. University of California, Berkeley, 1979 Univ. of Cape Town
B.A. Kent State University, 1974

Overseas Experience: Ethiopia, Tanzania, Kenya, China, Portugal, Spain, Jordan

Languages: Kiswahili 1

Area Studies Content Expertise: 100%

Area Studies Courses [14 total]:

Research/Training Specialization: Old World prehistory; Palaeoanthropology; Evolution of technology; Human adaptation; Primate studies; Archaeological site formation; Geoarchaeology; Taphonomy; Zooarchaeology; Hunter-gatherers; Ethnoarchaeology; Lithic technology; Experimental archaeology; Invention and technology; History of archaeology

Recent Publications [1 since 2012]:

- 2017 "Article original: Why did the Acheulean Happen? Experimental Studies into the Manufacture and Function of Acheulean Artifacts," (with N. Toth), *L'anthropologie*.
- 2010 *The Human Brain Evolving: Papers in Honor of Ralph L. Holloway*, (with D. Broadfield, M. Yuan, and N. Toth, eds.), Stone Age Institute Publication Series, Number 4, Gosport, Indiana: Stone Age Institute Press.
- 2009 *The Cutting Edge: New Approaches to the Archaeology of Human Origins*, (with N. Toth, eds.) Gosport, Indiana: Stone Age Institute Press.

Distinctions: Co-founder of and Endowment for Stone Age Institute, a non-profit research institute, 2000-06; Fellow of the American Association for the Advancement of Science, 2003; *Who's Who of American Women*, 1997.

SCHLEGEL, FRED H., Senior Lecturer, IU Kelley School of Business, appointed 2010.

Educ.: M.B.A. Indiana University, Kelley School of Business, 1986

B.S. Northwestern University, Medill School of Journalism, 1984

Overseas Experience: Kenya, Ghana, South Africa, Botswana, Egypt, Jordan, Israel and West Bank-Palestine.

Languages: Akan/Twi 1

Area Studies Content Expertise: 100%

Area Studies Courses [6 total] and Study Abroad Programs: International Business Environments; Strategic Management and Business; International Environments and Strategic International Management; Global Management; Globase Ghana, consulting in a developing world context including travel to Ghana and semester-long engagement with small businesses, focusing on social entrepreneurship including microfinance and sustenance level entrepreneurial development; AMPATH partnership development, Eldoret, Kenya. Globase Ramallah, multiple semester in-country engagement with entrepreneurs in a developing world region experiencing conflict, a Kelley Direct, USAID, Partners for New Beginnings, and IU Institute for International Business program; Entrepreneurship Training, "Hands Across the Nile," a program focusing on encouraging female-led entrepreneurship in Egypt, 2012

Research/Training Specialization: Strategy, IB and Entrepreneurship

SCHLEICHER, ANTONIA, Executive Director, IU Language Resource Centers; Executive Director, Center for Language Excellence; Director, National African Language Resource Center; Senior Research Scholar, African Studies; Professor, Linguistics; Adjunct Faculty, Global Center; appointed 2012.

Educ.: Ph.D. University of Kansas, 1987 **Academic Experience:** Indiana University;
M.Phil. University of Kansas, 1985 Univ. of Wisconsin-Madison

M.A. University of Ibadan, Nigeria, 1982

B.A. University of Ibadan, Nigeria, 1980

Overseas Experience: Nigeria, Tanzania, South Africa, Egypt

Languages: Yoruba 4, English 4, Pidgin-English 4, French 3, Hausa 1, Swahili 1

Area Studies Content Expertise: 100%

Area Studies Courses [6 total] and Activities: Yoruba Language/Culture, all levels; Intro to Africa; African Linguistics; Professional Development Workshops for African LCTL instructors; Foreign Language Curricular for World Languages (Business Concept), IU-CIBER and NALRC; NALRC Annual Summer Professional Development Institutes for African (and other) LCTL instructors; External reviewer
Language Pedagogy Training: ACTFL/ILR OPI Certified Tester for Yoruba, 2010; 1989 Certificate in Oral Proficiency Testing, American Council on the Teaching of Foreign Languages, OPI tester for Yoruba; Team Leader Training for Evaluating Summer Language Programs

Research/Training Specialization: Foreign and second language acquisition; African languages and linguistics; phonetics and phonology; Tonology; Morphology; Experimental phonetics; Foreign language teaching methods; Gender and culture; Language pedagogy and technology

Recent Publications [7 since 2012]: NALRC Book Series Editor: *World Language Curriculum Incorporating Business Concepts* (2 volumes), 2017; NALRC Book Series Editor: *Yoruba* (by K. Owolabi), *Bamanakan* (by A. Beidy Sow), *Kinyarwanda* (by D. Nsengiyumva), *Akan* (by S. Ofori) textbooks, published 2015-2016.

Distinctions: ACTFL Wilga River's Award for Distinguished Research, Service and Leadership in Foreign Language Education, 2015; Adam W. Herbert Presidential Scholars Program Honors; Keynote speaker, Foreign Language Association of Virginia State; A. Ronald Walton Lifetime Achievement Award, National Council of Less Commonly Taught Languages, 2010.

SEPT, JEANNE M., Vice Chancellor, Academic Affairs and Associate Dean of the Faculties; Dept. of Anthropology Chair, appointed 1987.

Educ.: Ph.D. University of California, Berkeley, 1984 **Academic Experience:** Indiana Univ.
M.A. University of California, Berkeley, 1980
B.A. University of California, Berkeley, 1977

Overseas Experience: Kenya, Tanzania, Sudan, Congo, Côte d'Ivoire, South Africa

Languages: French 3, Swahili 1

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: Earlier Prehistory of Africa; Prehistoric Diet and Nutrition; Life in the Stone Age; Becoming Human: evolution of genes, bodies, behavior, ideas

Research/Training Specialization: African prehistory; Paleoanthropology; Primate ecology; Paleoecology plant foods

Recent Publications [3 since 2012]:

Forthcoming "Glynn Isaac" in *The International Encyclopedia of Biological Anthropology*, Wenda Trevathan ed., John Wiley and Sons, Inc.

2015 "Early Hominin ecology," *Basics in Human Evolution*, editor M. P. Muehlenbein, pp. 85-101, Academic Press.

2013 "Plants and Proto-People: paleobotanical reconstruction and modeling early hominin ecology," in *Early Hominin Paleoecology*, M. Sponheimer & K.E. Reed, eds., U. of Colorado Press pp 355-396.

Distinctions: *Frederic Bachman Lieber Memorial Award for Distinguished Teaching* (annual award by the President of IU), 2014; Chair, Department of Anthropology, 2015-19.

SIEBER, ELLEN, Chief Curator, Mathers Museum of World Cultures; Adjunct Professor, Department of Anthropology, appointed 1995.

Educ.: Ph.D. Indiana University, 1992 **Academic Experience:** Indiana University
M.A. Indiana University, 1985
A.B. Oberlin College, 1978

Overseas Experience: Nigeria

Languages: Hausa 1

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Politics, Women, and Art; museum studies courses with Africa content

Mathers Museum exhibits with significant African content:

Tools of Travel; Photography from the Forest: Images by William Siegmann; "Life Stages" section of Thoughts, Things, and Theories... What Is Culture?; Treasures of the Mathers; Money Is An Object: African Currency; Liberian Collections Project: Preserving the Past for Building the Future; The Ones That Got Away: Victorian Women Travel Writers; To Have and To Hold: African Containers; Very frequent use of African materials in the Teaching Gallery, a temporary gallery that facilitates faculty use of collections in their teaching

Recent Publications [1 since 2012]:

2013 *Treasures of the Mathers*, exhibition catalog, Mathers Museum of World Cultures.

SOW, AMADOU BEIDY, Lecturer, Bamana Language, ACTFL/ILR OPI Certified Tester for Bamana, appointed 2011.

Educ: Ph.D. Ohio University, 2009 **Academic Exp.:** Indiana University
M.A. Ohio University, 2003
M.A. École Normale Supérieure de Bamako (ENSUP), Mali, 1997
B.A. Lycée de Markala, Mali, 1991

Overseas Experience: Mali

Languages: Bamanankan 4, French 4, English 4

Area Studies Content Expertise: 100%

Area Studies Courses [10 total]: Bamana Language, all levels; French Language; English as a Second Language; Political Leadership in Africa; Islamic Women Political Leaders in Africa; Political Leadership & African Women; Bamana Proverbs and Oral Expressions

Language Pedagogy Training: MOPI 7,000 Language Technology Project, 2013; NALRC Workshop, 2012; Oral Proficiency Interview certification for Bamana, American Council on the Teaching of Foreign Languages (ACTFL), 2016; Professional Development for Language Instructors certification (NALRC), 2016

Research/Training Specialization: Foreign language teaching and learning; Democracy in developing countries; Political leadership and pedagogy; Malian culture; spearheaded creation and launch of educational program between ENSUP, Bamako, and Abraham Lincoln University, Missouri

Recent Publications and Presentations [2 total since 2012]:

Forthcoming *An ka Bamanankan kalan* (“Let’s Read Bamanankan”), Bloomington: NALRC.
2016 *An ka Kuma Mali kan Bamanankan na* (“Let’s Talk about Mali in Bamanankan”), Bloomington: NALRC.

2015 *An ka Bamanankan Fɔ* (“Let’s Speak Bamanankan”), Bloomington: NALRC.

Distinctions & Grants: Course Development Grant, Indiana University, 2015.

STACHOWSKI, LAURA L., Director, Global Gateway for Teachers, School of Education, appointed 1994.

Educ.: Ph.D. Indiana University, 1994 **Academic Experience:** Indiana University
M.S. Indiana University, 1984
B.S. Indiana University, 1979

Overseas Experience: Tanzania, South Africa, Costa Rica, Australia, China, Ecuador, England, Greece, Ireland, India, Italy, Japan, New Zealand, Norway, Russia, Scotland, Spain, Turkey, Wales

Area Studies Content Expertise: 30%

Area Studies Courses [2 total]: Curriculum development, instruction, supervision, and data collection related to the Overseas Program

Research/Training Specialization: Overseas and Intercultural Education and Teacher Training

Recent Publications [3 since 2012]:

2015 “Through the Global Gateway: Transforming student teachers in overseas schools and communities,” (with C. Grant and A. Stuehling), *Delta Kappa Gamma Bulletin*, 81(3), pp. 35-43.

2014 “Standing the test of time: Overseas student teaching’s lasting impact on participants’ perspectives and practices,” (with O. Shonia), *Internationalizing teacher education for social justice: Theory, research, and practice*, in S. Sharma, J.A. Phillion, J. Rahatzad, & H.L. Sasser eds., pp. 57-76, Charlotte, NC: Information Age Publishing.

2013 “To See Life, See the World: Reflections on 40 Years of Intercultural Student Teaching Through the Cultural Immersion Projects at Indiana University,” (June) Blog posted on Global Teacher Education website: (<http://www.globalteachereducation.org/blog/see-life-see-world>).

Distinctions & Grants: American Association of Colleges for Teacher Education, Best Practice in Global and International Teacher Education, 2016; Institution of International Education, Honorable Mention in Best Practice in Study Abroad Category, 2017.

STEINBERG, JESSICA, Assistant Professor, International Studies, appointed 2014.

Educ.: Ph.D. University of Michigan, 2014 **Academic Experience:** Indiana University
M.A. University of Michigan, 2010
B.A. Stanford University, 2006

Overseas Experience: Congo-Brazzaville, Democratic Republic of Congo, Mozambique, Zambia, South Africa, Senegal, Gambia

Languages: French 4

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: The Politics of Energy in Developing Countries; Global Development

Research/Training Specialization: Natural resources management; Ungoverned spaces, local institutions

Recent Publications [6 total since 2012]:

Forthcoming “‘Strong’ States and Strategic Governance: A model of territorial variation in state presence.” *Journal of Theoretical Politics*.

2018 “Protecting the capital? On African geographies of protest escalation and repression,” *Political Geography*, Vol. 62.

2016 “Strategic Sovereignty: A Model of Non-State Goods Provision and Resistance in Regions of Natural Resource Extraction,” *Journal of Conflict Resolution*, 60(8).

2014 “Foreign capital, forest change and regulatory compliance in Congo Basin forests,” (with J. Brandt, C. Nolte and A. Agrawal), *Environmental Research Letters* 9.4.

Distinctions: Ostrom Workshop Faculty Research Grant – Indiana University; Pre-Doctoral Fellow, Climate Change and Political Stability in Africa Program, Strauss Center for International Security and Law, University of Texas, 2013-14.

STOCKTON, REX, Chancellor’s Professor, Department of Counseling and Educational Psychology, School of Education, appointed 1968.

Educ.: Ed D Ball State University, 1968 **Academic Experience:** Indiana University
MA Eastern New Mexico University, 1960
BA Eastern New Mexico University, 1959

Overseas Experience: Botswana, Kenya, Turkey

Area Studies Content Expertise: 100%

Area Studies Courses [4 total], Overseas Academic and Research Activities: 2002-present, Principal Investigator for International Advocacy, Research and Education (I-CARE) project training HIV/AIDS counselors in Sub-Saharan Africa, including Kenya and Botswana

Research/Training Specialization: Social and emotional components of HIV/AIDS, counseling; Group dynamics; Human resource delivery systems; Post-secondary drop-out problems; Education-to-work mechanisms; Counselor training and teaching strategies with a focus on group work

Recent Publications [12 since 2012]:

2017 “Clients’ Perceptions of HIV/AIDS Supportive Counseling in Botswana: A Qualitative Study,” (with T. Paul, E. Mokalake, D.K. Morran, M.D. Powless, D. Goldberg, S. Li, N. Blackwell and R. Sharma), *Journal of Immunology and Infectious Diseases*, 4(1).

2016 “Survey of HIV/AIDS clients in Botswana: Reactions to supportive counseling,” (with T. Paul, D.K. Morran and E. Mokalake), *International Journal for the Advancement of Counseling*, 38, p.249-268.

2016 “Preventing the spread of HIV/AIDS in Botswana,” (with D. Goldberg, T. Paul and B. De Larm) In *The Cambridge*, M. Israelashvili & J.L. Romano eds., p.998-1019, *Handbook of International Prevention Science*, New York: Cambridge University Press.

2015 “Psychoeducational group curriculum to address American Indian marginalization,” (with J.A. Steinfeldt and B.D. Foltz) *Creative Education*, p. 1-10.

Number of Dissertations and/or Theses Supervised, 2013-18: 13

Distinctions: Research Fellow, Rural Center for AIDS/STD Prevention.

***STOELJE, BEVERLY**, Professor Emerita, Anthropology, appointed 1986

Educ.: University of Texas PhD. in Anthropology, 1979 **Academic Exp.:** Indiana University
University of Texas M.A. in Anthropology, 1973
University of Texas B.S. in Education/ English, 1961

Overseas Experience: Ghana; Senegal; Turkey; Europe; Japan; China

Languages: Akan/Twi 3; Spanish 2

Area Studies Content Expertise: 100%

Area Studies Courses [15 total]: Ritual Politics in Africa; Temporalities, Politics & Cultural Formations in Africa; Problems in the Ethnographies in Africa; Performing Nationalism; Ritual &

Research/Training Specialization: Asantehene Queen Mothers; Customs and Politics in Ghana; Ghanaian Law; Asante Funerals; Folklore; Beauty pageants

Recent Publications [10 since 2012]:

In press. "Chieftaincy Dramas: Kinship and Politics in Asante Succession." in *Monarchy*. Ellen Woodacre, ed.

2017 "Protesting and Grieving: Ritual, Politics and the Effects of Scale." In *Public Performances: The Carnavalesque and the Ritualesque*. Jack Santino, ed., Utah State Press and University of Colorado Press.

2015 "Women, Gender and the Study of Africa." Oxford Bibliographies.

2013 "At the Queen Mother's Court: Ethnography in Kumasi, Ghana." in *Qualitative Research: A Reader in Philosophy, Core Concepts and Practice*, B. Dennis, L. Carspecken, P.F. Carspecken, eds., Peter Lang.

2013 "Disentangling Modernity in Ghana: The Cosmopolitan Chief." *West African Review*. Issue 22.

Number of Dissertations and/or Thesis: 65

Distinctions: International Advisory Board, *Poetics Today*, 1988-present; Editorial Board *Journal of Folklore Research*, 1990-1993; 1997-2000; Fulbright-Hays Research Scholar Grant to Ghana, 1989-90.

***STONE, RUTH M.**, Laura Boulton Professor, Folklore and Ethnomusicology; Associate Vice-Provost for Research; Co-Project Director, Ethnographic Video for Instruction and Analysis (EVIA) Digital Archive, appointed 1979.

Educ.: Ph.D. Indiana University, 1979 **Academic Experience:** Indiana University
M.A. Hunter College, 1972
B.A. University of Northern Iowa, 1966

Overseas Experience: Liberia, Madagascar, Zimbabwe, Saudi Arabia, Oman

Languages: Kpelle 4, Bambara 2, German 2, French 1, Arabic 1

Area Studies Content Expertise: 100%

Area Studies Courses [7 total]: Introduction to World Music and Culture; Music in African Film; West African Music; Teaching Folklore and Ethnomusicology; Fieldnotes in African Research

Research/Training Specialization: Folklore theory in ethnomusicology (including indigenous theories of music in Africa); Musical process and temporal dimensions of musical performances among the Kpelle of Liberia; Music in the post-conflict period after Liberia's civil war; Musicians living in the Philadelphia area who fled Liberia during the recent civil war

Recent Publications [9 since 2012]:

2017 "'Ebola In Town': Creating Musical Connections in Liberian Communities during the 2014 Crisis in West Africa," *Africa Today* 63(3): 79-97.

2017 "Mobilizing Musical Performance and Expressive Culture in the Ebola 2014 Epidemic: Introduction," *Africa Today* 63(3): vii-ix.; also, editor for the *Special Issue*.

Number of Dissertations and/or Theses Supervised, 2013-18: 4

Distinctions: Provost's Medal for work as Associate Vice Provost for Research, 2014; Media Preservation Initiative, \$15 million, President/Provost/Vice Provost for Research, 2014.

***STONE, VERLON**, Special Advisor, IU Libraries Liberian and African Studies Collections; Research Associate, Department of Folklore and Ethnomusicology; appointed 2002.

Educ.: Ph.D. Indiana University, 1979 **Academic Experience:** Indiana University
M.S. Indiana University, 1974
B.A. University of Northern Iowa, 1965

Overseas Experience: Liberia, Saudi Arabia

Languages: Kpelle 3

Area Studies Content Expertise: 100%

Research/Training Specialization: Training Liberians in archival and digitization skills; User-friendly graphic user interfaces; technological media in ethnographic research; Liberian perception and interpretation of entertainment films

Research Publications/Major Consultancies:

2018 Consultant (Liberia), Project funded by NSF, then Carnegie Corporation, to develop and enhance the LiberianHistory.org in cooperation with Liberian Center for National Documents and Records Agency (CNDRA), Project commenced 2013.

2014 Consultant (Liberia), World Bank-funded project: digitize and preserve Liberian land records in a digital library repository, Liberian Center for National Documents and Records Agency, 2009-14.

Distinctions: projects funded by major grants from: NSF, Carnegie, World Bank; IU funding.

SUTTON, MARGARET, Associate Professor, Educational Policy and Leadership Studies, appointed 1997.

Educ.: Ph.D. Stanford University, 1991 **Academic Experience:** Indiana University
M.A. University of British Columbia, 1978
B.A. Seattle University, 1974

Overseas Experience: Guinea, Zambia, Malawi, Malaysia, South Korea, Nepal, Indonesia, India, Pakistan, China, Thailand, Japan

Languages: Indonesian 4, French 3

Area Studies Content Expertise: 20%

Area Studies Courses [4 total]: Gender, Education and Social Change; Comparative Education; International Assistance to Education; Educational Policy Implementation

Research/Training Specialization: Comparative multicultural policies; Gender and education in developing countries; National and international education and cultural change; Educational policy formation in international assistance agencies; the sources and forms of global awareness among children and youth in the U.S.

Recent Publications [1 since 2012]:

2013 "The Role of Supportive Leaders At Top Performing Universities: Best Practice Lessons from American Institutions," (with G.M. Gonzalez), *International Journal of Leadership and Change*, 1:1.

2010 "Longitudinal Comparisons of Educational Indicators through Gender Lens," Background paper for *Global Education Digest 2010*, submitted to UNESCO Institute for Statistics.

2009 "Education Policy as a Practice of Power: Ethnographic Methods, Democratic Options," (with B.A.U. Levinson, and T. Winstead), *Education Policy*, 23:767.

Distinctions: New IDEAS Partnership Program: Strengthening Institutional Capacity in Elementary Teacher Education grant, 2006; FACET Award for Excellence in Teaching, 2002; US Dept. of State Sponsored Research, Institutional Linkage Project, IU/Universitas Negeri Padang, 2001-04.

THOMPSON, ESI E., Assistant Professor Media School, appointed 2017.

Educ.: Ph.D. University of Oregon, 2017 **Academic Experience:** Indiana University
M.A. University of Ghana, 2009
B.A. University of Cape Coast, 2005

Overseas Experience: Ghana, Liberia

Languages: Twi 4, Ga 3, French 1

Area Studies Content Expertise: 100%

Area Studies Courses [2 total – note new hire]: Media in Ghana (Twi).

Research/Training Specialization: Public relations campaigns; Public relations research and planning; Strategic communication; Health risk and crisis communication; Development communication

Recent Publications [3 since 2012]:

Forthcoming “Ghana,” In D. Merskin ed., *The Sage International Encyclopedia of Mass Media and Society*.

2015 “Public relations evolution in a nascent democracy: The case of Ghana,” in K. Ansu-Kyeremeh, A. Gadzekpo, & M. Amoakohone eds., *Communication research and practice in Ghana: A critical appraisal*, pp. 71-83, Social Sciences Series Vol. 10, University of Ghana Legon, Accra: Digibooks Ghana Ltd.

2013 “What’s gender got to do with it? An exploration of the ‘gendered’ dimensions of women’s success in Ghana’s media/communication industry,” (with A.A. Yeboah) *Africa Media Review*, 21(1&2), 171-191.

2013 “Health information from elite to popular media: Is Ghanaian media creating more space for health information/communication?” (with A.A. Yeboah) *Critical Arts: South-North Cultural and Media Studies*, 27, 370-385.

Distinctions: Sasakawa Young Leaders’ Fellowship Fund 2015-16.

TORABI, MOHAMMAD R., Chancellor’s Professor, Applied Health Science, 1997-present; Former Dean, School of Public Health, appointed 1983.

