Internationalizing with Equity:
One-Year Follow-Up Report on the U-M Presidential Trip to Africa
And the U-M African Initiative

Prepared by the
President’s Africa Advisory Committee
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University of Michigan
# Table of Contents

I. Engaging Africa .................................................................................................................. 1

II. The 2008 Presidential Trip ............................................................................................... 5
   Advance Work .................................................................................................................. 5
   Overview .......................................................................................................................... 6
   Itinerary ............................................................................................................................ 6
   Accomplishments Of The Conversations Across Universities ........................................ 7
   Agreements And Partnerships ......................................................................................... 9

III. Initiative And Follow-Through ...................................................................................... 10
   The African Studies Center ............................................................................................ 10
   African Presidential Scholars Program ........................................................................... 13
   African Social Research Initiative .................................................................................. 14
   Strengthening Healthcare Initiative ................................................................................. 16
   African Heritage Initiative: Archives And Arts ............................................................... 18
   Health Open Educational Resources In Partnership With African Universities .......... 23
   Emerging Opportunities And Activities .......................................................................... 24

IV. Next Steps: U-M In Africa; Africa In The U-M ................................................................. 29
   Strategic Directions ......................................................................................................... 29
   Tasks And Projects ........................................................................................................... 31

Appendices ............................................................................................................................ 33
   Appendix A: Mission Of The African Studies Center ...................................................... 33
   Appendix B: U-M Presidential Delegation To Africa ......................................................... 33
   Appendix C: President’s Africa Advisory Committee 2008-09 ......................................... 35
Internationalizing with Equity:
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I. Engaging Africa

President Mary Sue Coleman’s decision to lead a University of Michigan delegation to Africa in February 2008 came about because the University of Michigan is committed to internationalization with equity. Not only should U-M be deepening its ties with China and Dubai, but also Africa, South America and other less economically central parts of the globe today. This is the only way to bring comprehensive diversity to the educational, research and artistic connections upon which the University of Michigan stakes itself and thrives. It extends the University’s public mission and cosmopolitan ethic into a deeper global context. And it is a key to including vibrant but economically “non-central” players in the global circuits of knowledge production and distribution squarely and fairly into these circuits of mutual knowledge creation and circulation. Internationalizing with equity builds partnerships—and capacity—abroad and brings new