Educ.: Ph.D. Purdue University, 1982 **Academic Experience:** Indiana University
M.P.H. Indiana University, 1984
M.S.P.H. Tehran University, 1978
B.A. Tehran University, 1975

Overseas Experience: Ghana, Kenya, Egypt, Turkey, Thailand, Korea, China

Languages: Persian 4

Area Studies Content Expertise: 25%

Area Studies Courses [5 total]: Trends and Issues in International Health; Field Experience in Public Health; Research in Public Health; Community Health Education; Human Diseases and Epidemiology

Research/Training Specialization: Measurement and evaluation of school and public health education programs and factors associated with health behavior, health promotion and key factors related to individuals' decisions in the prevention of drug abuse, cancer, HIV/AIDS infection

Recent Publications [12 since 2012]:

Forthcoming “Longitudinal trajectory of the relationship between self-esteem and substance use from adolescence to young adulthood,” (with C.G. Lee, D.-C. Seo, D.K. Lohrmann and T.M. Song) *Journal of School Health*.

2017 “Is waist circumference $\geq 102/88$ cm better than body mass index ≥ 30 to predict hypertension and diabetes development regardless of gender, age group, and race/ethnicity? Meta-analysis,” (with D.-C. Seo and S. Choe) *Preventive Medicine (Prev Med)*, 97, 100-108.

2017 “Factors Associated with Changes in Fruit Intake during Young Adulthood: A Classification and Regression Tree Analysis of Longitudinal Data,” (with D.K. Lohrmann and W.P. Jayawardene), *Journal of the Nutrition Education and Behavior*.

Number of Dissertations and/or Theses Supervised, 2013-18: 3

Distinctions: Distinguished Fellow-Society for Public Health Education, 2015.

VIEIRA, ESTELA, Associate Professor, Spanish and Portuguese, appointed 2007.

Educ.: Ph.D. Yale University, 2006. **Academic Experience:** Indiana University

M.A. University of Virginia, 2001

B.A. University of Virginia 1997

Overseas experience: Brazil, Portugal

Languages: Portuguese 4, Spanish 4

Area Studies Content Expertise: 20%

Area Studies Courses [8 total]: Literatures of the Portuguese-Speaking World II; Literature and Film in Portuguese; Women Writing in Portuguese; Poetry in Portuguese: Love and War; Advanced Grammar and Composition in Portuguese; Prose in Portuguese: Essay; Structure of Portuguese Language; Theater in Portuguese: Nation and Identity

Research/ teaching specialization: Lusophone literatures & cultures; 19th-century women writers; Transatlantic modernism; Portuguese post-colonial cinema; Lisbon earthquake of 1755; Luso-Hispanic comparative studies; Interior space and interiority in realist fiction.

Recent publications [9 since 2012]:

2017 "On Portuguese Cinema" (with C. Rowland). "Introduction: On Portuguese Cinema," Special issue of *Journal of Lusophone Studies*, vol. 2, no. 1.

2017 "Cinematic Walls: Pedro Costa's Mural Imagination," *Journal of Lusophone Studies*, 2.1: 165-180.

2016 "Eça de Queirós e Machado de Assis: diálogos transatlânticos," (with K. Bishop-Sánchez and L. Namorato), "Introdução" Special issue of *Revista de Estudos Literários*, 6.

Number of Dissertations and/or Theses Supervised, 2013-18: 4

VINSON, STEVE Professor, Near Eastern Languages and Culture, appointed 2009.

Educ.: Ph.D. Johns Hopkins University, 1995. **Academic Experience:** Indiana University;

M.A. Texas A&M University, 1987 State University of New York

B.A. University of Texas at Austin, 1982

Overseas experience: Egypt, Germany

Languages: Ancient Egyptian 4, French, 3, German 3, Spanish 1

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: Ancient Egyptian History and Civilization; Ancient Egyptian Religions; Ancient Egyptian Literature; Good and Evil in Ancient Egypt; Middle Egyptian; Demotic; Late Egyptian

Research/ teaching specialization: Ancient Egyptian literature; Graeco-Roman Egypt

Recent publications [11 since 2012]:

2017 *The Craft of a Good Scribe: History, Narrative and Meaning in the First Tale of Setne Khaemwas*, Harvard Egyptological Studies 3 (Leiden and Boston: Brill), 331 pages, 17 plates.

2017 "Necrobibliomania: (Mis)appropriations of the Book of the Dead," in F. Scalf ed., *Book of the Dead: Becoming God in Ancient Egypt*, Oriental Institute Museum Publications 39 (Chicago: Oriental Institute), pp. 163-170.

2016 "Good and Bad Women in Egyptian and Greek Fiction," in *Graeco-Aegyptiaca/Aegypto Graeca: Literary Interactions between Greece and Egypt, 700BCE-300CE*, I. Rutherford ed., Oxford: Oxford University Press, pp. 245-266.

2015 "Behind closed doors: architectural and spatial images and metaphors in ancient Egyptian erotic poetic and narrative literature," in *Sex and the Golden Goddess II: The World of the Love Songs*, H. Navrátilová and R. Landgráfová eds., Prague: Charles University, pp. 121-143.

2015 "Into the Abyss: The Structure of the 'Tale of the Shipwrecked Sailor' as *mise en abyme*," in *Joyful in Thebes: Egyptological Studies in Honor of Betsy M. Bryan*, Material and Visual Culture of Ancient Egypt 1, R. Jasnow and K. Cooney eds., Atlanta: Lockwood Press, pp. 471-482.

Number of Dissertations and/or Theses Supervised, 2013-18: 4

Distinctions: Faculty Fellowship to complete drafting of monograph, *The Craft of a Good Scribe: History, Narrative and Meaning in the 'First Tale of Setne Khaemwas'*, 2013.

WAKHUNGU, HENRY, Senior Lecturer, School of Public and Environmental Affairs, appointed 2006.

Educ.: Ph.D. Indiana University, 2004 **Academic Experience:** Indiana University
M.Sc. Sussex University, 1984
B.Sc. Nairobi University, 1983

Overseas Experience: Kenya, Nigeria, United Kingdom, Indonesia

Languages: Kiswahili 4

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Seminars on Kenyan Culture; SOE's Cultural Immersion, Kenya

Research/Training Specialization: Statistical Analysis; Statistical Techniques; Mathematics Education

Recent Presentations:

2009 "Sustainable Management of Indigenous Tropical Forests: Dissemination of Socio-Ecological Information," Moi University 5th Annual International Conference, Eldoret, Kenya.

2009 "Comparison of NAEP, PISA, and TIMSS-R," *East Asian Mathematical Journal*. Vol. 25, No. 3, pp. 279-297.

Distinctions: African Studies Association Faculty Advisor Appreciation Award, 2015; Most Inclusive Faculty - SPEA Student Choice Awards, 2015; Instructor of the Year – Delta Academy Awards, 2015; Faculty Colloquium on Excellence in Teaching Award, 2011; Trustee Teaching Award, Indiana University, 2011/09; Outstanding Graduate Teaching Award, 2007.

WASSERMAN, MICHAEL, Assistant Professor in Anthropology, appointed 2016.

Educ.: Ph.D. University of California-Berkeley, 2011 **Academic Experience:** Indiana Univ.;
B.A., B.S. University of Florida, 2002 St. Edwards Univ., Canada

Overseas Experience: Uganda, Kenya, South Africa, Costa Rica, Panama, France, Germany, Thailand

Languages: Spanish 2

Area Studies Content Expertise: 100%

Area Studies Courses [8 total]: EcoHealth in the Anthropocene; Intro to Bio Anthropology; Primates

Research/Training Specialization: Primatology, Endocrinology, Conservation & Sustainability, Human Biology

Recent Publications [11 since 2012]:

Forthcoming "Endocrine-active phytochemicals: Prevalence across the order," (with M.L. Després-Einspinner and T. Steiniche) In *Primate Diet & Nutrition*, J.E. Lambert and J.M. Rothman eds., University of Chicago Press, Chicago.

Forthcoming Intergroup variation in estrogenic plant consumption by the black-and-white colobus monkey (*Colobus guerza*) of Kibale National Park, Uganda (with K.M. Benavidez, T.A. Harris, C.A. Chapman, J.M. Rothman and D.C. Leitman).

2015 "Causes and consequences of changing group sizes in a primate community over 15+ years," (with J.F. Gogarten, A.L. Jacob, R.R. Ghai, J.M. Rothman, D. Twinomugisha and C.A. Chapman), *Biotropica* 47: 101-112.

2014 "Increasing group size alters behavior of a folivorous primate," (with J.F. Gogarten, T.R. Bonnell, L.M. Brown, M. Campenni, and C.A. Chapman), *International Journal of Primatology* 35: 590-608.

Number of Dissertations and/or Theses Supervised, 2013-18: 2

Distinctions: International Research Experience for Students (IRES) Program, NSF: "Assessing the effects of human activity related to sustainability and biodiversity conservation on tropical forests and primates", 2016; Technology for Innovative Learning and Teaching Pilot Project Grant, St. Edward's U., 2016; Technology for Innovative Learning and Teaching Pilot Project Grant, St. Edward's U., 2015; Presidential Excellence Summer Grant, St. Edward's U., 2015; Presidential Excellence Summer Grant, St. Edward's U., 2014; Technology for Innovative Learning and Teaching Pilot Project Grant, St. Edward's U., 2014; Innovation Fellowship, St. Edward's U., 2014.

WILLIAMS, DAVID, John S. Hastings Professor of Law; Executive Director the Center for Constitutional Democracy; appointed 1991.

Educ.: JD Harvard University, 1985 **Academic Experience:** Indiana University
BA Haverford College, 1982

Overseas Experience: Liberia, South Sudan, Burma, Vietnam, Thailand, France, Italy, Jordan

Languages: French 4, Latin 3, Ancient Greek 2

Area Studies Content Expertise: 50%

Area Studies Courses [3 total]: Constitutional Design; Comparative Indigenous Rights; Advanced Constitutional Design; Liberian Constitutional Democracy

Research/Training Specialization: Building constitutional democracy in countries which have suffered ethnic, linguistic, and other divisions in recent years

Recent Publications [2 since 2012]:

2017 “Sometimes Guns Are the Answer: The Path to Autonomy in Tibet, Burma, and South Sudan,” in *Regional Autonomy, Cultural Diversity, and Differentiated Territorial Government: The Case of Tibet—Chinese and Comparative Perspectives* (Law, Development, and Globalization), Roberto Toniatti and Jens Woelk, eds., Routledge.

2016 “The Fate of Armed Resistance Groups after Peace,” *Indiana Journal of Constitutional Design*, Article 3.

Distinctions: Wallace Teaching Award; Leonard D. Fromm Public Interest Faculty Award; Constitutional Advisor to the Democratic Party of Vietnam; U.S. Institute for Peace, grant for “From Conflict to Constitutionalism in Liberia”; IU Distinguished Faculty Research Lecturer, 2003; Clerk, Hon. Ruth Bader Ginsburg; U.S. Court of Appeals for the District of Columbia Circuit, 1986.

WILLIAMS, SUSAN HOFFMAN, Walter W. Foskett Professor of Law; Director, Center for Constitutional Democracy Indiana University Maurer School of Law, appointed 1992.

Educ.: J.D. Harvard Law School (*magna cum laude*), 1985 **Academic Experience:** Indiana Univ.
B.A. Harvard University (*magna cum laude*), 1982

Overseas Experience: Burma, Jordan, South Sudan, Liberia, Libya, France, Thailand, UK, Italy

Area Studies Content Expertise: 50%

Area Studies Courses [5 total]: Comparative Constitutional Law: Constitutional Design and the Economy; Seminar on Constitutional Design; Feminist Jurisprudence; Seminar on Constitutionalism and Democracy

Research/Training Specialization: Constitutional Design, Feminist legal theory

Recent Publications [4 since 2012]:

2017 “Religion, Custom, and Legal Pluralism,” in *The Edward Elgar Handbook on Constitutions and Gender*, Helen Irving, ed.

2017 “Customary Law, Constitutional Law, and Women’s Equality,” in *En/Gendering Governance: From the Local to the Global*, Kim Rubenstein and Katherine Young, eds., Cambridge University Press.

2013 “2013 Ruth Bader Ginsburg Lecture: Women and Judging: A Feminist Approach to Judging and the Issue of Customary Law,” 36 *Thomas Jefferson Law Review* 25.

2013 *Constitutionalism and Social Difference in Pan Asia*, Susan H. Williams, ed., Cambridge University Press.

Number of Dissertations and/or Theses Supervised, 2013-18: 5

Distinctions: Indiana University Distinguished Scholar Award; Tracy M. Sonneborn Award for outstanding research and teaching, 2014.

YOUNG, SARAH J., Associate Professor, Recreation, Park, and Tourism Studies, appointed 2002.
Educ.: Ph.D. Indiana University, 1998 **Academic Experience:** Indiana University
M.S. Indiana University 1986
B.S. Illinois State University, 1982

Overseas Experience: Ghana, China

Area Studies Content Expertise: 50%

Area Studies Courses [5 total]: Legal Aspects of Recreation; HR Management in Leisure Service; Philosophy of Recreation and Leisure; Legal Aspects of Recreation Administration; HR Management in Recreational Sports

Research/Training Specialization: Legal issues in recreation and sport settings related to risk management, program development, and participant conduct; youth sports and community health issues; scholarship of teaching.

Recent Publications [9 since 2012]:

Forthcoming “Youth enrichment through sport: The YES Ghana model,” (with W.D. Ramos)
Manuscript accepted for *Recreation, Park and Tourism in Public Health*.

Forthcoming “Examining problem-based learning in a recreation and sport law learning context,”
(with D. Lee and W.D. Ramos) Accepted for publication in *Scholarship of Teaching and Learning*.

2017 “Oops! Analysis of a Slip and Fall Hazard,” (with D.E. Belt), *The Physical Educator*, 74, 377-381.

Number of Dissertations and/or Theses Supervised, 2013-18: 6

Distinctions & Grants: U.S. Department of State Grant - Bureau of Educational and Cultural Affairs (ECA), *Youth Enrichment through Sport (YES) Africa*, September 2017-20; Excellence in Teaching Award, Academy of Leisure Sciences, 2015; Career Teaching Award, School of Public Health, Indiana University, 2013; Research Fellow, Sport & Recreation Law Association, 2013; U.S. Department of State Grant - Bureau of Educational and Cultural Affairs (ECA), *Youth Enrichment through Sport (YES) Ghana*, September 2013 – October 2015.

II. ASP AFRICAN LANGUAGES ASSOCIATE INSTRUCTORS

ALABI, VICTOR T., Associate Instructor, Yoruba, appointed 2015.

Educ.: PhD Student Indiana University, 2015-present **Academic Experience:** Indiana Univ.
M.A. University of Ibadan, Nigeria, 2014
B.A. University of Ilorin, Nigeria, 2010

Overseas Experience: Nigeria

Languages: Yoruba 4, English 4

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Yoruba language instruction - elementary, intermediate and advanced

Language Pedagogy Training: Teaching on "Ìdílé," Center for Language Excellence (CLE) Workshop 2015; Teaching on "Ìkíni"; "Èbí" and "Nòmbà," National African Language Resource Center (NALRC) 2015; Teaching on "Facilitating a Learner-Centered Classroom," AFRILANG Workshop 2014; Teaching on "Greeting in the Yorùbá Culture"

Research/Training Specialization: Sociolinguistics, Pragmatics and Semiotics for African Languages; Yoruba language instruction

Recent Publications [4 since 2012] and Academic Activities:

2017 "Èdè Yorùbá, Ọ̀rọ̀ Àyáldò àti Ọ̀rọ̀ Àdàpò, àti Akékòọ̀ Kíkó ní ilú Amérikà" *Yoruba Studies Review*. Vol.1. No.2. 33-38. The Universities of Texas, North Carolina & Florida.

2017 "Musical Mobility: A Stylo-Semiotic Analysis of Music in MZFM's *The Broken Pitcher* and *The Prodigal Ones*," presentation at ASA annual conference.

2016 "Symbols of the Dreams of Leaders in Ahmed Yerima's *Mojagbe* and *Ajagunmale*," *Issues in Intercultural Communication*, 4:2. 141-153, New York, USA: Nova Science Publishers.

2016 "An Analysis of Oba-Chiefs Activity Type in Ahmed Yerima's *Mojagbe* and *Ajagunmale*," (with D. Ogunsiji), *Issues in Intercultural Communication*. 4:2. 91-103. New York, USA: Nova Science Publishers.

Distinctions: African Student Research Award, ASP-IU, 2017; IU Conference Travel Grants, 2017/2015; Rolando Hernandez Travel Award, ACTFL, 2015; Fulbright FLTA, IU, 2014-15.

KAVAYA, SUSAN, Associate Instructor, Kiswahili, appointed 2017.

Educ.: PhD student Indiana University, 2017 to present **Academic Experience:** Indiana Univ.
MA (African Studies) Indiana University, 2017
MA/ Bed University of Nairobi- Kenya, 2013/2011

Overseas Experience: Kenya

Languages: Kiswahili 4, Kinyore 4

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: Kiswahili language

Language pedagogy Training: NALRC Summer Language Institute; Kiswahili STARTalk program Assistant instructor; Fulbright Foreign Language Teacher, Yale University; Teacher (English and Literature), Likoni Mixed Secondary School and Moi Girls- Vokoli High School in Kenya.

Area of Research Specialization: Language pedagogy; health education; school health

Research/Training Specialization: Kiswahili language

Recent Publications and Academic Activities:

Forthcoming "How International Student's Understanding of their Health Insurance Plans Impacts their Access to Health Care" at Indiana University- Bloomington

2018 "Bunyore FADAR Self Help Group- Lessons in Participatory Development," presentation at Africa Studies Friday Colloquium Series, IU.

2016 "The 2016 NALRC Intensive Summer Language Workshop: Lessons and Experiences in Professional Development," presentation at NCOLCTL Conference.

2016 "Teaching Grammar Creatively Through Songs: A Case Study of Kiswahili," presentation at African Languages Teachers Association (ALTA) conference.

LESETLA, MPOLOKENG, Associate Instructor, Zulu, appointed 2012.

Educ.: M.A./TESOL (candidate) Indiana University, 2015 **Academic Experience:** Indiana Univ.
M.A. (African Studies) Indiana University, 2015
B.A. (Honors) University of KwaZulu-Natal, 2010
PG.Dip. University of Natal, 2003
B.Soc.Sci. University Natal-Durban, 2002

Overseas Experience: South Africa

Languages: isiZulu 4, isiXhosa 4, Sotho 4, Swati 4

Area Studies Content Expertise: 100%

Area Studies Courses [3 total]: isiZulu Language instruction, all levels

Language Pedagogy Training: National African Languages Resource Center (NALRC) language pedagogy workshop, 2013; Language Training Program University of KwaZulu-Natal, 2010

Research/Training Specialization: Language planning issues in South Africa; contemporary IsiZulu literature; IsiZulu heritage and culture; policy and development studies; governance in South Africa and rural studies and gender development; industrial, organization & labor studies; IsiZulu media and communication; Linguistic, cognitive, social, and educational dimensions of L2 acquisition; Acquisition of any language beyond the first (e.g.; L2, L3) whether of English or any other target language; L2 acquisition over the life, from young children to adolescents to adults; L2 acquisition across a variety of instructed and naturalistic contexts;

L2 acquisition across contexts for second, foreign, and heritage language acquisition; L2 acquisition as experienced by linguistic minorities and by elective bilinguals; Program Evaluation and Language Assessment/Testing.

LÔ, CHEIKH, Associate Instructor, Wolof, appointed 2016.

Educ.: PhD candidate Indiana University, 2018 **Academic Experience:** Indiana University
M.A. Université Gaston Berger, Senegal, 2010
B.A. Université Gaston Berger, Senegal, 2008

Overseas Experience: Senegal

Languages: Wolof 4, French 4

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Wolof Language, all levels; Folklore

Training: Folklore & Anthropology

Research/Training Specialization: African folklore, literature and culture

Area of Research Specialization: West Africa, Senegal, Mali.

Recent Publications [7 since 2012]:

In review "Bits and Beats from Senegalese Wrestling," in *Everyday Life on the African Continent: Fun, Leisure, and Expressivity*, Ohio University Press.

2016 "Tourism Experiences, Visitability and Heritage Resources in Saint-Louis, Senegal," *Journal of Heritage Tourism*. DOI: <http://dx.doi.org/10.1080/1743873X.2016.1243694>

2016 "Traditional Poetry in Contemporary Senegal : A Case Study of Wolof Kasak," *Oral Tradition*, 30/1(2016):27-52.

2015 "Review of *An Oral-Formulaic Study of the Qur'an*," by Andrew G. Bannister, *Journal of Folklore Research Review*. ISBN: 978-0-739183571 (hard cover)

2015 "Review of *Treasured Possessions: Indigenous Interventions into Cultural and Intellectual Property*," by Haidy Geismar, *International Journal of Heritage Studies*.

2014 "Revue de *The Proverb in the Context of Akan Rhetoric*," by Kwesi Yankah, *Journal of Folklore Research Review*.

2014 "Review of *The Politics of Heritage Management in Mali: From UNESCO to Djenne*," by Charlotte Joy. *Journal of Folklore Review*.

MWINGIRA, MARGARET P., Associate Instructor, Kiswahili, appointed 2012.

Educ.: PhD Candidate Indiana University, 2017 **Academic Experience:** Indiana Univ.
M.A. (African Studies) Indiana University, 2012
M.S.Ed. University of Stellenbosch, South Africa, 2011
B.Ed. (honors) University of Stellenbosch, South Africa, 2007.
B.A. (honors) University of Dar es Salaam, Tanzania, 2001.

Overseas Experience: Tanzania, South Africa

Languages: Kiswahili 4, Chimpoto 4

Area Studies Content Expertise: 100%.

Area Studies Courses [4 total]: Kiswahili Language, Chimpoto Language Field Methods Consultant.

Language Pedagogy Training: National African Language Resource-Leadership Program, 2014; NALRC Summer Institute Program, 2013; NCOLCTL/NARLC-Standards Development for Less Commonly Taught Languages, 2012; Tutor, Department of Curriculum Studies, Stellenbosch University, 2007-11; Volunteer Language Tutor, Stellenbosch University Municipality, 2007-09;

Research/Training Specialization: Kiswahili language; Education; Special Education

Recent Presentations [1 since 2012] and Publications:

- 2017 “Interacting through visual images in learning Kiswahili,” presentation at NCOLCTL/ Annual African Language Teachers Association (ALTA) Conference.
- 2014 “Students with special needs in the process of Acquisition of the Less Commonly Taught Languages,” presentation at NCOLTCL/ African Language Teachers Association (ALTA) Annual Conference.
- 2017 Chimpoto Children’s Book: “Cha Nakayii Nchoko”.
- 2013 “Is access inclusion? Exploring understandings of girls’ inclusion in a Tanzanian secondary school,” (with D. Daniels) *Southern African Review of Education*, no. 1: 82, July 2013.

NYAMAHANGA, RICHARD, Associate Instructor, Swahili, appointed 2017.

Educ.: Ph.D. Student Indiana University, 2016-present **Academic Experience:** Indiana Univ.
M.A. Indiana University, 2015
B.A. Dar es Salaam University, Tanzania, 2010

Overseas Experience: Tanzania

Languages: Hehe 4, Swahili 4

Area Studies Content Expertise: 100%

Area Studies Courses [1 total]: Elementary Swahili

Training: Two-weeks training in professional development institute in pedagogy of African languages, NALRC, Indiana University, 2015; Diploma in Education for Secondary School from Morogoro Teachers College; taught English for 4 years at Oysterbay Secondary School

Research/Training Specialization: Swahili and general linguistics

Area of Research Specialization: Phonology of Kihehe language.

Distinctions: Swahili Fulbright FLTA, Indiana University (2014-15).

OLUWASEUN EHINENI, TAIWO, Associate Instructor, Yorùbá, appointed 2014.

Educ.: PhD Student Indiana University, 2014-present **Academic Experience:** Indiana Univ.
M.A. Indiana University, 2016
M.A. University of Ibadan, Nigeria, 2013
B.A. (honors) Adekunle Ajasin University, Nigeria, 2010

Overseas Experience: Nigeria

Languages: Yorùbá 4, English 4

Area Studies Content Expertise: 100%

Area Studies Courses [3 courses] and Activities: Yorùbá Language; Language Table Leader; Language Materials Development, National African Language Resource Center; Organization and Coordination of Foreign/Second Language Share Fair activities

Language Pedagogy Training: Summer Language Professional Development, 2015; Summer Language Institute, National African Language Resource Center, IU, 2014; National Council of Less Commonly Taught Languages Conference, 2014; African Language Teachers Association Conference, 2014; Adjunct Staff, National African Language Resource Center, IU, 2013-14; Fulbright FLTA Conference/Workshop, 2013

Research/Training Specialization: Yoruba, Structure of African Languages, Linguistics

Recent Publications [10 since 2012] and Presentations:

- Forthcoming *Conceptual Metaphors in Yoruba Traditional Discourse*
- 2017 (in review) "On Prosodic Reduplication in Yoruba," *Journal of Universal Language* 18.
- 2017 "The Discourse of Absence in Nigerian News Media," in C. Taylor & M. Schroeter eds., *Exploring Silence and Absence in Discourse: Empirical Approaches*. London: Palgrave Macmillian.
- 2017 "The Pragmeme of Accommodation in Yorùbá Death Events," in C. Alessandro & P. Vahid (eds.) *The Pragmeme of Accommodation and Intercultural Pragmatics*. Switzerland: Springer Publishers.
- 2016 "Lexical Creation in Yorùbá: a case study of Yorùbá news media," in N. Ozo-Mekuri (ed.) *Multidisciplinary Approaches to the Study of African Linguistics*, pp 642-657, Linguistic Association of Nigerian (LAN) Publications.
- 2016 "A Discourse-Structural Analysis of Yorùbá Proverbs in Interaction," in N. Ozo-Mekuri (ed.) *Multidisciplinary Approaches to the Study of African Linguistics*, pp 385-402, Linguistic Association of Nigerian (LAN) Publications.
- 2016 "Variable Realization of Interdental Fricatives in Nigerian English," 32nd Northwest Linguistics Conference Proceedings. *University of Washington Working Papers in Linguistics* 34.
- 2016 "A Discourse-Structural Analysis of Yorùbá Proverbs in Interaction," *Colombian Applied Linguistics Journal* 18 (1) 71-83.
- 2016 "The Pragmatics of Yorùbá Proverbs in Ahmed Yerima's Ajagunmale, Igatibi and Mojagbe," *Issues in Intercultural communication* 4 (1) 61-71
- 2016 "The Socio-pragmatics of Nigerian English in Nollywood," *Studies in Linguistics* 38:1, 493 – 510.
- 2016 "New Englishes in Nigerian Nollywood," presentation at International Conference on New Directions in the Humanities, University of Illinois, Chicago.
- 2015 "The Pragmatics of Language Use in Nigerian Nollywood," *Modern Journal of Applied Linguistics* 7:3, 272 – 285.
- 2015 "Syntactic Government in Nigerian Newspaper Headlines," *Journal of Arts and Humanities* 4:3, 40-51.
- 2015 "Error Analysis of First Year Yorùbá Learners Essays and Implications for Foreign Language Teaching," presentation at Annual Conference of African Language Teachers Association.

Distinctions: IU Conference Travel Grant, Dept. of Linguistics, 2017/2016; Emerging Scholar Research Award, New Directions in Humanities Conference, University of Illinois at Chicago, 2016; Travel Grant, IU African Studies, 2016.

III. IU School of Education and School of Global and International Studies

ASHCRAFT, JENNIFER, Senior Advisor for International Programs, College of Arts and Sciences; appointed (not applicable).

Educ.: MEd, University of Massachusetts, Amherst, 1998
BA, Indiana University, 2000

Professional Experience: 2016-Present, Senior Advisor for International Programs, Indiana Univ.; 2014-2016, Senior Academic Advisor, Indiana Univ.; 2012-2014, Academic Advisor, Indiana Univ.; 2007-2012, International Scholar Advisor, Indiana Univ.; 2005-2007, Study Abroad Advisor, North Carolina State Univ.

Overseas Experience: None

Languages: English 5

Research/Training Specialization: Academic advising portfolio includes: Department of Central Eurasian Studies (undergraduate majors and minors), Department of Near Eastern Languages & Cultures (undergraduate majors and minors), Islamic Studies (undergraduate certificate), and the Russian & East European Institute (undergraduate minors)

Recent Publications: None

Distinctions: None

DIMITRIESKA, VESNA Researcher, Post-Doctoral Fellow; Director of Global Education Initiatives (GEI), Center for P-16 Research and Collaboration; Adjunct, Department, Literacy, Culture, and Language Education; appointed (not applicable).

Educ.: PhD Indiana University, 2016
EdM Boston University 2009
B.A. Sts. Cyril and Methodius University, Macedonia, 2001

Academic Experience: 2016-Present, Director, Global Education Initiatives, Indiana Univ.; 2012-2016, Language Program Coordinator, Indiana Univ.; 2003-2012, English instructor, South-East European Univ., Macedonia; 2010-2011, Deputy Director for Academic Issues, South-East Euro. Univ., Macedonia

Overseas Experience: Pedagogical training in China, Macedonia, Mexico, Turkey

Language Proficiency: Macedonian 5, English 5, Serbian 3

Pedagogy Training for Language: PhD in Literacy, Culture, and Language Education

Area Studies Content Expertise: East Asian Studies 15%, Inner Asian and Uralic Studies 15%, Russian/East European Studies 15%

Research/Training Specialization: Language education; Language teacher identity; Teacher talk and instructional practices of teachers of less commonly taught languages; Modeling and reflective practices of language teacher educators

Recent Publications [10 total since 2012]:

Forthcoming “Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers.” In *Research on teacher identity: Mapping challenges and innovations*. With Shutz, P; Hong, J; Cross, D Eds.

Forthcoming “Features of teacher talk in the context of less commonly taught languages.” *Journal of the National Council of Less Commonly Taught Languages*.

2015 “A model for community-based language teaching to young learners.” Co-author, with Nyikos, M, *Journal of the National Council of Less Commonly Taught Languages* 17.

Distinctions: Post-doctoral fellow; Hubert Humphrey fellow; Voting member, International Programs Committee; Member, International Outreach Committee; Paul Simon Award for the Promotion of Language and International Studies.

HUTTON, DEBORAH, International Outreach Coordinator, School of Global and International Studies; appointed (not applicable)

Educ.: EdS Indiana University, 1998
MSEd Northern Illinois University, 1981
BEd Queen's University, 1977
BSc (honors) Queen's University, 1975

Academic Experience: 2016-Present, International Outreach Coordinator, School of Global and International Studies, Indiana Univ.; 1998-2016, Assistant Director; Outreach Director; Outreach Coordinator, Center for the Study of Global Change, Indiana Univ.

Overseas Experience: Service, teaching, & research in Russia (1992-1996, 6 trips 2-3 wks each), Conference presentation in Japan (late 1980s), Conference presentation in Fiji (1987, 1 wk), teaching & service in China (1985, 4 mo), Teaching in Scotland (1981, 5 wks)

Languages: Mandarin 2, French 2, Russian 1

Area Studies Content Expertise: International 100%

Research/Training Specialization: Dynamics of K-12 Global Perspectives in Education; The Use of Videoconferencing to Integrate International Content into K-12 Classrooms

Recent Publications: None

Distinctions: Center for Interactive Learning and Collaboration's 2013-14 Pinnacle Award; Center for Interactive Learning and Collaboration's 2009-10 Pinnacle Award Honorable Mention; 2005 Goldman Sachs Foundation Prizes for Excellence in International Education: Higher Education; featured in American Council on Education 2002 report, Promising Practices: Spotighting Excellence in Comprehensive Internationalization; Dial Consortium of South Central Indiana's 2000-01 International Distance Learning Programming Award.

IMMERZEEL, MEGAN, Program Specialist & FLAS Manager, School of Global and International Studies; appointed (not applicable)

Educ.: AA Ivy Tech Community College, 2010

Professional Experience: 2013-Present, Program Specialist & FLAS Manager, School of Global and International Studies, Indiana Univ.; 2012-2013, Department Secretary, Eppley Institute for Parks & Public Lands, Indiana Univ.; 2012-2013, Administrative Assistant, National Recreation Foundation, Indiana Univ.; 2006-2007, Accounting Associate, Eijerkamp.

Overseas Experience: Accounting Associate position in the Netherlands (2006-2007, 15 months), primary education & lower secondary education in the Netherlands (1993-2002, 9 years)

Languages: Dutch 5

Research/Training Specialization: None

Recent Publications: None

Distinctions: None

JOBE, LAUREN, Program Manager for International Education and Global Initiatives, School of Global and International Studies; appointed (not applicable)

Educ.: BA Indiana University, 2012

Professional Experience: 2017-Present, Program Manager for International Education and Global Initiatives, Indiana Univ.; 2015-2017, Assistant to Associate and Assistant Deans, Indiana Univ.; 2014-2015, Grants Manager, Middle Way House

Overseas Experience: South Africa, Panama

Languages: Spanish 2

Research/Training Specialization: None

Recent Publications: None

Distinctions: None

KAHN, HILARY E., Assistant Dean of International Education and Global Initiatives, School of Global and International Studies; Executive Director, Center for the Study of Global Change; (non-tenure track)

Educ.: PhD University of Buffalo, 2002

MA University of Buffalo, 1993

BA Indiana University, 1990

Academic Experience: 2014-Present, Assistant Dean of International Education and Global Initiatives, Indiana Univ.; 2013-Present, Senior Lecturer, Indiana Univ.

Overseas Experience: Belize, Guatemala, Honduras, Jamaica, Mexico

Languages: Spanish 3, Jamaican Patois 2, Q'eqchi' 1

Area International Studies Content Expertise: 100%

Area International Studies Courses Taught: Human Rights and the Arts; Peoples and Cultures of Mexico and Central America; Global Dialogues; Issues and Approaches to Global Studies

Research/Training Specialization: International Education, Global Studies and Research; Visual, Anthropological, and Social Theory; Ethnographic Methods; Human Rights; Global Learning

Recent Publications [4 total since 2012]:

2018 "On Islam: Muslims and the Media." (Co-editor with Pennington, R.), Indiana University Press

2015 "Global Learning through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education." (with Agnew, M), *Journal of Studies in International Education* 21(1).

2014 "Framing the Global: Entry Points for Research." Editor, Indiana University Press.

Dissertations and/or Theses Supervised over Past Five Years: 12

Distinctions: 2014 Paul Simon Award, Central States Conference on the Teaching of Foreign Languages, awarded to CGC; 2010 Excellence in Teaching Award IU International Studies Program; 2009 City of Bloomington Human Rights Program Award, awarded to Voice and Visions.

MCREYNOLDS, KRISTINA M., Grant Development Specialist, School of Global and International Studies; appointed (not applicable)

Educ.: BFA Univ. of Utah, 1999

Academic Experience: 2017-Present, Grant Development Specialist, Indiana Univ., School of Global and International Studies; 2013-2017, Grant Specialist, Indiana Univ., Department of Chemistry; 2012-2012, Grant and Contract Administrator, Northern Arizona Univ., College of Social and Behavioral Sciences; 2009-2012, Training Coordinator, Effort Specialist, Grant and Contract Specialist, Duke Univ., Office of Research Administration; 2002-2009, Sponsored Projects Officer, Univ. of Utah, Office of Sponsored Projects

Overseas Experience: Scotland

Languages: French 2

Percentage of Time Dedicated to International Studies: 100%

Area International Studies Courses Taught: None

Research/Training Specialization: While a Training Coordinator at Duke Univ., sessions were created and provided that covered policies and procedures for grant and contract pre- and post- award administration

Recent Publications: 2007, Co-author, with Pianka, T, "Grants.gov – A User's Guide." Society of Research Administrators 2007 Western Section Meeting

Distinctions: Indiana University Chemistry Departmental Staff Award 2015.

O'MEARA, PATRICK, Special Advisor to the President, and Chairman of the Center for International Education; Professor Emeritus (Political Science and School of Public and Environmental Affairs); Vice President Emeritus of the Office of International Affairs, Indiana University; Dean of International Affairs, Indiana Univ.; 1972-1997; Director Emeritus of the African Studies Program; appointed 1970.

Educ.: PhD Indiana University, 1970

MA Indiana Univ., 1966

BA Univ. of Capetown, 1960

Academic Experience: Indiana University

Overseas Experience: Traveled extensively in Africa (research in South Africa, Zimbabwe, Malawi, Madagascar), Asia, Europe and Latin America as IU Vice President for International Affairs

Languages: Afrikaans 3, Italian 3, French 2

Area and International Studies Content Expertise: 100% (Africa; International)

Area and International Studies Courses [more than 25 total]: Introduction to Africa, South African Politics; Political Philosophy; Comparative International Development; Approaches to Development

Research/Training Specialization: trained in political science; African politics; international development; comparative politics

Publications [4 total since 2000]:

In press "Reaching Out: Indiana Universities Global Presence, 1890-2018," Indiana University Press
2014 *Africa*, 4th edition, ed. Maria Grosz-Ngaté, John H. Hanson and Patrick O'Meara, Bloomington: Indiana University Press, 362 + viii pages.

2001 *Changing Perspectives on International Education*, co-edited with Howard Mehlinger, Carolee Mehlinger, and Roxanna Ma Newman, Indiana Univ. Press

2000 *Globalization and the Challenges of a New Century*, co-edited with Howard Mehlinger, Carolee Mehlinger, and Mathew Krain, Indiana Univ. Press.

Distinctions (select): Indiana Senate Resolution of Recognition, 2014; President's Medal for Excellence, Indiana University, 2011; Order of St. George conferred by Catalan Parliament; President's Medal conferred by the University of Warsaw; *Amicus Poloniae*, Embassy of Poland; Honorary doctorate, NIDA University, Thailand; Indiana University: Thomas Hart Benton Medal; John W. Ryan Award.

IV. IUPUI – SLA FACULTY AND PROFESSIONAL AFFILIATES

ANTHONY, RONDA C. HENRY, Director of Africana Studies, Associate Professor of English and Africana Studies, appointed 2007.

Educ.: Ph.D. Loyola University - Chicago, 2004 **Academic Experience:** IU-Purdue Indianapolis
M.A. Loyola University - Chicago, 1995
B.A. DePauw University, 1990

Overseas Experience: Caribbean

Languages: Spanish 2

Area Studies Content Expertise: 50%

Area Studies Courses [4 total]: Africana Studies Research Methods; African American literature; the Harlem Renaissance; Black masculinities

Research/Training Specialization: American Literature/Studies; African, African-American, and American Literature; Gender Studies; Caribbean Studies

Recent Publications [1 since 2012]:

2013 *Searching for the New Black Man: Black Masculinity and Women's Bodies*, Jackson: University Press of Mississippi.

Number of Dissertations and/or Theses Supervised, 2013-18: 2

Distinctions: Director of Olaniyan Scholars Program, 2007-present; Outstanding Woman Faculty Leader, IUPUI Office for Women, 2012; Most Outstanding Professor, Pi Lambda Chapter of Alpha Kappa Alpha Sorority, Inc., 2004.

GONDOLA, DIDIER, Professor and Chair, appointed 1999.

Educ.: Ph.D. Université Paris-VII, Denis Diderot, 1994 **Academic Exp.:** IU Purdue Indianapolis
M.A. Université Paris-VII, Denis Diderot, 1988
B.A. Université Paris-I Panthéon Sorbonne, 1987

Overseas Experience: Congo, DRC, Europe, Caribbean

Languages: Lingala 4, French 4, Spanish 2, Chinese 1

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: African Cities and Popular Cultures, African Civilizations I

Research/Training Specialization: African Studies, African Diaspora, Cultural Studies, Popular Culture, Gender, Masculinities

Recent Publications [6 since 2012]:

2018 *Matswa: Les os qui ont fait trembler l'empire français en Afrique* (book manuscript under review at the Publications de la Sorbonne, Paris, France).

2016 *Tropical Cowboys: Westerns, Violence, and Masculinity in Kinshasa*. Bloomington & Indianapolis: Indiana University Press, 255 pages. ISBN: 978-0-253-02080-2.

2015 "Virunga's White Savior Complex: How the Film Distorts the Politics and People of Congo," (with M. Eriksson Baaz et al.) *Foreign Affairs*, March 5.

2014 "La Sape Exposed—Haute Couture bij Congolese jongeren in de lagere klasse: van koloniale moderniteit tot wereldwijd kosmopolitisme" ["La Sape Exposed—High Fashion among Lower Class Congolese Youth: From Colonial Modernity to Global Cosmopolitanism"] BILINGUAL EDITION, pp. 174-187, in *Essay in Haute Africa: People, Photography, Fashion*. Belgium: Lannoo.

2013 "Entre mémoires et imaginaires: les représentations des indépendances à Kinshasa et Brazzaville," pp. 437-448, in Odile Goerg, Jean-Luc Martineau and Didier Nativel, eds, *Les Indépendances en Afrique: L'événement et ses mémoires 1957/1960-2010*, Rennes: Presses Universitaires de Rennes.

2013 "Tropical Cowboys: Western Movies and the Making of Kinshasa's Bills," in Kerstin Pinther, Larissa Förster and Christian Hanussek, editors, *Afropolis: City, Media, Art*, pp. 218-223, Jacana Media (Germany).

HOEGBERG, DAVID, Associate Professor of English, appointed 1991.

Educ.: Ph.D. University of Michigan, 1989 **Academic Exp.:** IU Purdue Indianapolis
M.A. University of Michigan, 1981
B.A. Pennsylvania State University, 1979

Languages: French 1

Area Studies Content Expertise: 100%

Area Studies Courses [6 total]: 20th-Century African Fiction; South African Fiction and Society; Senior Seminar on J. M. Coetzee

Research/Training Specialization: African Literature in English, special focus on South Africa; Postcolonial theory

Recent Publications [2 since 2012]:

2018 “‘Building new selves’: Identity, ‘Passing,’ and Intertextuality in Zoë Wicomb’s *Playing in the Light*” published in *Safundi : The Journal of South African and American Studies*. Published online April 2018, print publication forthcoming in October.

2017 “The Real McCloy: Fiction, History, and the Real in Zoe Wicomb’s ‘The One That Got Away,’” *Research in African Literatures*, Volume 47, Issue 4 (Winter 2016): 54-70.

Distinctions: Trustees Teaching Award, IUPUI, 2015.

OMOSEGBON, OLADELE, Professor of Economics, Indiana Wesleyan University/Adjunct Professor of Africana Studies, IUPUI/Chair, Committee on Africana Studies, IUPUI, appointed 2002.

Educ.: Ph.D. Southern Illinois University, Carbondale, 1997 **Academic Exp.:** IU Purdue Indianapolis
M.A. Lakehead University, Thunder Bay, Ontario, 1992
M.Sc. Ahmadu Bello University, Zaria, Nigeria, 1987

Overseas Experience: Nigeria, Benin, Togo, Ghana, Cote d’Ivoire, Senegal, Cape Verde, Gambia, Morocco, Mali, Burkina Faso, Guinea, Guinea Bissau, Cameroon, Canada, Europe.

Languages: English 4, Yoruba 4, Hausa 2, Ibo 1, French 1

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Introduction to African Studies; Globalization; Struggle and Empowerment in the African Diaspora; the African American Experience.

Research/Training Specialization: Regional Integration in Africa; African Studies; Globalization and the African Diaspora

Recent Publications [4 since 2012]:

Forthcoming *The Economic Integration of Africa: Toward a Longue-Durée Development*. Manuscript with Lexington Books, MD.

Forthcoming “The Significance of Common Currency to the Success of Economic Integration”. *Journal of Applied Business and Economics*.

2017 “Lucas Critique, Time Inconsistency, and Economic Integration in Africa”. *Journal of Business Diversity*. Vol. 17(3), pp.68-72.

2016 “Freedom, Growth and Development: Evidence from West Africa,” in *Accelerated Economic Growth in West Africa*, pp 105-124, New York, Springer.

2014 “The Integration of Africa: Commodity based Industrialization examined,” (with C. Okeke), in D. Seck (Ed), *Private sector Development in West Africa, 111-128*. New York: Springer.

2013 “Towards a West African Monetary Zone: Beyond Stylized Convergence Criteria,” in D. Seck (Ed), *West Africa and the Global Financial Crisis*. (Ch.5) Asmara: Eritrea, World Press.

Distinctions: Hinds Fellowship Award (Highest Faculty Scholarship Award), Indiana Wesleyan University, 2017-18 and 2018-19; Lilly Community Scholarship Award, Indiana Wesleyan University, 2016-17.

OSILI, UNA OKONKWO, Associate Dean for Research and International Programs, Professor of Economics, appointed 1999.

Educ.: Ph. D. Northwestern University, 1999 **Academic Exp.:** IU Purdue Indianapolis
MA Northwestern University, 1995
AB (honors) Harvard University, 1994

Overseas Experience: Morocco, Nigeria, Spain, Netherlands, Denmark, Sweden, Canada.

Languages: Igbo 4, French 1

Area Studies Content Expertise: 100%

Area Studies Courses [4 total]: Economics and Philanthropy

Research/Training Specialization: Philanthropy and giving trends; Economics; Global giving and remittances

Recent Publications [12 since 2012]:

Forthcoming "First and Second Generation Impacts of the Biafran War." (with Richard Akresh, Sonia Bhalotra, and Marinella Leone), *Journal of Human Resources*.

2018 "2018 Global Philanthropy Environment Index." Indiana University Lilly Family School of Philanthropy, April 30.

2017 "Giving to Women and Girls: An Unexamined Field of Philanthropy," (with J. Ackerman, D. Mesch, and E. Dale), *Nonprofit and Voluntary Sector Quarterly*, December 5, 2017.

2017 "First and Second Generation Impacts of the Biafran War," (with R. Akresh, S. Bhalotra, and M. Leone), IZA Institute of Labor Economics, IZA Discussion Paper No. 10938, August 18, 2017.

2017 "What Influences American Giving?" *The Conversation*, Online newsletter, July 25, 2017.

2017 "Philanthro-Metrics: Mining Multi-Million-Dollar Gifts," (with R. Light, K. Borner, J. Ackerman, and C.H. Kong), *PLOS One*, May 26, 2017.

2017 "The Outlook for Giving," Indianapolis Not-for-profit News, Online newsletter, January 17, 2017.

2016 "Beyond Grantmaking: An Investigation of Program-Related Investments by U.S. Foundations," *Nonprofit and Voluntary Sector Quarterly*, June 29, 2016.

2016 "The effects of gender, group composition, and social trust on the volunteer behavior of Lions Club International members." (with E. Dale and D. Mesch), *Voluntary Sector Review*, February.

2016 "Understanding High Net Worth Donors," (with P. Rooney), *Achieving Excellence in Fundraising: Fourth Edition*, Eugene R. Tempel, Timothy L Seiler, and Dwight F. Burlingame, eds., Hoboken, NJ: John Wiley & Sons, 185-200.

2016 "Ethnic Diversity and Giving," (with S. King), *Achieving Excellence in Fundraising: Fourth Edition*, Eugene R. Tempel, Timothy L Seiler, and Dwight F. Burlingame, eds., Hoboken, NJ: John Wiley & Sons, 2016.

2015 "Immigrant's Access to Financial Services and Asset Accumulation," (with A. Paulson and N. Abdul-Raazzak), *Handbook on the Economics of International Migration*, Barry Chiswick and Paul Miller, eds., *Science Direct*.

2015 "Giving in Indonesia, *A Culture of Philanthropy Rooted in Islamic Tradition*," (with C. Okten), *Palgrave Handbook of Global Philanthropy*. Palgrave, MacMillan, August.

Distinctions: Nominated, Best Paper Presented at ARNOVA, 2017; Awarded, Best Paper Presented at ARNOVA, 2016; Nominated, Best Paper Presented at ARNOVA, 2014; Indianapolis Business Journal Forty Under 40, 2013; Indianapolis Business Journal, Women of Influence, 2013; Emerging Leader Award, 100 Black Men of Indianapolis; 2013.

V. THOMAS P. MILLER & ASSOCIATES (TPMA). External Evaluators

BELVILLE, JENNIFER, Evaluation Specialist, Thomas P. Miller & Associates (TPMA)

Educ.: MPA School of Public & Environmental Affairs - Indiana University, 2012

BA University of Wisconsin - Madison, 2009

Professional Experience: Evaluation Specialist, TPMA, 2017-Present; Assistant Director, TPMA, 2015-17; Senior Project Consultant, TPMA, 2014-15; Project Consultant, TPMA, 2012-14; Ryan Fellow, The Indy Partnership, 2010-11

Overseas Experience: Kenya, South Sudan, Uganda, China, India, Indonesia, Tibet, Guatemala, France, Germany, The Netherlands, Switzerland, Canada, Mexico

Area Studies Content Expertise: 10%

Research Specialization: Design and implementation of qualitative & mixed-methods evaluations; Developing research questions, methodology frameworks, logic models & program diagrams, data visualization, accessible reports, & feedback-loops

Recent Publications:

2017 “Bridging the Gap USDOL Final Evaluation Report,” (with E. Jenner, R. Leger, K. Schoeph, A. Wilkinson, K. Schoeph, R. Leger, E. Jenner, K. Lass, N. Dunn, J. Finke, M. Bishop, T. Weingartner, K. Coffman) *Consult*, TPMA.

2017 “Rebuilding the Missouri Bootheel USDOL Final Evaluation Report,” (with D. Barrett, M. Chamberlin, N. Dunn, M. Frisby, A. Kelly-Smith, B. Naylor, B.G. Spsychala) *Consult*, TPMA.

2017 “Cincinnati State Technical & Community College GCMCA USDOL Final Evaluation Report,” (with M. Chamberlin, M. Frisby, G. Romano, L. Strem) *Consult*, TPMA.

2016 “VU Logistics Training & Education Center USDOL Final Evaluation Report,” (with S. Beers, E. Jenner, K. Lass, R. Leger, D. Maddox, B. Naylor, B. Sherrill, K. Schoeph) *Consult*, TPMA.

Distinctions: Indiana Evaluation Association, Board Vice President & Program Committee Chair; American Evaluation Association; EvaluATE NSF ATE Evaluation Fellow; John W. Ryan Fellow; Led, managed, or advised on over 10 multi-year evaluations for programs across the nation funded by federal or foundation grants ranging from \$.9 million to \$25 million.

KRAUSER, EMILY, Assistant Director of Research and Evaluation, Thomas P. Miller and Associates

Educ.: BA Ball State University, 2006

MA Indiana University Lilly Family School of Philanthropy, 2008

Professional Experience: Assistant Director of Research and Evaluation, TPMA, 2016-Present; KIDS COUNT Data Program Manager, Indiana Youth Institute, 2008-16; Adjunct Instructor of Statistics, IU Purdue University, Indianapolis, 2011; Graduate Research Fellow, IU Lilly Family School of Philanthropy, 2006-08; Research Assistant, Ball State Univ., Center for Middletown Research, 2006-08

Overseas Experience: England, Bulgaria

Language Proficiency: Spanish 2

Area Studies Content Expertise: 10%

Research Specialization: Contextualized mixed-methods evaluations, inc. survey design, distribution and analysis; program data analysis; community benchmarking; interview & focus group facilitation

Recent Publications:

Forthcoming “Economic Impact Study of Purdue University’s Supplier Diversity Program,” (with B. Points, C. Holcomb, J. Bellville), *Consult*, TPMA

Forthcoming “Oklahoma Statewide Virtual Charter School Board Enrollment Motivations Study,” (with B. Points, C. Holcomb)

Distinctions: Project Lead/Manager for research, evaluation, and technical assistance projects inc. evaluating federally-funded Early Childhood Comprehensive Systems Impact grant programs, completing research projects for institutions of higher education, and designing evaluation methodologies for AmeriCorps programs and K-12 institutions.

ROMANO, GINA, Impact Methods and Analysis Specialist, Thomas P. Miller and Associates (TPMA)

Educ.: PhD Indiana University, 2019

MA Indiana University-Purdue University Indianapolis, 2010

BA Indiana University-Purdue University Indianapolis, 2008

Professional Experience: Impact Methods and Analysis Specialist, Thomas P. Miller & Associates, 2017-Present; Graduate Assistant, Indiana University School of Education-Center for Evaluation and Education Policy (CEEP), 2014-17; Adjunct Instructor, University of Indianapolis, 2013-14; Researcher Coordinator, Center of Excellence in Leadership of Learning (CELL), 2010-14; Research Assistant, Institute for Research on Social Issues, 2009-10

Overseas Experience: Greece

Languages: English 5, Italian 2

Area Studies Content Expertise: 10%

Research/Teaching Specialization: Research and evaluation methodologies with a focus on quantitative approaches such as quasi-experimental design, structural equation modeling, psychometrics, hierarchical linear modeling and longitudinal analysis.

Recent Publications:

2018 “Teacher Leaders’ Influence on Teachers’ Perceptions of the Teacher Evaluation Process,” (with J. Bradley-Levine, M. Reichart), *International Studies in Educational Administration*, 45(3).

2017 “Examination of the New Tech model as holistic democracy,” (with J. Bradley-Levine), *Democracy and Education* 25(1).

2016 “Students’ Perceptions of Learning within the New Tech School Model,” (with J. Bradley-Levine, T. Perkins) *International Journal of Education Reform* 25 (1).

2015 “Teacher Mentoring as a Community Effort,” (with J. Bradley-Levine, J.S. Lee), *School Science and Mathematics* 116(2).

2014 “Teacher Leadership as Professional Culture within the New Tech High School Model,” (with J. Bradley-Levine, T. Perkins), *International Journal of Teacher Leadership* 5(1).

Distinctions: Significant role in evaluations of grant programs funded by the U.S. Department of Labor; U.S. Department of Education, National Science Foundation, and others. Dr. Harrison Hedley Way Fellowship: 2015-17; Frieda Alice Renfro Fellowship: 2014-15.



Position Title: Kinyarwanda Instructor
Position Type: Associate Instructor (.50 FTE 20 hrs/wk)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$16,000 per academic year

Justification of Need: *Adding Kinyarwanda language courses at Indiana University*

Job Summary:

Provides assistance in teaching Kinyarwanda and developing Kinyarwanda language materials for the African Studies Program (ASP). Position will integrate best practices in language teaching and learning and also follow Indiana University policies about effective pedagogy.

Duties include teaching Kinyarwanda and developing Kinyarwanda teaching materials, including syllabi, performance-based assessments, and other pedagogical materials. In fall 2018-19 the position will develop Kinyarwanda language materials, and in spring 2019 the position will add teaching one section of intensive beginning Kinyarwanda. In 2019-20 and following years, the position involves two sections of Kinyarwanda per semester, at the beginning and intermediate levels. Regular office hours and involvement in ASP African languages activities are required.

Position will work closely with the ASP's director and African languages coordinator to launch and sustain the teaching of Kinyarwanda at Indiana University. Required annual pedagogical training includes: attendance at the pedagogy orientation before the beginning of the academic year and attendance at monthly meetings of African language instructors. Regular classroom observations also will occur. The instructor also must receive pedagogical training in the National African Language Resource Center (NALRC) summer pedagogical training program in summer 2019.

Required Qualifications:

Active student status at Indiana University. Native-language or near native fluency in Kinyarwanda. Possession of a valid driver's license or valid visa with the ability to be insured by Indiana University.

Preferred Qualifications:

Experience in language instruction. Facility in working with word processing and similar software needed for the development of Kinyarwanda language materials.



Position Title: Director of Global Education Initiatives
Position Type: Professional Staff (1 FTE 40 hrs/wk)
Department Name: Center for P-16 Research and Collaboration
Division Name: School of Education and School of Global and International Studies
Salary Level: \$51,000 annually

Justification of Need: The Director of Global Education Initiatives will work with the School of Global and International Studies, School of Education, Indiana Department of Education, and the School of Global and International Studies' area studies centers to develop and implement multiple statewide initiatives to create a stronger infrastructure for proficiency-based language instruction, broadly internationalize K-12 education through trainings for teachers and administrators, provide professional development to school districts in Indiana, and expand teacher certification and licensing for language instruction.

Job Summary:

The primary responsibility of the Director is to internationalize P-16 education in Indiana by working with in-service and pre-service teachers and elementary and secondary school leaders to advance and strengthen global and area studies and language learning. The Director will develop and advance many internationalization initiatives, including:

- Global Competency Certificate: a certificate available to all Indiana University-Bloomington students that consists of academic coursework, fieldwork, and capstone projects with global components, which will help to prepare students for a global career.
- Advance high-quality language instruction in K-12 schools: This position will lead teacher workshops in proficiency-based language instruction and will promote the Indiana Certificate of Multilingual Proficiency.
- Professional development: lead multiple workshops for middle and high school social studies in-service teachers (Urban Growth Workshops), elementary language arts teachers (Global Literacy Invitations), and Dual Language Immersion teachers from pilot programs across Indiana.

Required Qualifications:

Master's degree in international education, language education, or a related field; Strong commitment to working with teachers in K-12 settings; Ability to work collaboratively with university colleagues and school district partners; Experience with curriculum design and language pedagogy; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to travel regularly in-state.

Preferred Qualifications:

Doctoral degree in international education, language education, or related field is strongly preferred; Experience in elementary, secondary, and or higher education; Bilingualism.



Position Title: Outreach Assistant
Position Type: Graduate Assistant (.50 FTE 20 hrs/wk)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$16,000 per academic year

Justification of Need: *Assist with expanded outreach activities as a National Resource Center for Africa*

Job Summary:

Provides assistance for African Studies Program (ASP) outreach programming. Position will work closely with the ASP administrative staff as it provides a broad range of outreach activities as part of its initiatives as a National Resource Center (NRC) for Africa.

Duties include assisting in organizing and managing the ASP's outreach activities to a range of stakeholders, including primary and secondary schools, regional colleges and universities (including important initiative with Minority Serving Institutions and Community Colleges), businesses, governmental agencies, the media, and the general public. The position will assist specifically with organizing and supporting teacher-training in various formats, including projects in Indianapolis and rural Indiana schools as well as an annual teacher training workshop in summers. The position also will coordinate with collaborative outreach activities with other area studies centers in the School of Global and International Studies (SGIS). The position also will assist with updating the ASP's Outreach web page, as needed with the coordination of the Globally Ready Digital Toolbox teaching resource, and African content in the SGIS's Access Global web portal.

Position will work closely with the associate director, who provides overall leadership for ASP outreach activities, and other ASP staff in the provision of outreach.

Required Qualifications:

Advanced to PhD candidacy and eligible for G901 credits

Excellent interpersonal and communication skills, written and verbal, including an ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; and proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

Preferred Qualifications:

Experience in the provision of teacher-training and/or involvement with outreach activities



Position Title: Bridges Coordinator
Position Type: Hourly (20 hrs/wk for 44 weeks)
Department Name: School of Global and International Studies
Division Name: School of Global and International Studies
Salary Level: \$20/hour (approximately \$22,000 annually)

Justification of Need: The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:

Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

Required Qualifications:

Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

Preferred Qualifications:

Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

Position Title: Bridges-INDY Kinyarwanda Instructor
Position Type: Hourly (20 hrs/wk for 44 weeks)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$20/hour (approximately \$22,000 annually)

Justification of Need:

The Bridges-INDY Kinyarwanda language instructor will teach Kinyarwanda in Indianapolis, for the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:

Provides instruction in Kinyarwanda and development of materials for the Bridges-INDY program.

Duties include teaching and developing Kinyarwanda teaching materials and activities for young children.

Position will work closely with the Bridges coordinator, and the African languages coordinator. Required training each semester.

Required Qualifications:

Active student status at Indiana University. Native-language or near fluency in Kinyarwanda. Experience with second language acquisition and curriculum design. Possession of a valid driver's license or valid visa with the ability to be insured by Indiana University. Must be able to travel to/from Indianapolis on a weekly basis.

Preferred Qualifications:

Facility in language pedagogy. Experience in elementary, secondary, and or higher education; Bilingualism. Facility in working with word processing and similar software needs for the development of Kinyarwanda language materials.



Position Title: Global Employability Coordinator
Position Type: Hourly (29 hrs/wk for 48 weeks)
Department Name: Center for the Study of Global Change
Division Name: School of Global and International Studies
Salary Level: \$18/hour (approximately \$25,000 annually)

Justification of Need:

The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.

Job Summary:

Provides programming and project coordination for the Global Employability Initiative to support the objectives of Indiana University Area Studies Centers in meeting workforce needs for global competencies. Position will work closely with the Center for the Study of Global Change leadership to ensure that the Ivy Tech Global Workforce Skills Certificate and that professional development workshops and presentations for K-12 educators and counselors are developed and implemented efficiently and effectively.

Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.

Required Qualifications:

Bachelor's degree; Familiarity with K-12, CTE or Community College educational institutions; Experience with curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multi-tasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to regularly travel in-state.

Preferred Qualifications:

Master's degree strongly preferred; Experience in international education; Knowledge of and experience in working for a global company or organization; Bilingualism.



Position Title: Digital Toolbox Assistant
Position Type: Graduate Assistant (.50 FTE 20 hrs/wk)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$16,000 per academic year

Justification of Need: *Assist with new open-source, online teaching resource (Globally Ready Digital Toolbox), to meet identified needs among underserved populations in rural areas and beyond for Africa content and curriculum support. Will expand ASP outreach efforts in K-12 schools in Indiana, with potential for national reach and addition of other area studies content in future.*

Job Summary:

Provides assistance for the Globally Ready Digital Toolbox teaching resource associated with the African Studies Program (ASP) and Center for Latin American and Caribbean Studies (CLACS). Position will work closely with the ASP staff during initial development of Africa content components of the digital toolbox, coordinate with CLAS and ASP on teacher-training and training materials, and use of the digital resource for teachers.

Duties include assisting in the coordination of development of the Globally Ready Digital Toolbox web-based app teaching resource: facilitating communication and adherence to timelines between ASP, CLACS and content providers including IU museums, libraries, departments and UITS; coordination of digital image integration; organization of teacher-trainings; and assistance with training material development for this educators' digital toolbox. Duties also include coordination with the Global Center for the digital toolbox incorporation into the new SGIS Access Global outreach resource platform.

Required Qualifications:

Advanced to PhD candidacy and eligible for G901 credits

Excellent interpersonal and communication skills, written and verbal, including an ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; and proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

Preferred Qualifications:

Experience in the provision of teacher-training and/or involvement with outreach activities.



Position Title: *Africa Today* intern
Position Type: Hourly (360 hrs/yr)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$15.00/hour

Justification of Need: *Assist managing editor with communications and processing of submissions*

Job Summary:

Provides assistance to *Africa Today*, a quarterly, peer-reviewed, academic journal edited by the African Studies Program (ASP). Position will work closely with the *Africa Today* editorial team (the ASP director, who serves as editor-in-chief, other faculty members who serve as editors, and the managing editor) in various processes associated with the production of *Africa Today*.

Duties include tracking the flow of manuscripts submitted and books received, corresponding with authors, editor, and reviewers, and assisting in the editing of manuscripts.

Position will work closely with the managing editor and have regular contact with other editors, especially the editor-in-chief.

Required Qualifications:

Active student standing at Indiana University.

Excellent interpersonal and communication skills, written and verbal, including the ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; and proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

Preferred Qualifications:

Previous experiences in editing or serving with a journal.



Position Title: Program Assistant
Position Type: Hourly (360 hrs/yr)
Department Name: African Studies Program
Division Name: School of Global and International Studies
Salary Level: \$15.00/hour

Justification of Need: *Assist with data collection as a National Resource Center for Africa*

Job Summary:

Provides assistance in data collection and the maintenance of web sites and social media accounts for the African Studies Program (ASP). Position will work closely with the ASP leadership to ensure the data about academic affairs and programming, alumni affairs, and outreach activities are collected and to maintain the program's outward-facing communications on the web and through social media.

Duties include data collection, record-keeping, and database compilation about a range of ASP activities, such as course offerings and degrees awarded; current student, faculty, and alumni activities; academic programming in the Friday colloquia series and occasional workshops or conferences; and diverse outreach projects. The position also involves assistance in maintaining the ASP's web site and social media accounts.

Position will work closely with the ASP staff, especially the associate director and student services specialist.

Required Qualifications:

Possess a valid driver's license with the ability to be insured by Indiana University.

Excellent interpersonal and communication skills, written and verbal, including the ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel; operating knowledge of standard web maintenance software, including Dreamweaver and IU's WCMS; and proficiency with various social media platforms.

Preferred Qualifications:

Previous experience in web maintenance and managing social media accounts.

APPENDIX 3

A. Course List 2016-2018

B. Complete IU African Studies Courses

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
AFRICAN STUDIES PROGRAM (AFRI)_Note: African Languages courses for 2016-2017 are listed under LINGUISTICS (LING)						
A500 Advanced Topics in African Studies	J. Hanson	F/S/Su	1-4	0/1/0	0/1/0	Y
A650 Interdisciplinary Research Methods	M. Grosz-Ngaté	S	3	2		Y
A651 Independent Research/Directed Readings	J. Hanson	F/S/Su	3	2/3/0	0/2/0	Y
A731 Seminar on Contemporary Africa						Y
Topic: African Mobilities and Expressive Culture <i>Joint-listed with FOLK-F 722</i>	D. Reed	S	1-3	12	-	N
Topic: NGO's and Civil Society in African Development <i>Joint listed with SPEA-N 534</i>	J. Brass	S	1-3	-	10	N
B101/501 Elementary Bamana I	A. Sow	F	4		16	Y
B102/502 Elementary Bamana II	A. Sow	S	4		27	Y
B201/601 Intermediate Bamana I	A. Sow	F	3		14	Y
B202/602 Intermediate Bamana II	A. Sow	S	3		14	Y
B301/701 Advanced Bamana I	A. Sow	F	3		15	Y
B302/702 Advanced Bamana II	A. Sow	S	3		7	Y
K100 Akan Language for Business and Tourism	D. Adu-Amankwah	S	3	-	2	TBD
K101/501 Elementary Akan I	D. Adu-Amankwah	F	4		9	Y

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TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
K102/502 Elementary Akan II	D. Adu- Amankwah	S	4		8	0 Y
K201/601 Intermediate Akan I	D. Adu- Amankwah	F	3		2	1 Y
K202/602 Intermediate Akan II	D. Adu- Amankwah	S	3		1	1 Y
K301/701 Advanced Akan I	D. Adu- Amankwah	F	3		0	0 Y
K302/702 Advanced Akan II	D. Adu- Amankwah	S	3		0	0 Y
L100 Topics in African Studies						Y
PR/Award # P015A180094						
Topic: Reed Dance	B. Dlamini	F	3	41	-	Y
Topic: Political Leadership in Africa	A. Sow	F/S	3	45/ 60	35/56	Y
Topic: Gumboot Dance: Beauty from Pain	B. Dlamini	S/Su	3	58/ 16	53	Y
Topic: Akan/Ghanaian Culture	D. Adu- Amankwah	S	3	-	0	Y
L102 Akan Society Life and Cultural Heritage	D. Adu- Amankwah	F	3	17	5	Y
L202 Occultism in Africa	D. Adu- Amankwah	F/S	3	14/ 11	9	Y
L231 African Civilization <i>Joint listed with HIST-H227</i>	J. Hanson	F	3	32	48	Y
L232 Contemporary Africa	Bentl- Mawusi/Bradford	F/S	3	24/30	30/ 27	Y
L250 African Expressive Routines	D. Adu- Amankwah	S	3	-	10	Y
L400/L500 Topics in African Studies						Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
Topic: Drama for Development	B. Dlamini	F/S	3	34/ 35	38/ 35	Y
Topic: Development and Globalization in Africa	M. Grosz-Ngaté	F	3	11	4	N
Topic: Yoruba Life and Civilization	A. Schleicher	F	3	-	19	TBD
L506 Tutorial Instruction in Foreign Languages	A. Omar	F/S	3		2	Y
S101/501 Elementary Swahili I	R. Nyamahanga/ S. Kavaya	F	4		41	Y
S102/502 Elementary Swahili I	R. Nyamahanga/ S. Kavaya	S	4		28	Y
S201/601 Intermediate Swahili II	M. Mwingira	F	3		28	Y
S202/602 Intermediate Swahili II	M. Mwingira	S	3		26	Y
S301/701 Advanced Swahili I	A. Omar	F	3		10	Y
S302/702 Advanced Swahili II	A. Omar	S	3		8	Y
W101 Elementary Wolof I (See X 501 for grad)	C. Lo	F	4		1	Y
W102 Elementary Wolof II (See X 502 for grad)	C. Lo	S	4		0	Y
W201 Intermediate Wolof I (See X 601 for grad)	C. Lo	F	3		0	Y
W202 Intermediate Wolof II (See X 602 for grad)	C. Lo	S	3		1	Y
W301 Advanced Wolof I (See X 701 for grad)	C. Lo	F	3		0	Y
W302 Advanced Wolof II (See X 702 for grad)	C. Lo	S	3		0	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
X390 Readings and Research: African Studies	J. Hanson	F/S/Su	3	0/0/0	0/3/0	Y
X473 Internship in African Studies Internship in African Studies	J. Hanson	F/S/Su	3	0/0/0	0/0/0	Y
X491 Advanced Individual Study: African Languages	A. Omar	F/S/Su	3	0/0/0	3/3/0	Y
X501 Elementary Wolof I	C. Lo	F	4		1	Y
X502 Elementary Wolof II	C. Lo	S	4		1	Y
X601 Intermediate Wolof I	C. Lo	F	3		0	Y
X602 Intermediate Wolof II	C. Lo	S	3		0	Y
X701 Advanced Wolof I	C. Lo	F	3		1	Y
X702 Advanced Wolof II	C. Lo	S	3		1	Y
Y101/501 Elementary Yoruba I	V. Alabi	F	4		7	Y
Y102/502 Elementary Yoruba II	V. Alabi	S	4		5	Y
Y201/601 Intermediate Yoruba I	T. Ehineni	F	3		5	Y
Y202/602 Intermediate Yoruba II	T. Ehineni	S	3		6	Y
Y301/701 Advanced Yoruba I	T. Ehineni	F	3		4	Y
Y302/702 Advanced Yoruba II	T. Ehineni	S	3		3	Y
Z101/501 Elementary Zulu I	B. Dlamini	F	4		17	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
Z102/502 Elementary Zulu II	B. Dlamini	S	4		10	Y
Z201/601 Intermediate Zulu I	B. Dlamini	F	3		8	Y
Z202/602 Intermediate Zulu II	B. Dlamini	S	3		6	Y
Z301/701 Advanced Zulu I	M. Lesetla	F	3		1	Y
Z302/702 Advanced Zulu II	M. Lesetla	S	3		1	Y
<u>AFRICAN-AMERICAN AND AFRICAN DIASPORA STUDIES (AAAD)</u>						
A100 African-American Dance Company (25% African Content) <i>Emphasis on ethnic and jazz traditions, although other genres are regularly performed.</i>	I. Rosa	F	3	10	-	Y
A112 Black Music of Two Worlds (25% African Content) Joint #listed with FOLK-E112	M. Burnim	F	3	16	-	Y
A221 Dance in the African Diaspora	I. Rosa	F	3	22	-	Y
A304 Black Paris (25% African Content) <i>Cross listed with FRIT-F 310, CMLT-C 363 and HON-H 303. The common and divergent experiences of African American, Afro-Caribbean, and African travelers to the "City of Light," from 18th-century New Orleans Creoles to 21st-century youth of African descent, as seen through literature, performance, film, and other arts.</i>	E. Julien	F	3		15	Y
A407 African American and African Protest Strategies	V. Grim	S	3		15	TBD
A427 Cross Cultural Communications (25% African content). <i>Examines cultural-ethnic factors that influence the process of human communication; demonstrates how culture is a response to and a reflection of certain dynamics of communication (e.g., roots, values, language, globalization, nonverbal elements, ethnicity, gender and social perceptions) including African content, including readings about African culture)</i>	C. Calloway-Thomas	F	3	11	-	TBD

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
A556 Race and Culture-African Diaspora	C. Calloway-Thomas	F	4	5	-	TBD
ANTHROPOLOGY (ANTH)						
A107 Becoming Human (50% African content; introduces students to the scientific quest for human origins. Examines examples of how researchers evaluate different kinds of scientific evidence and how scientific hypotheses about human evolution can be tested with data from a variety of sources)	J. Sept / L. Ruck	F/S	3	-	123 / 31	Y
B200 Bioanthropology (50% African content; reviews the theory, mechanisms, and processes of biological evolution applied to problems of the primate and human fossil record and contemporary human population)	M. Wasserman	F	3	181	-	Y
B368 Evolution of Primate Social Behavior (25% African Content)	K. Hunt	F		44	32	Y
B464 Human Paleontology (50% African Content) Human fossils: their structure, classification, evolution, geologic range, and geographical distribution.	K. Hunt	S	3	8	9	Y
E300 Culture Areas and Ethnic Groups						Y
Topic: Photography and Ethnography (50% African Content Addresses how photography has circulated as a medium of representation of self and others globally and historically.)	B. Buggenhagen	S	3	25	-	Y
Topic: Islam In and Out of Africa	B. Buggenhagen	S	3	10	-	Y
E318 Nature/Culture: Environmental Anthropology (35% African content. examine how various cultures understand nature, and place these views within broader political and historical contexts. We will draw from anthropology, history, geography, and current event case studies from around the world. African Content)	S. Osterhoudt	F	3	-	25	TBD
E386 Perf, Culture, Pwr in Mid East (25% African Content)	J. Goodman	F	3	21	-	TBD
E400 Undergraduate Seminar						Y

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TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
Topic: Fashion, Beauty, Power (30% African Content. Examines ethnographies of dress and dress making practices from various parts of the world. Readings include ethnographies of Muslim and modest fashion, of fashion across the African continent and its diaspora, and fashion blogging globally.)	B. Buggenhagen	F/S	3	25/-	24/26	Y
E413/613 Global Africa	B. Buggenhagen	F	3	-	6	Y
E444/644 People and Protected Areas (35% African content. Examines the politics and history of conservation in Tanzania. Topics include human rights, ecotourism, community-based conservation, commodity trade in biodiverse regions, using as case studies African experiences in Madagascar, Uganda, Tanzania, the DRC. Students also have the opportunity to examine African case studies through their final essay assignments.)	S. Osterhoudt	F	3	-	22	TBD
P314 Early Pre-history of Africa	Sept	S	3	13	-	
<u>ARTH HISTORY (ARTH)</u>						
A355 Art, Craft, and Technology in Sub-Saharan Africa	D. Pelrine	S	3	18	-	N
A390 Museum Studies I: Topics: Artists' Materials and Techniques (30% African content) Examines links between artistic processes and the work of art: analysis of original African artworks in museum and lectures/ readings focused on related African artistic practices	T. Aherne	F	3	10	2	TBD
A650 Problems in African Art	P. McNaughton	S	3	8	-	N
COLLEGE OF ARTS & SCIENCES (COLL)						
C103 Critical Approaches to Arts & Sciences						
Topic: Magic, Science, and Art in Africa	P. McNaughton	S	3	114	-	N
Topic: The Ebonics Controversy (25% African content)	S. Davis	F	3	-	120	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
<u>COLLINS LIVING LEARNING CENTER (CLLC)</u>						
L120 African Feminism and Cultural Production	R. Mudiwa	S	3	-	11	
<u>COMPARATIVE LITERATURE (CMLT)</u>						
C261 Introduction to African Literature	E. Julien	F	3	23	-	Y
C318 Satire (25% African Content)	A. Adesokan	F	3	-	14	Y
C361 African Literature and Other Arts	A. Adesokan	F	3	17	-	TBD
C363 Black Paris (30 % African Content) <i>Cross listed with FRIT-F 310, AAAD-A 304, and HON-H 303. The common and divergent experiences of African American, Afro-Caribbean, and African travelers to the "City of Light," from 18th-century New Orleans Creoles to 21st-century youth of African descent, as seen through literature, performance, film, and other arts.</i>	E. Julien	F	3	-	3 11	Y
<u>EDUCATION (EDUC)</u>						
C750 Topical Seminar: Comparative Higher Education (25% African content; 15% of the course content and readings focused on African content, and another 10% of the course included examples from own research work in South Africa; In total, the African focus provides a case in point to illuminate sociocultural and political-economic factors influencing education for development)	P. Kubow	F	3		3 -	Y
H637 Topical Seminar: Comparative Higher Education (25% African content; 15% of the course content and readings focused on African content, and another 10% of the course included examples from own research work in South Africa; In total, the African focus provides a case in point to illuminate sociocultural and political-economic factors influencing education for development)	P. Kubow	F	3	6	-	Y
H551 Comparative Education I (30% African content; Introduction to the comparative method in the study of educational systems in different societies.	M. Sutton	F	3		9 -	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
H552 Comparative Education II (30% African content; a continuation of the introductory course to comparative education.)	P. Kubow	F	3	-	12	Y
L520 Advanced Study of Foreign Language Teaching (25% African content)	M. Nyikos	F	3	-	2	TBD
L630 Topics in Literature, Culture, and Language Education (25% African content)	S. Coronel-Molina	F	3	9	-	N
L750 Research Seminar in Literature, Culture, and Language Education (25% African content)	S. Coronel-Molina	F	3	9	-	N
<u>FOLKLORE & ETHNOMUSICOLOGY (FOLK)</u>						
E112 Black Music of Two Worlds (25% African content) Cross-listed with AAAD-A112	M. Burnim	F	3	18	-	TBD
F404 Topics in Folklore: Memoirs and Life Histories (25% African content)	R. Stone	F	3	4	-	TBD
<u>FRENCH AND ITALIAN (FRIT)</u>						
F222 Media Studies-Francophone (25% African content including French speaking peoples on the African continent)	V. Bouchard	F	3	15	-	Y
F300 Fren/Francophone Studies-Intro						Y
Topic: L'Afrique de L'ouest Francophone	V. Bouchard	F/S	3	-	12 / 16	Y
Topic: Travelers and Immigrants (25% African content including African diaspora to France)	O. Panaïté	S	3	-	16	Y
F310 Francophone Culture: Topics						Y
Topic: Black Paris (25% African content) Joint listed with CMLT –C 363 and AAAD-A 304. The common and divergent experiences of African American, Afro-Caribbean, and African travelers to the "City of Light," from 18th-century New Orleans Creoles to 21st-century youth of African descent, as seen through literature, performance, film, and other arts.	E. Julien	F	3		3	TBD

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
F363 La France 1800-Aujourd'hui (25% African content including French colonialism on the African continent)	O. Panaité	F	3	23	1	Y
F467 French Beyond the Hexagon Topic: Post-colonial Africa/Caribbean (50% Africa content) The first half of the course is devoted to literature, film and culture in Senegal. The second half is devoted to writing and culture in the Antilles.	E. Julien	S	3	8		Y
F825 Seminar in French Literature: Francophone Cinemas (25% African content)	V. Bouchard	F	3	5	-	Y
GENDER STUDIES (GNDR)						
G105 Sex, Gender, and the Body (25% African content)	L. Foster	F	3	101	39	Y
G215 Sex & Gender: Cross Cultural Perspective (50% African Content. Includes a look at decolonizing western feminisms and African feminisms. Film and readings exploring gender identity, sexuality, sexual health, and politics in Africa.)	L. Foster	F	3	-	30	Y
GEOGRAPHY (GEOG)						
G461/561 Human Dimensions of Global Environment Change (25% African Content; environmental and sustainability as it pertains to development on African continent)	T. Evans	F	3	7	1	N
HISTORY (HIST)						
E300 Issues in African History	M. Moorman	F	3	10	-	Y
E332 African History: Colonial Rule and Independence	M. Moyd	S	3	-		Y
E340 African Popular Culture	M. Moorman	F	3	-	20	Y
H227 African Civilization Joint listed with AFRI-L231	J. Hanson	F	3	32	16	Y
H695 Colloquium in African History: Histories of Humanitarianism	M. Moyd	S	3	5		Y
H699 Colloquium in Comparative History: Globalizing the Past (25% African Content)	P. Machado	F	3	7	-	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
J300 Seminar in History						Y
Topic: Cradle of Globalization: History, Science, Society, Economy (25% African Content) Explores some of the history of the people and societies who have 'made' the world of the Indian Ocean over more than 5,000 years. Emphasis is placed on the western Indian Ocean, in particular India, 'West Asia' and East Africa.	P. Machado	F	3	13	13	Y
Topic: African History and Film	M. Moorman	F	3	17	-	Y
Topic: Christianity & Africa	J. Hanson	S	3	18		Y
W200 Issues in World History						Y
Topic: Soccer (25% African content)	P. Machado	S	3	57	-	TBD
Topic: Humanitarianism in History (25% African content)	M. Moyd	S	3	-	43	Y
W203 World War I: Global War (25% African content)	M. Moyd	F	3	-	73	Y
HONORS (HON)						
H303 Black Paris (Joint listed with FRIT-F 310, CMLT-C 363 and AAAD-A 304. The common and divergent experiences of African American, Afro-Caribbean, and African travelers to the "City of Light," from 18th-century New Orleans Creoles to 21st-century youth of African descent, as seen through literature, performance, film, and other arts.)	E. Julien	F	3	-	5	N
INTERNATIONAL STUDIES (INTL)						
I303 The Politics of Natural Resource Extraction: Linking the Global with the Local (25% African Content)	Steinberg	F	3	8	-	Y
I425 Gender: International Perspective						Y

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TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
Topic: Women and War (25% African Content; how women are affected in war with Africa as one area covered)	C. Pinaud	F	3	-	11	Y
LAW (LAW)						
B575 Constitutional Design in Multiethnic Societies	D. Williams	F	3	13		
B614 Legal Professions (25% African Content)	J. Krishnan	F/S	3	66	50	Y
B748 Comparative Legal Systems (25% African Content)	J. Krishnan	F	3	34	-	Y
L636 Transnational Law (25% African Content)	A. Aman	S	3	17	8	Y
L770 Comparative Inequality (25% African Content)	K. Brown	S	3	9	13	Y
L799 Seminar Constitutional Law: Constitutional Process (25% African Content)	S. Williams	F	3	9	-	Y
LINGUISTICS (LING) Note: Beginning Fall 2017, all non-linguistic African language courses were moved to the African Studies Program (AFRD).						
A400 Advanced Individual Study of an African Language	D. Tungaraza	F/S	3	2/0	-	TBD
A502 Language in Africa	S. Obeng	F	3	7	-	Y
A400 Individual Instruction of an African Language	D. Tungaraza	F	3	2	-	Y
B101/B501 Elementary Bamana I	A. Sow	F	4	28		
B102/B502 Elementary Bamana II	A. Sow	S	4	29		
B201/B601 Intermediate Bamana I	A. Sow	F	3	8		
B202/B602 Intermediate Bamana II	A. Sow	S	3	10		
B301/B701 Advanced Bamana I	A. Sow	F	3	1		

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
B302/B702 Advanced Bamana II	A. Sow	S	3	2		
K101/K501 Elementary Akan/Twi I	D. Adu- Amankwah	F	4	4	1	
K102/K502 Elementary Akan/Twi II	D. Adu- Amankwah	S	4	3	1	
K201/K601 Intermediate Akan/Twi I	D. Adu- Amankwah	F	3	1		
K202/K602 Intermediate Akan/Twi II	D. Adu- Amankwah	S	3	1		
K301/K701 Advanced Akan/Twi I	D. Adu- Amankwah	F	3	2		
K302/K702 Advanced Akan/Twi II	D. Adu- Amankwah	S	3	0	0	
L306 Phonetics (25% Africa content) Provides a basic introduction to the study of phonetics including various topics such as the anatomy and physiology of the speech production apparatus, the production and transcription of speech sounds, among others.	Berkson	F	3	30	-	TBD
L431/L653 Field Methods (100% Africa content) These Linguistics courses focus on a different African language each year and employ an African language informant.	R. Botne	F	3	18	6	Y
L480 Introduction to African Linguistics	A. Schleicher	S	3	-	10	Y
L481 Language in Africa	S. Obeng	F	3	11	-	TBD
L506 Tutorial Instruction Foreign Language	D. Tugaraza	F	1-6		1	TBD
S101/S501 Elementary Swahili I	S.Kavaya / M. Mwingira	F	4	24	13	
S102/S502 Elementary Swahili II	S.Kavaya / M. Mwingira	S	4	22	13	
S201/S601 Intermediate Swahili I	A. Omar	F	3	25	2	

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TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
S202/S602 Intermediate Swahili II	A. Omar	S	3	21	2	
S301/S701 Advanced Swahili I	D. Tungaraza	F	3	8	1	
S302/S702 Advanced Swahili II	D. Tungaraza	S	3	6	1	
X101/X501 Elementary Wolof I	M. Ndour	F	4	0	1	
X102/X502 Elementary Wolof II	F. Diouf	S	4	0	1	
X201/X601 Intermediate Wolof I	M. Ndour	F	3	1	0	
X202/X602 Intermediate Wolof II	F. Diouf	S	3	1	0	
X301/X701 Advanced Wolof I	M. Ndour	F	3	0	0	
Y302/702 Advanced Yoruba II	F. Diouf	S	3	0	0	
Y101/Y501 Elementary Yoruba I	T. Ehineni	F	4	7	0	
Y102/Y502 Elementary Yoruba II	T. Ehineni	S	4	9	0	
Y201/601 Intermediate Yoruba I	V. Alabi	F	3	5	0	
Y202/602 Intermediate Yoruba II	V. Alabi	S	3	6	0	
Y301/701 Advanced Yoruba I	V. Alabi	F	3	2	1	
Y302/702 Advanced Yoruba II	V. Alabi	S	3	0	1	
Z101/Z501 Elementary Zulu I	B. Dlamini	F	4	15	0	

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019		
Z102/Z502 Elementary Zulu II	B. Dlamini	S	4	14	0			
Z201/Z601 Intermediate Zulu I	B. Dlamini	F	3	2	0			
Z202/Z602 Intermediate Zulu II	B. Dlamini	S	3	2	0			
Z301/Z701 Advanced Zulu I	B. Dlamini	F	3	0	0			
Z302/Z702 Advanced Zulu II	B. Dlamini	S	3	0	0			
MEDIA SCHOOL (MSCH)								
C219 Media in Global Context (25% African Content)	A. Adesokan	F	3	-	36	Y		
F204 Topics in Media, Culture and Society						Y		
Topic: Emerging Media: Nollywood Films (100% African content; study of Nigerian film and film makers)	A. Adesokan	S	3	19	-	Y		
Topic: Migrants and Refugees in Film (25% African content, including African diaspora)	A. Adesokan	S	3	10	-	Y		
Topic: Globalization and Film (25% African content)	A. Adesokan	S	3	-	14	Y		
F391 Media Audiences: Global Radio (25% African Content; one of six regions of focus; study the global network, the radio industry, and how radio works and produces meaning and who is listening, how are they listening, and how are they addressed.)	M. Moorman	F/S	3	-	20 / 20	Y		
NEAR EASTERN LANGUAGES AND CULTURES (NELC)								
A100/A500 Elementary Arabic I	Multiple instructors	F	4-5	83	8	84	4	Y
A150/A550 Elementary Arabic II	Multiple instructors	S	4-5	56	8	47	4	Y
A200/A600 Intermediate Arabic I	Multiple instructors	F	3	36	3	37	3	Y

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TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019			
A250/A650 Intermediate Arabic II	Multiple instructors	S	3	18	7	31	4	Y	
A300/A660 Advanced Arabic I	Istrabadi / Morkus	F	3	10	2	22	3	Y	
A350/A670 Advanced Arabic II	Istrabadi / Morkus	S	3	8	2	17	33	Y	
A400/A680 Advanced Arabic III	Morkus / Hannouchi	F	3	4	2	4	4	Y	
A450/A690 Advanced Arabic IV	Morkus / Hannouchi	S	3	4	2	3	3	Y	
E201 Ancient Egypt History and Civilization	S. Vinson	F	3	28	-	-	-	Y	
E301/510 Religions of Ancient Egypt	S. Vinson	S	3	-	-	19	5	Y	
E505 Ancient Egypt History and Civilization	S. Vinson	F	3	-	4	-	4	Y	
E600 Intermediate Middle Egyptian	S. Vinson	F	3	-	2	-	3	Y	
E660 Demotic Egyptian I	S. Vinson	F	3	-	2	-	4	Y	
N204 Topics in Mid East Culture and Society: Myths, Tales, and Poetry in Ancient Egypt	S. Vinson	S	3	-	-	10	-	Y	
<u>POLITICAL SCIENCE (POLS)</u>									
Y107 Introduction to Comparative Politics (25% African Content) <i>Examines a variety of regions around the world (i.e., Africa, Asia, Europe, Latin America, and North America) in order to investigate some of the most important and fundamental questions about politics: Why are some countries democracies and others dictatorships? Why are some countries wealthy and others desperately poor? Why do diverse ethnic groups massacre each other in some countries and not in others?</i>	L. MacLean	S	3	49	-	-	-	Y	
Y243 Governance & Corruption Across the World (25% African Content)	L. MacLean	F	3	-	-	33	-	TBD	

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
Y338 African Politics	L. MacLean	F	3	16	-	TBD
Y490 Senior Seminar: Human Rights and Transitional Justice (25% African Content)	C. Loyle	S	3	-	13	Y
Y657 Comparative Politics: Political Economy of Development (25% African Content) <i>The objective of the course is to explore theories of citizenship and representation and examine how these theories help us understand ethnic and indigenous politics around the world.</i>	L. MacLean	S	3	11		Y
PUBLIC AND ENVIRONMENTAL AFFAIRS (SPEA)						
N534 NGO Management for International Development (25% African content; takes an interdisciplinary, comparative perspective to achieve its primary goal: to help students engage in critical comparative analysis of the external environments in which NGOs function across different regions of the world in order to better "fit" internal organizational management processes to external constraints and opportunities. Joint listed with AFRI-A 731)	J. Brass	S	3	12	10	Y
V450/D576 Approaches to Development (25% African Content)	J. Brass	F	3	-	7 21	Y
V160 National and International Policy (25% African Content) <i>Discusses current debates about United States public policy on the national and international levels. Some policy issues covered are economics, crime, security, health, and energy.</i>	J.Brass / O. Afoaku	F		172	172	Y
V450/D548 Contemporary Issues in Public Affairs: U.S. Foreign Policy and Third World Regimes (30% African Content) <i>Examines U.S. Foreign Policy with Third World Regimes throughout most of the second half of the 20th century. It discusses issues of conflict and political engagement with developing countries, with substantial focus on newly-independent African regimes.</i>	O. Afoaku	S	3	15 2	33 5	Y
V450/550 Contemporary Issues in Public Affairs						Y
Topic: African Political Economy	O. Afoaku	S	3	13	19 1	Y
Topic: International Organizations and Global Governance in the 21st Century (25% African Content) <i>Traces the recent</i>	O. Afoaku	Su	3	15	2	Y

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	OFFERED 2018-2019
history of various approaches to global governance including emphasis on the United Nations, regional organizations, and non-state actors. It also focuses on trans-national issues and how global and regional governing bodies confront and find solutions to these issues.						
<u>PUBLIC HEALTH (SPH)</u>						
H150 Children's Health up to Age 5 (35% African Content) Focuses on recent research on infant feeding and sleeping needs. Causes, prevention and management of the health and safety problems of pre-school aged children are presented.	C. Obeng	F	3	38	-	Y
H510 Org of School Health Program (25% African Content) Consideration of the coordinated school health program (CSHP) as a health promotion model that contributes to both health and education outcomes. Addresses the role and function of CSHP at the national, state, and local levels.	D. Lohrmann	F	3	2	1	Y
H650 Culture and Immigrant's Health (45% African Content) Examines the intersection between immigrants' culture and how that affects the way they gain access to health care.	C. Obeng	F	3	4	-	Y
<u>SPANISH AND PORTUGUESE (HISP)</u>						
P290 Topics in Lusobrazilian Culture (25% African Content; includes Afro-Brazilian literature and roots in African continent)	E. Vieira	F	3	8	-	Y
P400 Literature of the Portuguese-Speaking World I (25% Africa content) Emphasizes the unity and diversity of the literature in the major Portuguese-speaking areas of the world: Brazil, Portugal, and Lusophone Africa.	E. Vieira	F	3	9	-	Y
P401 Literature of Portuguese Speaking World (25% African Content; includes Afro-Brazilian literature and roots in African continent)	L. Namorato	S	3	6	-	Y
P425/525 Structure of Portuguese Language (25% African Content; includes Afro-Brazilian literature and roots in African continent)	E. Vieira	F	3	-	7	8
P470/570 Poetry in Portuguese: 20 th Century Lusophone Poetry (25% African Content; includes Afro-Brazilian literature and roots in African continent)	E. Vieira	S	3	-	4	7

TITLE	INSTRUCTOR	TERM(S)	CREDITS	2016-2017 UG G	2017-2018 UG G	2018-2019 OFFERED
F475/575 Theatre in Portuguese: Natn & Identity Lusophone Drama (25% African Content; includes Afro-Brazilian literature and roots in African continent)	E. Vieira	F	3	-	4	8
P501 Literature of Portuguese Speaking World II (25% African Content; includes Afro-Brazilian literature and roots in African continent)	L. Namorato	S	3	7	-	Y

APPENDIX 3b: AFRICA CONTENT COURSES AT INDIANA UNIVERSITY, BLOOMINGTON – complete listing

- Courses arranged by A) “gateway” courses required of undergraduates through General Education; B) 100% Africa content courses; C) 25-99% Africa Content Courses.
- Subsections are arranged under College or Professional Schools and then under the specific departmental units.
- All courses, except the highlighted “gateway” courses, are listed only once. There is no double-counting of cross-listed courses for the total of courses offered.

A. GENERAL EDUCATION: WORLD CULTURES REQUIREMENTS (GATEWAY COURSES)

Note: ALL listed courses in this section meet 30% or more Africa content

African-American and African Diaspora Studies

- AAAD-A 112 / FOLK – E112 Black Music of Two Worlds
- AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid

African Studies

- AFRI-L 231 / HIST H-227 African Civilization
- AFRI-L 232 Contemporary Africa

Anthropology

- ANTH-P 250 Introductory World Archeology

Art History

- ARTH-A 155 Introduction to African Art
- ARTH-A 281 Introduction to Islamic Art and Visual Culture
- ARTH-A 390 / 590 Museum Studies I: Artists' Materials and Techniques (*formerly FINA-A 390 / 590*)

Comparative Literature

- CMLT-C 261 Introduction to African Literature
- CMLT-C 262 Cross-Cultural Encounters
- CMLT-C 291 Studies in Non-Western Film

English

- ENG-L 224 Introduction to World Literatures in English

Folklore & Ethnomusicology

- FOLK-E 151 Global Pop Music
- FOLK-F 111 World Music and Culture
- FOLK-F 121 World Arts and Cultures

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French & Italian

- FRIT-F 222 Media Studies in the Francophone World

History

- HISP-P 290 Global Portuguese: Arts and Culture
- HIST-C 205 Introduction to Islamic Civilization
- HIST-E 200 Issues in African History

Near Eastern Languages and Cultures

- NELC-N 265 Introduction to Islamic Civilization

Religious Studies

- REL-A 201 Introduction to African Religions

B. AFRICAN STUDIES / 100% AFRICA CONTENT COURSES IN COLLEGE AND PROFESSIONAL SCHOOLS

African Studies (housed in SGIS; see below)

- AFRI-L 100 Topics in African Society and Culture (approved topics: Gumbo Dance: Beauty from Pain; Reed Dance; Political Leadership in Africa; Southern African Culture, Song, and Dance; Women Political Leaders in Africa)
- AFRI-L 202 Occultism in Africa
- AFRI-L 210 Akan Popular and Oral Art
- AFRI-L 231 African Civilization
- AFRI-L 232 Contemporary Africa
- AFRI-X 390 Readings and Research in African Studies
- AFRI-L 400 Topics in African Studies (includes approved topics such as: West Africa: History, Society, and Culture; Film, Culture and Development in West Africa; Drama for Development; Globalization in Africa; Yoruba Life and Civilization)
- AFRI-X 473 Internship in African Studies
- AFRI-A 500 Advanced Topics in African Studies
- AFRI-A 650 Interdisciplinary Research Methods
- AFRI-A 651 Independent Research
- AFRI-A 731 Seminar in Contemporary Africa. Example of approved topics: African Histories of Technology; Ethnography and Social Theory in Africa; African Politics – Challenges of Development and Democracy)

College of Arts and Sciences

Anthropology

- ANTH-E 300 Culture Areas and Ethnic Groups (Approved topic: Islam in and out of Africa; other Africa-focused topics)
- ANTH-E 309 Problems in African Ethnography

- ANTH-E 312 African Religions
- ANTH-P 314 Early Prehistory of Africa
- ANTH-P 315 Later Prehistory of Africa
- ANTH-E 417 African Women
- ANTH-X 476 Museum Practicum - Independent work of student's choice in one aspect of the field of museum work; must be Africa focused for credit in ASP.
- ANTH-X 477 Fieldwork in Anthropology - Fieldwork in anthropology carried out by the student in consultation with faculty members.
- ANTH-X 478 Field Study in Anthropology - Supervised fieldwork of an anthropological nature arranged through an outside agency or institution, such as an internship, apprenticeship, or volunteer work at a governmental office or archaeological site. Must have Africa focus for credit in ASP.

Art History

- ARTH-A 155 Introduction to African Art
- ARTH-A 255 Topics in African Art History
- ARTH-A 350 Topics in African, Oceanic, and Pre-Columbian American Art
- ARTH-A 352 / 552 Art of Eastern and Southern Africa
- ARTH-A 355 / 555 Art, Craft, and Technology in Sub-Saharan Africa
- ARTH-A 356 / 556 Art of Central Africa
- ARTH-A 396 Foreign Study in History of Art - Intended only for students participating in IU Overseas Study Program; must be Africa focused for credit in ASP.
- ARTH-A 453 / A 553 Art of Sub-Saharan Africa I: Arts of Africa's Western Sudan
- ARTH-A 454 Art of Sub-Saharan Africa II: Arts of the West African Coast
- ARTH-A 458 / 580 Topics in the Ethnographic Arts. Specific themes of particular interest in the ethnographic arts. Topics based on art categories (such as textiles and music) or geographic areas (such as new developments in the study of central Bantu initiation arts). Example recent topic: From Tarzan to the Hot Heads: The Use of Film in the Study of African Art.
- ARTH-A 490 Topics in Art History. Topic varies; only approved African focused topics will be credited through ASP.
- ARTH-A 650 Problems in African Art (Topical Seminar)

Comparative Literature

- CMLT-C 261 Introduction to African Literature
- CMLT-C 291 Studies in Non-Western Film (when taught by African faculty)
- CMLT-C 361 African Literature and Other Arts
- CMLT-C 390 Film and Society (Approved topic: African Cinema and Politics)

Folklore and Ethnomusicology

- FOLK-F 301 African Folklore/Folklife/Folk Music. (Approved topics: Music in African Life; African Music Performance; West African Music; Music and

Performance in Zimbabwe; Ghanaian Music, Drumming & Dance; Ugandan Music & Dance Ensemble; Music and Social Problems in Africa)

- FOLK-E 302 Music in African Life
- FOLK-E 303 Zimbabwean Mbira Performance Ensemble. Introduction to Zimbabwean music through a combination of applied music making and lecture/discussions. Students learn to play the Zimbabwean Mbira and various percussion instruments.

Gender Studies

- GNDR-G 104 Topics in Gender Studies - Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines. Explores a particular theme or themes and provides critical introduction to the challenges of analyzing gender within the framework of different disciplines of knowledge. (Approved topics only)

Geography

- GEOG-G 425 Africa: Contemporary Geography Problems

Geological Sciences

- GEOL-X 377 Geology and Paleoanthropology, Olduvai Gorge, Tanzania
- GEOL-G 549 Field Geology and Paleoanthropology in Tanzania
- GEOL-G 637 Tectonics of the African Rift System
- GEOL-G 690 Vertebrate Taphony and Paleoecology of East African Rift System
- GEOL-G 690 Olduvai Gorge Research Seminar
- GEOL-G 700 Geological Problems (when Africa Focus)

History

- HIST-E 200 Issues in African History
- HIST-H 227 African Civilizations
- HIST-E 300 Issues in African History (ex: Christianity in Africa)
- HIST-J 300 Seminar in History (topics: African Military History; Seminar on Contemporary Africa; African History of Technology; other Africa-focused topics)
- HIST-E 331 African History (ex: Ancient Times to Empires and City States; Africa to the 1800s: The Past Speaks to the Present)
- HIST-E 332 African History (Since 1800) from Colonial Rule to Independence
- HIST-E 333 Conflict in Southern Africa
- HIST-E 338 History of Muslim West Africa
- HIST-E 340 African History and Popular Culture

Linguistics

- LING-L 210 Topics in Language and Society (Approved topic: African Communication and Culture)

- LING-L 431 / 651 Field Methods. Introduction to the procedures involved in the structural description of language, using a native speaker of an unfamiliar language whose speech will be analyzed. (African Languages = 100 %)
- LING-L 432 / 652 Advanced Field Methods. Advanced analysis of the language under study in L431. (African Languages = 100 %)
- LING-L 480 Introduction to African Linguistics
- LING-L 481 Language in Africa
- LING-L 485 Topics in Linguistics. Studies in special topics not ordinarily covered in departmental courses. (Approved Topics with Africa content only)

Political Science

- POLS-Y 338 African Politics

Religious Studies

- REL-A 201 Introduction to African Religions

Kelley School of Business

- BUS-G 271 Global Business Analysis - Students apply the country analysis skills, learned in BUS-D 270 Global Business Foundations, to a specific country or region. Many Kelley departments offer versions of this course. This means that, while all versions focus on business analysis, each could emphasize a different field of business and/or region of the world (only with Africa focus)
- BUS-L 272 Global Business Immersion: Business Law and Ethics (only with Africa focus)

School of Global and International Studies

International Studies

- INTL-I 300 Topics in International Studies - This course focuses on the intensive study and analysis of selected international problems and issues within an interdisciplinary format. Topics will vary but will cut across fields, regions, and periods. (Approved Africa focused topic only)
- INTL-X 473 Internship in International Studies - Provides students with an opportunity to receive academic credit for a part-time or full-time internship experience within the U.S. or overseas. Allows students to apply the knowledge gained through coursework in International Studies to the work world, thereby developing additional knowledge and skills and exposing them to professional career options. (Approved Africa focused topic only)
- INTL-I 499 Seminar in Conflict Studies - Study and analysis of conflicts and conflict resolution around the world through selected case studies.

Near Eastern Languages and Cultures *Note: Certificate in Islamic Studies can have Africa focus*

- NELC-E 201 Ancient Egyptian History and Civilization

- NELC-N 204 Topics in Middle Eastern Culture and Society (Approved topics: Good and Evil in Ancient Egypt; Ancient Egypt Stories and Poetry)
- NELC-E 301 Religions of Ancient Egypt

SGIS school wide courses

- SGIS-X 373 Internship in Global and International Studies - Provides academic structure to undergraduate students who wish to engage in a work experience through participation in internships domestically or internationally. Ex: National Endowment for Democracy internships, with research on Africa, China and the Media (2017). (Approved when focus is on Africa)

School of Public and Environmental Affairs

- SPEA-V 450 Contemporary Issues in Public Affairs - (Approved topic: African Political Economy)
- SPEA-V 482 Peace, Conflict and Development - Rwanda; includes two weeks field study in Rwanda; led by ASP affiliate Sameeksha Desai
- SPEA-V 710 African Political Economy

School of Public Health

- SPH-H 650 Seminar in Health Education (ex. Topic: Public Health in Africa)

C. COURSES WITH 25%-99% AFRICA CONTENT

College of Arts and Sciences

African American and African Diaspora Studies

- AAAD-A 100 African American Dance Company: Foundations and Practices
- AAAD-A 112 Black Music of Two Worlds
- AAAD-A 150 Survey of the Culture of Black America
- AAAD-A 154 History of Race in the Americas
- AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid
- AAAD-A 210 Black Women in the Diaspora
- AAAD-A 221 Dance in African Diaspora
- AAAD-A 304 Black Paris (joint-listed with CMLT-C 363)
- AAAD-A 350 Black Atlantic
- AAAD-A 355/ A 590 African-American History I
- AAAD-A 360 Slavery: Worldwide Perspective
- AAAD-A 407 African American and African Protest Strategies
- AAAD-A 420 Transforming Divided Communities and Societies (only with Africa content)
- AAAD-A 430 The Cinema of Africana Women
- AAAD-A 500 Introduction to African & African-American Diaspora

American Studies

- AMST-A 351 Human Trafficking and other Global Moral Panics

Anthropology

- ANTH-E 105 Culture and Society
- ANTH-A 107 Becoming Human: Evolving Genes, Bodies, Behaviors, Ideas
- ANTH-A 122 Interpersonal Communication. Introduction to the study of communication, culture, identity and power. Each student does original primary research. Topics range from groups in North Africa to high school and college students in the United States, and issues such as gendered language, slang, verbal play, and institutional language. Credit given for only one of ANTH-A 122 or CMCL-C 122.
- ANTH-A 200 Topics in Anthropology (ex. Topic: GI Jones and Janes: Gendered Cultures of Warfare)
- ANTH-B 200 Bioanthropology
- ANTH-E 200 Social and Cultural Anthropology
- ANTH-A 205 Anthropology Today: Selected Topics in Current Research (approved topic: Exploring Sustainable Agriculture and Trade)
- ANTH-A 208 Popular Culture, Cyber Revolution and Social Change in Islamic World
- ANTH-P 210 Life in the Stone Age
- ANTH-P 250 Introductory World Archeology
- ANTH-E 300 Culture Areas and Ethnic Groups (approved topics: Nature and Culture: Perspectives in Environment Anthropology; Photography and Ethnography; Islam in and out of Africa; other topics with Africa content)
- ANTH-E 309 Problems in African Ethnography
- ANTH-E 314 Voices of Women
- ANTH-P 314 Early Prehistory of Africa
- ANTH-B 343 Evolution of Human Eco Footprint
- ANTH-B 368 The Evolution of Primate Social Behavior
- ANTH-P 380 Prehistoric Diet and Nutrition
- ANTH-E 381 Ethnography of Family, Work and Power
- ANTH-E 386 Performance, Culture, and Power in the Middle East and North Africa
- ANTH-P 399/P600 Primate Archeology
- ANTH-B 400 / B600 Seminar in Bioanthropology (ex. Topics: Behavioral Evolution; Pliocene Apes and Early Humans)
- ANTH-E 400 Undergraduate Seminar [on-campus] (approved topics: Money, Materiality, and Value; Food and Famine; other topics with Africa content)
- ANTH-E 400 Undergraduate Seminar - taught by Faculty Director in the Dakar, Senegal, Summer Program [off-campus international] (approved topics: West Africa: History, Society, and Culture or Film, Culture and Development in West Africa)
- ANTH-E 417 / 617 African Women (cross listed with GNDR – G 401)
- ANTH-E 423 / 523 Life Histories
- ANTH-E 444 / 644 People and Protected Areas
- ANTH-B 464 Human Paleontology
- ANTH-B 466 The Primates
- ANTH-C 650 Ethnography and Social Theory

- ANTH-E 677 Performing Nationalism

Art History

- ARTH-A 150 African, New World, and Oceanic Art - Arts of the non-Western world outside of Asia. Credit given for only one of ARTH-A 150 or FINA-A 150.
- ARTH-A 281 Introduction to Islamic Art and Visual Culture
- ARTH-A 327 Survey of Islamic Art
- ARTH-A 458 Topics in the Ethnographic Arts (approved topics with Africa focus)

Biology/Human Biology Program

- BIOL-L 433 Tropical Biology
- BIOL-L 465 Advanced Field Biology (approved topics with Africa focus)

College of Arts and Sciences school wide courses

- COLL-C 103 Critical Approaches to the Arts and Humanities (approved topic: Ebonics: The Controversy over African American Vernacular English; Anthropology through Visual Media)
- COLL-C 104 Critical Approaches to the Arts and (approved topic: Magic, Science and Art in Africa)
- COLL-C 105 Critical Approaches to the Natural and Mathematical Sciences (approved topic: Sister Species)

Comparative Literature

- CMLT-C 262 Cross-Cultural Encounters (approved topic: Love and War across Borders)
- CMLT-C 291 Studies in Non-Western Film (when taught by African Studies Program faculty)
- CMLT-C 301 Special Topics in Comparative Literature (approved topic: Folklore and Magical/Animist Realism)
- CMLT-C 318 Satire
- CMLT-C 343 Literature and Politics (approved topic: Migrants, Refugees and Cosmopolitans)
- CMLT-C 360 Diasporic Literatures (approved only when 25%+ Africa content)
- CMLT-C 363 Black Paris (joint-listed with FRIT-F 310 and AAAD-A 304)
- CMLT-C 464 French Language Literature of Africa and the Americas. Literary texts and films, their poetics and historical contexts. Particular consideration of the tension surrounding the use of French language in Africa and the Caribbean and the creation of French language literatures, their relationship to local oral traditions and metropolitan French literature. Course conducted in French.
- CMLT-C 537 The 20th Century I
- CMLT-C 670 Biopolitics and Postcolonial Discourse

English

- ENGL-L 224 Introduction to World Literature in English

Folklore and Ethnomusicology

- FOLK-F 111 World Music and Culture
- FOLK-E 112 Black Music of Two Worlds
- FOLK-F 121 World Arts and Cultures
- FOLK-E 151 Global Pop Music
- FOLK-E 297 Popular Music of Black America
- FOLK-F 252 Folklore and the Humanities (approved topic: Global Pop Music; Black Music in Latin America)
- FOLK-F 307 / 617 Mid-Eastern Folklore, Life and Music (Topics ex. Islam Among the Folk)
- FOLK-F 308/ F 738 Topics: Mid-Eastern and Arab Mythology
- FOLK-F 315 Caribbean Arts and Cultures
- FOLK-F 377 Popular Culture and Politics in the Middle East
- FOLK-F 450 Music in Religious Thought and Experience (when taught by African Studies faculty)
- FOLK-E 496 / 698 African American Religious Music
- FOLK-F 528 Advanced Fieldwork (approved with Africa focus)
- FOLK-E 529 Musical Cultures as Systems of Meaning
- FOLK-E 714 Paradigms of Ethnomusicology
- FOLK-F 722 Music, (Im)migration and Diaspora

French and Italian *Note: Offers a Certificate in Global French, for francophone Africa focus*

- FRIT-F 222 Media Studies in the Francophone World
- FRIT-F 300 Reading and Expression in French (approved topics: Manger, boire...; Desire, soifrance et liberte)
- FRIT-F 476 French Beyaon Hexagon
- FRIT-F 667 Cosmopolitans of the Antilles and Senegal

Gender Studies

- GNDR-G 105 Sex, Gender and the Body (when taught by African Studies faculty)
- GNDR-G 215 Sex and Gender: Cross-Cultural Perspectives (when taught by African Studies faculty)

Geography

- GEOG-G 208 Human/Environment Interactions
- GEOG-G 315 Environmental Conservation
- GEOG-G 317 Geography of Developing Countries
- GEOG-G 501 Research Problems in Geography II (when taught by African Studies faculty)

Geological Sciences

- GEOL-G 561 Paleoecology (when taught by African Studies faculty)

History

- HIST-H 101 World in the 20th Century to 1945
- HIST-C 200 War and Society in the Ancient World
- HIST-W 200 Issues in World History (Approved topic: World War I from the Margins)
- HIST-C 205 Introduction to Islamic Civilization
- HIST-H 205 Ancient Civilizations
- HIST-W 300 Issues in World History (Approved topic: Slavery and 'Unfreedom')
- HIST-J 400 Seminar in History (approved topics: African Prophets, Saints and Reformers; African History and Film; Christianity and Globalization; Indian Ocean - Cradle of Globalization; Cold War and the Civil Rights Movement)
- HIST-H 665 Afro-Latin America
- HIST-H 695 Colloquium in African History (Topic ex: African Histories of Technologies)
- HIST-H 699 Colloquium in Comparative History (Topic ex: The United States and South Africa)

Human Biology (*see Biology listings*)

Hutton Honors College

- HON-H 237 Law and Society (Approved topic: Coffee, Culture, and Global Exchange)

Jewish Studies

- JSTU-J 262 Muslim-Jewish Relations in the Twentieth and Twenty-first Centuries. Investigation into Muslim-Jewish relations in the twentieth century and the opening decades of the twenty-first century, focusing on North Africa, the Middle East, Europe, and the United States. Cooperation between Muslims and Jews is highlighted but tensions and violent conflicts are also discussed.

Linguistics

- LING-L 103 Introduction to the Study of Language
- LING-L 112 Language and Politics
- LING-L 306 Phonetics
- LING-L 308 Morphology
- LING-L 315 Introduction to Sociolinguistics
- LING-L 367 Languages of the World
- LING-L 485 Topics in Linguistics (Approved topic: Advanced Phonology)
- LING-L 520 Sociolinguistics
- LING-L 530 Introduction to Historical Linguistics
- LING-L 541 Intro to Phonetics
- LING-L 542 Phonological Analysis

- LING-L 544 Morphological Analysis
- LING-L 625 Bilingualism Language Contact
- LING-L 641 Advanced Phonetics

Political Science

- POLS-Y 107 Introduction to Comparative Politics (when taught by African Studies faculty)
- POLS-Y 343 The Politics of International Development (when taught by African Studies faculty)
- POLS-Y 657 Comparative Politics (when taught by ASP faculty; topics ex: Indigenous Politics – Democracy and Development)

Religious Studies

- REL-A 202 Issues in African, European, and West Asian Religions
- REL-D 250 Religion, Ecology, and the Self (When taught by African Studies Faculty)
- REL-A 300 Studies in African, European, and West Asian Religions. Selected topics and movements in African, European, and West Asian religions.
- REL-A 470 Topics in Islamic Studies. Selected topics on Islamic law, philosophy, theology, and mysticism

Second Language Studies

- SLST-S 622 World Englishes

Sociology

- SOC-S 346 Topics in Cross-Cultural Sociology. Study of selected sociological issues with an emphasis on cross-cultural analysis. Specific topics announced each semester; examples include work, family, childhood, religion, and education. (approved with Africa focus)

Spanish and Portuguese

- HISP-P 290 Global Portuguese: Arts and Culture (Approved topic: Portuguese around the World -meets Africa content)
- HISP-P 317 / 492 Reading and Conversation in Portuguese
- HISP-P 400 / 500 Literatures of Portuguese Speaking World I
- HISP-P 401 Literatures of the Portuguese-Speaking World II
- HISP-P 405 / 505 Literature and Film in Portuguese
- HISP-P 415 Women Writing in Portuguese
- HISP-P 420 Literatures of the Portuguese-Speaking World in Translation. Readings of Brazilian, Portuguese and Lusophone African writers from a comparative perspective.
- HISP-P 476 / 576 Prose in Portuguese
- HISP-P 751 Seminar: Brazilian Literature (approved when topic is Africa infused, ex: The African-Brazilian Experience)

IU Jacobs School of Music

- MUS-E 459 / 559 Instrumental Pedagogy (when taught with African content; ex: faculty collaborative teaching and distance learning with Nairobi, Kenya)

IU Kelley School of Business

- BUS-G 256 Emerging Economies (when Africa focus, ex: Ghana)
- BUS-L 272 Global Immersion: Business and Human Rights
- BUS-D 496 Emerging Markets Experience (Ghana)

Maurer School of Law

- LAW-B 575 Constitutional Design in Multiethnic Societies
- LAW-B 614 Legal Professions
- LAW-L 636 Transnational Law
- LAW-B 748 Comparative Legal Systems
- LAW-L 750 Law & Development
- LAW-L 770 Comparative Inequality

School of Art, Architecture and Design

- SOAD-F 301 Dress Studies: Topics in Cultural Analysis (when taught by African Studies Program faculty)

School of Education

- EDUC-H 551 Comparative Education I
- EDUC-H 552 Comparative Education II
- EDUC-G 575 Multicultural Counseling
- EDUC-Z 601 Theoretical Issues: Study of Language and Literature (when taught by African Studies Faculty)
- EDUC-H 637 Topic Seminar (approved when Africa content, ex: Gender. Education and Development)
- EDUC-K 780 Seminar in Special Education (when taught by African Studies faculty)

School of Global and International Studies

International Studies

- INTL-L 202 Health, Environment, and Development (topics approved: Global Health and Environment)
- INTL-I 206 Peace and Conflict (approved when Africa content; when taught by African Studies faculty)
- INTL-I 303 Advanced Topics in Global Development (Approved topic: Comparative Politics of Natural Resources: Linking the Global and the Local)

Near Eastern Languages and Cultures

- NELC-N 207 Topics in Islamic Studies. Studies of particular topics or themes in Islamic thought and practice. (approved when Africa focus)

- NELC-N 208 Muslims in the West
- NELC-N 265 Introduction to Islamic Civilization
- NELC-N 305 Issues in Middle Eastern Literature (approved when Africa focus)
- NELC-N 305 Topics: Poetry as Performance – Arabic Ode
- NELC-N 365 Islamic Philosophy. This course introduces the chief philosophers, schools, and issues of Islamic philosophy. Issues discussed include the relationship between religion and philosophy, philosophy and society; the essence/existence and necessary/contingent distinctions; basis of rational knowledge; relationship between mysticism and philosophy.

School of Public and Environmental Affairs

- SPEA-S 160 National and International Policy (sections taught by African Studies faculty)
- SPEA-V 370 Research Methods (approved when taught by African Studies faculty)
- SPEA-V 434 / 534 NGO Management in Comparative Perspective
- SPEA-V 450 Contemporary Issues in Public Affairs (approved topics: African Political Economy; Third World Development)
- SPEA-V 502 Public Management (sections taught by African Studies faculty)
- SPEA-V 506 Statistical Analysis for Effective Decision Making (sections taught by African Studies faculty)
- SPEA-V 524 Civil Society in Comparative Perspective)
- SPEA-V 550: Topics in Public Affairs (approved topics: Global Governance in the 21st Century; U.S. Foreign Policy and Third World Regimes)
- SPEA-V 576 Approaches to Development
- SPEA-V 582 Nation Building (sections taught by African Studies faculty)
- SPEA-V 669 Economic Development, Globalization and Entrepreneurship
- SPEA-V 672 Public Organization and Management II (sections taught by African Studies faculty)
- SPEA-V 680 Research Design and Methods in Public Affairs (sections taught by African Studies faculty)

School of Public Health

- SPH-H 150 Children's Health up to Age 5 (when taught by African Studies Program faculty)
- SPH-H 340 Healthy Children: Breastfeeding Promotion in Global Communities
- SPH-F 347 Human Development 2: Mid-Childhood through Adolescence (when taught by African Studies faculty)
- SPH-H 414 / 515 Health Education in Pre-Kindergarten Grade 6 (when taught by African Studies faculty)
- SPH-H 504 Breastfeeding: Practice and Policy
- SPH-H 510 Organization of School Health Programs

- SPH-X 580 Qualitative Research in Public Health (when taught by African Studies faculty)
- SPH-H 650 Seminar in Health Education (when has African component; topic ex: Culture and Immigrants' Health)
- SPH-E 655 Infectious Disease Epidemiology

The Media School, COAS

- MSCH-F 204 Topics in Media, Culture, and Society (approved topics: Emerging Media: Nollywood Films; Migrants and Refugees in Film)
- MSCH-C 219 Media in the Global Context. Surveys media industries, products, and publics outside the United States context (e.g., Africa, Asia, Latin America). Analyzes regional media in relation to local/global historical, economic, and social processes.
- MSCH-F 391 Media Audiences: Global Radio
- MSCH-F 398 National and Transnational Cinemas (approved when Africa focus)
- MSCH-J 418 / 518 Field Experience in Journalism (when in Africa, ex: Kenya; South Africa)
- MSCH-J 448 Global Journalism: Issues and Research

Theater, Drama and Contemporary Dance

- THTR-D 242 Dance in Human Society. The investigation of dance in other cultures to expand understanding of dance as an integral component of human expression. Through seminars, lectures, and embodied research, students will gain an understanding of dance as art, religious practice, social customs, and political action.

APPENDIX 4

Performance Measure Form

Project Goal 1: Expand K-16 teacher-training for pre- and in-service teachers on Africa content to meet regional/national needs.

**Note: see also teacher-trainings related to the Globally Ready Digital Toolbox, PMF Goal 3*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
<p>1. Increase # of teachers aware/knowledgeable of educational needs of K-12 heritage speakers of African LCTLs in Indiana, and of Africa content over the grant period; identify needs [Y1]; train # of teachers [Y2-3]; develop # of lesson plans (year three-four); and establish # of supporting community-partner mechanisms by year four of grant cycle.</p>	<p>1a. Work with IDOE and IU SOE, to [Y1] identify and [Y2-3] train teachers in Indianapolis school systems working with African LCTL heritage speakers (U.S. children of African refugees): hold focus groups; inc. teacher-training workshops on Africa content; curriculum development support; build community-partner/teacher led tutoring and mentoring support to establish school to college pipelines (and sustainability of program post –Title VI)</p>	1ai. # of participants in focus groups [Y1]	Annual [Y1]	Participant data count from annual review	0	20	NA	NA	NA	
		1a.ii. # of teachers trained [Y2 onward]	Annually [Y2-3]	Participant data count from annual review	0	NA	7	10	17 CUM	
		1a.iii. % of teachers who incorporate African content from trainings into curriculum 1-2 years after training	Annually [Y3-4]	Stakeholder survey	0	NA	0	50%	70%	
		1b.								
		1bii.								
		1biii.								
		1ci.								

Project Goal 1: Expand K-16 teacher-training for pre- and in-service teachers on Africa content to meet regional/national needs. *Note: see also teacher-trainings related to the Globally Ready Digital Toolbox, PMF Goal 3									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
2. Increase # of pre- and in-service teachers exposed to African Studies and Global competencies through coursework, teacher training and workshops for in-service Indiana P-16 teachers; lead to greater infusion of Africa content and languages into more classrooms, and promote global mindedness and global competencies among greater # of students by year 4	2a.: Increase # of pre-service teachers/ students equipped with global competence skills, by infusing global aspects into their instruction over grant cycle with <i>Global Competence Certificate</i> (IU students) and <i>Global Educator Badge</i> (ASP, IU SOE Center for P-16 Research and Engagement and SGIS TVI NRC collaboration) 2b. Increase teachers trained on Africa content through summer institutes/workshops and professional development activities (collaborations with International Education Outreach Administrator (IEOA), School of Education (SoE GEI), and the International Outreach Council (IOC))	1cii.							
		1ciii.							
		2ai. # of students who receive a badge	Annually	SOE records	0	NA	NA	5	10
		2aii. # of internationalized courses approved for program	Annually	IU Registrar records	0	0	10	10	10
		2aiii. # of students who are enrolled in certificate	Annually	SOE and SGIS records	0	0	10	25	50
		2bi. # of K-12 professional development trainings	Annually	SOE/IOC/ ASP records	2	4	4	6	6
		2bii. # of teachers and administrators attending professional development events	Annually	SOE/IOC/ ASP records	25	50	50	50	50
		2biii.							

Project Goal 1: Expand K-16 teacher-training for pre- and in-service teachers on Africa content to meet regional/national needs. <i>*Note: see also teacher-trainings related to the Globally Ready Digital Toolbox, PMF Goal 3</i>										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
3. Increase nationally # of teachers trained on Africa content for curricular use through joint, annual Africa NRC teacher trainings over course of grant cycle	2c.	2ci.								
		2cii.								
		2ciii.								
		3a. ASP provides support and content at joint Africa NRC/ASOC teacher trainings at annual African Studies Teacher Workshop (ASA), and NCCS/NCTE conferences; in-service teachers to receive content knowledge and learning strategies for promoting African Studies in the K-12 classroom.	3ai. # of teachers receiving training	Annually	ASOC records	0	130	130	130	130 (490 CUM)
			3aii.							
			3aiii.							
		3b.	3bi.							
			3bii.							
			3biii.							

Project Goal 1: Expand K-16 teacher-training for pre- and in-service teachers on Africa content to meet regional/national needs.									
<i>*Note: see also teacher-trainings related to the Globally Ready Digital Toolbox, PMF Goal 3</i>									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	3c.	3ci.							
		3cii.							
		3ciii.							

Project Goal 2: Assist MSIs and Community College partners in internationalization, to improve Africa content knowledge and global competencies among historically underserved populations, as well as improve workforce skills in areas of national need.									
Performance Measures	Activities	Data Indicators	Frequency	Baselines and Targets					
				Data Source	BL	T1	T2	T3	T4
1. Increase internationalization and Africa content among MSIs and Community College systems by ASP assisting internationalization of curriculum and training over grant cycle, 2018-2022.	1a. Work with Huston-Tillotson (MSI-HBCU) faculty to internationalize courses with Africa content, provide professional development and training in support of creation of a Global Studies BA major by end of grant cycle (2022).	1ai. # of faculty who participate in Huston-Tillotson faculty retreat (Y1), and professional development opportunities specific to Africa content knowledge/internationalization (ex: ICCI; Curriculum Training & Development Workshop, Senegal; ASA meetings), Y 1-4	Annually	Annual faculty activity data report from MSI Huston-Tillotson	0	10	4	3	3 (20 CUM)
	1b. Build on IU-IAUNRC internationalization efforts for St. Louis Community College system through addition of Africa-content presentations and	1aii. # of courses internationalized and/or developed with incorporation of Africa content in support of BA in Global Studies for Huston-Tillotson 1aiii. n/a	Annually	Huston-Tillotson Registrar records, and H-T faculty activity data	0	0	1	2	2 (5 CUM)
		1bi. # of participants in various presentations, workshop trainings, professional development opportunities (ex: ASP presentations/trainings; ICCI; Curriculum	Annually	Annual data review; Stakeholder survey	0	35	35	35	35 (140 CUM)

Project Goal 2: Assist MSIs and Community College partners in internationalization, to improve Africa content knowledge and global competencies among historically underserved populations, as well as improve workforce skills in areas of national need.										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
	professional development/training opportunities.	Training & Development Workshop, Senegal; Midwest Institute for International/Intercultural Education; ASP/SGIS NRC Summer Institutes)								
					1bii. n/a					
					1biii. n/a					
	1c. ASP expertise and content to continue internationalization of Ivy Tech (ICAB III), as requested, through course content development assistance, and offering of African Studies programming for Ivy Tech-Bloomington campus via events and guest speakers, Ivy Tech Diversity and International Days	1ci. # of courses added with Africa content	Annually	Ivy Tech Registrar	0	1 new course	1 new course	1 new course	1 new course (4 CUM)	
			Annually	Ivy Tech records	0	120	120	120	120 (500 CUM)	
2. Increase global workforce skills regionally/nationally over grant cycle by providing Africa content, expertise and programming for: the	2a. With the Center for the Study of Global Change, IDOE, SOE, and other SGIS area studies: provide Africa content expertise and support for the <i>Global</i>	2ai. # of students enrolled in Global Workforce Skills course (Y1 development)	Annually	Ivy Tech Registrar records	0	0	0	10	25 (35 CUM)	
			Annually	Ivy Tech and GC/ICCI records	0	40	70	140	140 (390 CUM)	

Project Goal 2: Assist MSIs and Community College partners in internationalization, to improve Africa content knowledge and global competencies among historically underserved populations, as well as improve workforce skills in areas of national need.										
Performance Measures	Activities	Data Indicators	Frequency	Data Source						
				BL	T1	T2	T3	T4		
Global Employability Initiative for Ivy Tech CC system; Career & Technical Education (CTE) for high schools; annual Institute for Curriculum and Campus Internationalization (ICCI) Conference.	Employability Initiative, including assist with development of content for Ivy Tech Workforce Skills Certificate, assist with content for development of <u>Global Workforce Skills Course</u> at Ivy Tech and identifying existing courses with Africa content for use toward Certificate; provide Africa content support for CTE College/Career Fairs, Summer Workshop for CTE Educators.	2a.iii. Minimum # of co-curricular activities ASP will contribute to each year	Annually	ASP data records	0	2	2	2	2	
	2b. With the Center for the Study of Global Change and other SGIS area studies, provide expertise and hosting of the annual Institute for Curriculum and Campus internationalization (ICCI)	2bi. # of participants receiving Africa content internationalization training	Annually	GC/ICCI records; MCI/CC partner attendance records	10	20	30	30	30	30 (110 CUM)
	2c.	2bii. 2biii. 2ci.								

Project Goal 2: Assist MSIs and Community College partners in internationalization, to improve Africa content knowledge and global competencies among historically underserved populations, as well as improve workforce skills in areas of national need.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
3.			2cii.						
			2ciii.						
	3a.		3ai.						
			3aaii.						
			3aiii.						
	3b.		3bi.						
			3bii.						
			3biii.						
	3c.		3ci.						
			3cii.						

Project Goal 2: Assist MSIs and Community College partners in internationalization, to improve Africa content knowledge and global competencies among historically underserved populations, as well as improve workforce skills in areas of national need.						
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets	
					BL	T1 T2 T3 T4
		3ciii.				

Project Goal 3: Expansion of outreach to underserved population, as well as continued offering of quality outreach to established constituents							
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets		
					BL	T1 T2 T3 T4	
<p>1. Increase # of currently underserved rural areas in IN and beyond who receive Africa content to meet curricular needs through creation of a digital learning platform for area studies content over course of grant period: platform launched by end of year two; focus on further development of curriculum specific Africa content years three/four, with teacher-training. [Note: platform will be expandable to other area studies, sustainable through on-going IU support of technology, and open-source online.]</p>	<p>1a. Development of Africa content (curriculum-specific, standards-based) and teacher trainings for the digital learning platform, the <i>Globally Ready Digital Toolbox</i>. [Note: Platform to be constructed in collaboration with IU's Center for Latin American and Caribbean Studies (CLACS) with IU funding.] CLACS digital content complete year one; Africa digital content complete year two; Africa curriculum content developed years three-four (and on-going). Teacher-trainings in year 3.</p>	<p>i. # of teachers trained on use and contents of Globally Ready Digital Toolbox by end of Y3</p>	<p>Annually, after launch of digital toolbox</p>	<p>ASP records</p>	<p>0</p>	<p>NA NA NA NA</p>	<p>10 (40 CUM)</p>
		<p>iii. # of schools adopting digital toolbox platform for curriculum usage by Y4</p>	<p>Annually after trainings in Y3</p>	<p>Participating school records; ASP records</p>	<p>0</p>	<p>NA NA</p>	<p>10 (12 CUM)</p>
	<p>1b.</p>	<p>i.iii.</p>					
		<p>ibii.</p>					

Project Goal 3: Expansion of outreach to underserved population, as well as continued offering of quality outreach to established constituents											
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets						
					BL	T1	T2	T3	T4		
<p>2. Initiate outreach to Indiana's urban African refugee population (now one of largest in the State) and the broader Indianapolis community to meet needs, and infuse Africa content knowledge into community events: focus group in Y1 to determine needs, in Y2-4 implement strategies based on focus group findings, work with 7 <i>Olaniyan Scholars</i> over course of grant (and est. working model for sustainability post-grant). [Note: this is expansion of IU ASP</p>		1biii.									
		1c.									
		1cii.									
		1ciii.									
		2a. Outreach to Indiana urban African refugee populations, working with <i>Umubano</i> Community Association to define stakeholder needs. Needs assessment and focus groups conducted in Y1 to produce community collaborations (offering sustainability of initiative post Title VI).	2ai. # of focus group meetings in Y1	Annually	ASP data records	0	2	NA	NA	NA	NA
			2aii. Implementation of strategies to assist meeting at least two identified needs (ex: tutoring, family literacy events, cultural events with Africa content); creation of ASP/Community partner document	Annually	Evidence of completion of document in Y1	0	2 needs define d; I docum ent comple ted	NA	NA	NA	NA
			2aiii.								
		2b. Work with the <i>Olaniyan Scholars</i> Program (minority - predominately of African	2bi. # of students participating in faculty mentored community-based STEM/humanities research	Annually	<i>Olaniyan Scholars</i> Program records	0	1	3	5	7	7

Project Goal 3: Expansion of outreach to underserved population, as well as continued offering of quality outreach to established constituents								
Performance Measures	Activities	Data Indicators	Frequency	Baselines and Targets				
				BL	T1	T2	T3	T4
outreach into Indianapolis metro region.]	descent, first generation college, low-income, high achievers) at IUPUI-SLA, Indianapolis, to develop community-based, faculty mentored research projects (STEM and Humanities focused; ex: public health; education; arts) for <i>Olaniyan Scholars</i> , in conjunction with outreach to urban Indianapolis area.	2bii. # of completed <i>Olaniyan Scholars'</i> community research projects/internships by Y4	Annually	0	0	1	3	5
		2biii. # of participants in Y4 capstone event for community, including teacher-trainings	Annually	0	NA	NA	NA	70
		2ci.						
		2cii.						
3. Increase # of K-12 students and public with Africa knowledge through ASP Outreach events and activities over course of grant cycle; include collaborations with	3a. Infuse local K-16 education, and community, with Africa content through community events, presentations and programs (including: Lotus Bazaar; African film series; African	2ciii.						
		3ai. # of participants in each of events over course of grant cycle (est. min. 2,000 annually)	Annually	0	2000	2000	2000	2000 (8000 CUM)
		3aii.						

Project Goal 3: Expansion of outreach to underserved population, as well as continued offering of quality outreach to established constituents							
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets		
					BL	T1 T2 T3 T4	
School of Education (Director of Global Education Initiatives), SGIS area studies programs and centers, to meet regional and national needs for Africa content knowledge	performers; presentations in K-12 classes; Africa-content curriculum tours at museums).	3a.iii.					
		3b.					
		3bii.					
			3biii.				
	3c.	3ci.					
		3cii.					
			3ciii.				

Project Goal 4: Enhance opportunities for African language acquisition by multiple constituents									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase African LCTL offerings through establishment of Kinyarwanda through intermediate level by Y4 [will be nation's first full-time instruction program in the language].	1 a. Hire Kinyarwanda language instructor; develop program/teaching materials for beginning level (Fall Y1) and teach intensive beginning level in Spring Y1; teach beginning level Y2; add teaching of intermediate level in Y2.	1 ai. Increase # of students in Kinyarwanda language instruction yearly 1 aii. # of language courses developed: (Y1 intensive beg. level); Y2, beginning level Kinyarwanda; Y2 intermediate level Kinyarwanda	Annually Annually	Course enrollment figures from IU Registrar Official semester-long courses developed/taught each year	0	2 (intensive)	4	6; plus 2 in intermediate media	8; plus 3 in intermediate (25 CUM)
					0	1 (one intensive course)	4 (4 semester courses: 2 beg. level; 2 int. level)	NA	5 CUM Courses and two levels
	1b.	1 aiii.							
		1 bi.							
		1 bii.							
		1 biii.							

Project Goal 4: Enhance opportunities for African language acquisition by multiple constituents											
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets						
					BL	T1	T2	T3	T4		
2. Increase learning of African LCTLs and decrease barriers to access nationally by development of hybrid/online language courses, and online course materials over course of grant	1c.	1ci.									
		1cii.									
		1ciii.									
	2a.	Development of Zulu as hybrid/online course	2ai. Hybrid/online courses developed in African LCTLs: Y1 baseline 0; by end of Y2 beginning levels of Zulu complete and launched (2 courses finished); by end of Y3 Zulu intermediate levels launched (4 courses finished); by end of Y4 Zulu Advanced levels launched (6 courses finished by end of grant cycle)	2aii.	Annually	Count of official semester-long courses developed/taught each year	0	1	1	2	2 (6 CUM)
	2b.	Continued collaboration with IU CIBER on "Language	2bi. Completion of Language and Culture	2aiii.	End of Y3	Project completion of Language and	0	NA	NA	1	(1 CUM)

Project Goal 4: Enhance opportunities for African language acquisition by multiple constituents										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
3. Increase early-language acquisition opportunities in 1-2 African LCTLs to K-12 children each semester, over 4 year cycle	and Culture modules” for business, tourism and MSI/CC short-term study abroad needs through development of Zulu modules.	module by end of Y3 for Zulu.		Culture Module for Zulu						
		2bii.								
		2biii.								
	2c. Collaborate with NALRC on development of quality online course materials of African LCTLs available nationally	2ci. 1 set of developed online teaching materials for Swahili by end of Y2	Annual assessment of progress in Y1	Project completion of set of Swahili online teaching materials	0	0	1	NA	(1 CUM)	
		2cii. 1 set of developed online teaching materials for Yoruba by end of Y4	Annual assessment of progress in Y3	Project completion of set of Yoruba online teaching materials	0	NA	NA	1	(1 CUM)	
		2ciii. Collaboration on annual workshop training for instructors re: teaching online (4 workshops over 4 year grant cycle)	Annually	Completion of annual workshops; NALRC Stakeholder survey feedback	0	1	1	1	1 (4 CUM)	
	3a. Addition of African language (Swahili) to IU Bridges program	3a. Addition of African language (Swahili) to IU Bridges program	3ai. Offer 4 training workshops over 4 years (baseline Y1: 0)	Annually	Bridges Coord. Records; Participant feedback survey	0	1	1	1	1 (4 CUM)
			3aii. Increase number of participants in Bridges Swahili from Y1 (0) to Y4(10)	Annually	Data collection on participants from Bridges	0	4	6	8	10 (28 CUM)

Project Goal 4: Enhance opportunities for African language acquisition by multiple constituents									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		<p>3a.iii. Evaluation of program impact and quality through survey (ex: % satisfaction; % use of language outside of class time) in Y4: Moving from 20% use of language outside of class at end of Y1 to 65% use outside of class by end of Y4; increase participant satisfaction as program develops fully</p>	Annually, beginning end of Y1	Coordinator records					
				Stakeholder survey	0	20% use ; 70% % Satisfaction	35% Use outside of class; 75% satisfaction	45% use outside of class; 80% satisfaction	60% use outside of class; 85% satisfaction
				Bridges Coordinator records	0	4	12	12	12 (40 sessions CUM)
				Data collection on participants from Bridges Coordinator Records	0	4	6	8	10 (28 CUM over cycle)
	<p>3b. Expansion of IU Bridges Early World Language program to Indianapolis (“Bridges-INDY”) in support of young heritage speakers and community interest. Develop program and community supports in Y1 Fall; offer pilot-program Y1 spring; program operating at full level Y2 onward.</p>	<p>3bi. # of Bridges-INDY sessions offered: Y1 4; Y2-Y4 12 sessions/year.</p>	Annually	Bridges Coordinator records	0	4	12	12	12 (40 sessions CUM)
				Data collection on participants from Bridges Coordinator Records	0	4	6	8	10 (28 CUM over cycle)
		<p>3bii. # of participants in Bridges-INDY African LCTL from Y1 (0) to Y4(10)</p>	Annually, beginning Spring 2019	Stakeholder survey	0	20% use ; 70% % Satisfaction	35% Use outside of class; 75% satisfaction	45% use outside of class; 80% satisfaction	60% use outside of class; 85% satisfaction
		<p>3biii. Evaluation of program impact and quality through survey (ex: % satisfaction; % use of language outside of class time) in Y4.</p>	Annually, beginning end of Y1	Stakeholder survey	0	20% use ; 70% % Satisfaction	35% Use outside of class; 75% satisfaction	45% use outside of class; 80% satisfaction	60% use outside of class; 85% satisfaction

Project Goal 4: Enhance opportunities for African language acquisition by multiple constituents										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
	3c. Expand teaching of Swahili in local school (Harmony School); move from a volunteer instructor to established instructor; increase to teaching two grade levels (3 rd and 4 th grade) of students rather than one.	3ci. Increase in# of students taught from Y1 (15) to Y2 onward (25 students) 3cii. 35%+ of students continuing language into a second year of instruction. 3ciii.	Annually	Data collection on # of participants from school records	15	15	25	25	25	25 (100 CUM)
			Annually	Data collection on # of participants from school records	0	N A	35%	35%	35%	each year

Project Goal 5: Enhancement of interdisciplinary research and teaching of Africa content at IU through support of degree programs and emerging areas of strength						
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets	
					BL	T1 T2 T3 T4
1. Over course of grant, increase number of students with Africa specialization and training through enhancement of current ASP degrees and addition of pre-professional training for students	1a. Enhance current degrees and pre-professional training by establishing course credit for ASP graduate student internships, add portfolio option, and increase undergraduate internship opportunities	1ai. Add one course for graduate internships for credit option, and portfolio option for MA degree enhancement by end of Y1	Annually	IU Course Bulletin listings	0	1 course added/amended NA NA NA NA
		1aii. Add internship for student at <i>Africa Today</i> journal	Annually	ASP records	0	1 1 1
		1aiii. Develop 4+1 BA/MA degree option by end of grant cycle	Annually	IU Course Bulletin listings	0	NA NA 1 new degree established
		1bi. Meet increased demand for Africa specialization by developing new gateway course, Introduction to African Studies	End of Y 3	IU Course Bulletin	0	NA 1 new course 25
		1bii. # of students enrolled in new course	End of Y 4	IU Registrar records	0	NA NA
		1biii.				
	1c. Work with SGIS Admin, International Studies, and area studies	1ci. one new Minor established by end of Y3	End of Y3	IU Course Bulletin	0	NA 1 Minor 1 CUM

Project Goal 5: Enhancement of interdisciplinary research and teaching of Africa content at IU through support of degree programs and emerging areas of strength									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
<p>2. Over grant period, increase # of scholars working on significant, emerging, and established areas of African issues/topics critical to national needs through faculty interaction and exchange of ideas with other Africanists</p>	to create new regional focus Minor for International Studies Major	1cii. # of students enrolled in new Minor	Annually, beginning in Y4	CAA and IU Registrar records	0	NA	NA	NA	20
		1ciii.							
	2a. Co-develop and participate in conferences on 1) Muslim Africa and the fragmentation of religious authority, at IU's Europe Global Gateway, Berlin, Germany, 2019; 2) New Media and Global Africa, at IU's Africa Global Gateway, Cape Town, South Africa in 2020; 3) Displaced Africans, at IU's Europe Global Gateway, Berlin, Germany, 2022.	2ai. # of participants	Annually	ASP and IU Gateway records	0	0	30	30	30
		2aii. # of scholarly activities, including new courses, developed out of conferences	Annually	Participant data submission/AS P records	0	0	0	10	10
	2b.	2bi.							
		2bii.							
		2biii.							

Project Goal 5: Enhancement of interdisciplinary research and teaching of Africa content at IU through support of degree programs and emerging areas of strength									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
2c.		2ci.							
		2cii.							
		2ciii.							
3.	3a.	3ai.							
		3aii.							
		3aiii.							
3b.		3bi.							
		3bii.							
		3biii.							
3c.		3ci.							

Project Goal 5: Enhancement of interdisciplinary research and teaching of Africa content at IU through support of degree programs and emerging areas of strength									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		3cii.							
		3ciii.							

APPENDIX 5

Letters of Support

- Stefany Deckard, Director of Career & Technical Services, Indiana Department of Education (IDOE)
- Russel D. Baker, PhD, Vice President for Academic Affairs, Ivy Tech Community College (CC)
- Colette Pierce Burnette, Ed.D., President and CEO, Huston-Tillotson University (MSI/HBCU)
- Terrance C. Mason, Ed.D., Dean of the School of Education, Indiana University (SOE)
- Thomas J. Davis, PhD, Dean of the School of Liberal Arts, Indiana University-Purdue Indianapolis (IUPUI SLA)

June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear U.S. Department of Education,

It is a privilege to write in support of Indiana University's Global and Area Studies Centers' applications for U.S. Department of Education Title VI National Resource Centers. Their proposed Global Employability Project will strengthen student global career preparation across the state and will complement the other proposed efforts to advance language learning and area and global studies in Indiana schools.

As Director of Career and Technical Education (CTE) in Indiana, I look forward to promoting the Global Employability Project, which will integrate global competencies and global workforce skills across Career and Technical Education high school programs. CTE has a responsibility to prepare Indiana students for college and careers in an increasingly global and diverse world, and Indiana University's Global and Area Studies Centers will help the state strengthen students' global competencies, intercultural communication skills, and the ability to work collectively across diverse cultures and perspectives.

The Global Employability Project will encompass three main activities:

- Annual professional development workshops about internationalizing the existing employability skills curriculum for Indiana CTE teachers
- Professional development for school counselors around the need for global career skills
- Global career preparation opportunities at the annual College and Career Pathway Fairs throughout the southern central Indiana workforce region

The IU Centers have recently worked in conjunction with myself, other members of the Indiana Department of Education team, and Christi McBride, the Director of the Hoosier Hills Career Center in Monroe County. Together, we have developed this project to best meet the needs of our Indiana students. It is important to note that this project also has a second component to develop a new Global Workforce Skills Certificate at Ivy Tech Community College of Indiana, carrying this work forward to our students and others who will go on to pursue postsecondary degrees. This initiative is a significant step in comprehensively preparing Indiana and U.S. citizens for the global world in which we live, work, and study.

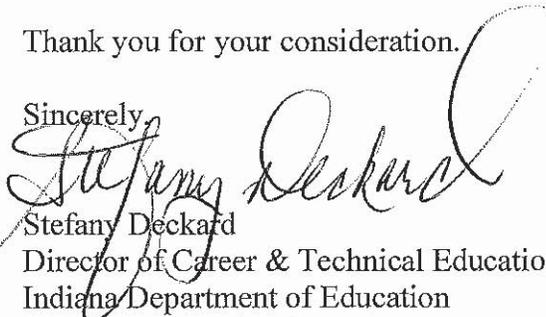
This is not the first time we will have collaborated with Indiana University Area and Global Studies Centers. We previously collaborated on the publication series, *Internationalizing the Academic Standards: Indiana* (IASI) beginning in 2011. This exceptional teaching resource, 115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

which demonstrates how to integrate international content when teaching the Indiana K-12 academic standards, is being revised and will soon be available on the Indiana Department of Education website. We have also worked closely with IU on the Indiana Language Roadmap and on other initiatives that support high-quality language learning and global and regional knowledge in K-12 classrooms.

The integration of global competencies in CTE teaching and learning, and the increased opportunities for teacher and counselor training are not only desired but necessary for students in the 21st century. The state of Indiana needs this initiative and the Indiana Department of Education is delighted to be part of this important work. It looks forward to working with the Global and Area Studies Centers at IUB as well as with IU's Center for International Business Education and Research, to develop and implement the project, and thus further change the landscape of international education and global preparedness in the state of Indiana.

Thank you for your consideration.

Sincerely,



Stefany Deckard
Director of Career & Technical Education
Indiana Department of Education
South Tower, Suite 600
115 W. Washington Street
Indianapolis, IN 46204
stdeckard1@doe.in.gov



June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

To the U.S. Department of Education:

In view of the growing need to prepare students of all backgrounds and income levels for global engagement, including the knowledge and skills required by the modern workforce to communicate in multiple cultural contexts, I am writing in support of an expanded partnership between Ivy Tech Community College and the IU Global and Area Studies Centers to introduce the Global Workforce Skills Certificate at Ivy Tech. As the Vice President for Academic Affairs, I am confident this that proposal will provide increasing opportunities for students to gain global workforce skills for their future studies and careers and will further the internationalization of curriculum and co-curriculum at Ivy Tech.

With 45 campuses and site locations across the state and serving nearly 160,000 students a year, Ivy Tech is the largest singly-accredited statewide community college system in the entire country. Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment. The proposed project directly aligns with the college's mission and strategy, particularly on our expanded strategic plan launched this past January, "*Our Communities, Your College: Pathways for Student Success and a Stronger Indiana.*" Within this plan, Ivy Tech's goal is to assist Indiana to meet the goal of equipping 60% of the workforce with a high-value, post-secondary degree or credential by 2025.

The new Global Workforce Skills Certificate will provide students with specific training and learning in global skills, intercultural competencies, and international teamwork. This proposed certificate will thus allow Ivy Tech students to expand upon technical skills with additional competencies that provide a better understanding of the global environment and cultural realities that are essential to effectively operating in today's global marketplace. Ivy Tech will work with the leadership from their network of global studies faculty from across the state, and partners at Indiana University, to build the content for this Certificate. Through this partnership, Ivy Tech will seek approval from the Indiana Commission for Higher Education for this Certificate as a stand-alone completion. This will require demonstrating that it meets specific workforce needs

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, INDIANA 46208-5752
1-888-IVY-LINE
(888-489-5463)
PR/Award # P015A180094

and can lead to employment. Ivy Tech envisions structuring this certificate so that it can be a “stepping stone” toward a technical certificate and/or an associate degree. This will allow students to use it as a building block toward a higher-level completion.

The Global Workforce Skills project will align with the work being done with Career and Technical Education high school programs in Indiana as part of the broader Global Employability Project. This integration of a K-12 component greatly complements and enhances the work done here at Ivy Tech and will strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana.

The IUB Global and Area Studies Centers and the IU Center for International Business Education and Research have been a strong partner of Ivy Tech. Previously we have partnered to expand the college’s inventory of global language learning by developing coursework in Arabic, adding global content to nearly three dozen courses, and developing a general global studies certificate that is completed as a complement to existing degree programs. Our collaboration with the centers has been invaluable in many ways and I sincerely look forward to building on this partnership to build a more globally competent workforce across the entire state of Indiana. I therefore fully endorse their proposed projects in their Department of Education Title VI National Resource Center proposals.

Respectfully,



Dr. Russell D. Baker
Vice President for Academic Affairs
Ivy Tech Community College
North Meridian Center
50 W. Fall Creek Parkway Dr. N.
Indianapolis, IN 46208



June 4, 2018

Cheryl E. Gibbs
Directory, Advanced Training and Research Division
Acting Senior Director, IFLE
U.S. Department of Education

Dear Ms. Gibbs,

As the President of Huston-Tillotson University (HT) a historically black university with a student body of 1,100, I am glad to write this letter of support for this Title VI initiative. Currently, HT and Indiana University (IU) are developing a partnership to help us build a self-sustaining Global Studies major.

HT has partnered with the University of Texas for the past four years and has been linked with five UT National Resource Centers (NRCs): Center for Middle Eastern Studies, Center for European Studies, Center for Russian and East European Studies, LILAS Benson Latin American Studies and Collections and South Asia Institute. It is imperative that Africa is represented more strongly in our Global Studies program. We are turning to IU's African Studies Program (ASP), one of the top African Studies centers in the nation, to support HT faculty development in the study of Africa.

IU's ASP proposes to use Title VI NRC funds over the next four years to support HT's efforts. They will fund faculty attendance at the African Studies Association conference, one annually, and will send HT faculty members to attend summer workshops in Dakar, Senegal. IU also will support the globalization of our curriculum by funding HT participation in IU's innovative Institute for Curriculum and Campus Internationalization (ICCI) workshop, through course buyouts to expand African content in existing courses and the development of new African content courses, and through a two-day retreat for HT Global Studies faculty to launch the interdisciplinary Global Studies curriculum initiative in Fall 2018.

We have received positive student responses during our joint efforts with UT. Increasing globalization demands a workforce that understands cultural differences, intergovernmental cooperation, global demography, and an ever more intertwined world economy. Our students recognize this. So too does our administration.

Our partnership with UT has been important to our institution. The resources and guidance provided have been invaluable, and we look forward to making African Studies more robust on our campus with this proposed partnership with the ASP. I hope that Title VI NRC funding will be maintained with UT's centers and be expanded to IU's ASP so that institutions such as ours can continue to draw on their strengths.

I thank you for your time and attention.

Sincerely,

Colette Pierce Burnette, Ed.D.
President and CEO

cc: Dr. Archibald Vanderpuye, Vice President, Academic Affairs
Dr. Michael Hirsch, Dean, College of Arts and Sciences
Dr. Alaine Hutson, Associate Professor, History



June 14, 2018

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area and global studies centers in Indiana University's School of Global and International Studies that are applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum, advance K-12 world language instruction and certification, and bring engagement with cultures and societies into classrooms to develop skilled, knowledgeable, and engaged global citizens.

The School of Education has a long history of global research and international partnerships. Our Global Gateway for Teachers cultural immersion program is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools, and the Navajo Nation. We are thus firmly committed and well positioned to increase the number of graduates qualified to teach foreign languages by improving access to high-quality language instruction and to support the project goals of internationalizing the curriculum in Indiana school districts.

I am particularly pleased to collaborate on a new professional staff position, the Director of Global Education Initiatives, which will be jointly funded with the School of Global and International Studies (SGIS) and the Title VI centers at 100% FTE. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the position and serve as faculty liaison with other partners. This position's support for expanding language learning, internationalizing schools, providing teacher workshops and faculty development, engaging pre-service teachers in global and area studies, and increasing access to world language certification will be complemented by the development of a new Global Competency Certificate. This undergraduate certificate, a new degree that will be available to all IU undergraduates to achieve global competency and career readiness, marks yet another unique collaboration between the School of Education and SGIS. We are pleased to partner with SGIS and together build a stronger foundation for global learning, area studies, language learning, and career preparation on campus.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the School of Education curriculum, instruction in world languages, area and global studies curriculum, and on the future teachers and citizens we will graduate.

Sincerely,

Terrence C. Mason

Dean

School of Education



IUPUI

OFFICE OF THE DEAN

SCHOOL OF LIBERAL ARTS

Indiana University
Indianapolis

May 17, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear U.S. Department of Education:

I write in strongest support of the enclosed proposal. Indeed, if the purpose of the Title VI grant program is to support “surveys, studies, and development of instructional materials to improve and strengthen instruction in modern foreign languages, area studies, and other international fields,” then this proposal is a great fit and would fulfill the objectives of the grant program.

This is a propitious time for IUPUI. We as an institution have partnered with the Lilly Endowment, Inc. and the board of the Madame Walker Theater and Legacy Center in Indianapolis to refurbish the theater and work with the board to create cultural programming, opportunities for civic engagement, and educational opportunities. Madame C. J. Walker was the first self-made female millionaire in U.S. history, and the restoration of the theater will help continue her legacy of community engagement. This place will serve as a showcase for African and African American and culture and its study. The grant proposal takes good advantage of the incredible energy the campus and the community has and will expend on this project.

A number of initiatives that are proposed will leverage the Walker space in important ways: the renovated space will be a perfect locus for the Film Series that is proposed, along with providing space to highlight the work of African directors and film critics. The space would, as well, serve as presentation space for an African Speaker series at IUPUI.

The Walker space will also serve the center for the Olaniyan Scholars Program, and part of that program’s research activities will include data gathering and analysis concerning Indianapolis-based African refugees. In addition, a teacher-training component will be supported, complete with speaker.

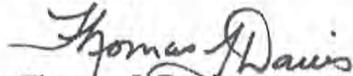
The grant proposal also calls for funding faculty members so that they may present Africa-related papers at conferences held at IUPUI.

The range of participants in this grant proposal is wide and impressive, ranging across departments and disciplines. While all hold an affiliation with Africana Studies (Africa and African diaspora), they also hold appointments in International and Global Studies, English, History, Religious Studies, Economics, Philanthropic Studies, and Education. These faculty have

done extraordinary work both in the arena of African Studies and International Studies. Their research ranges, in location, from North to South America, Africa to Asia.

The granting of a Title VI award would enhance the work of our school, Africana Studies, and the cognate disciplines engaged in the study of Africa and the African diaspora. It would certainly contribute to a greater understanding of the international impact and importance of Africa and the diaspora. Therefore, I hope you will give this proposal your fullest consideration, for it is one that I wholeheartedly support.

Sincerely,


Thomas J. Davis
Dean

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University
AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

Arif M. Karim -S
Digitally signed by Arif M. Karim -S
DN: cn=Arif M. Karim -S, o=U.S. Government, ou=HHS, email=Arif.Karim@hhs.gov, c=US
Date: 2015.06.15 16:31:51 -0500

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	<u>FY 16-17</u> <u>ON CAMPUS</u>	<u>FY 18-19</u> <u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	<u>56.0</u>	<u>57.5</u>	<u>26.0</u>

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044

 (Institution)



 (Signature)

Mary Frances McCart

 (Name)

SVP, CFO & Treasurer

 (Title)

6.23.15

 (Date)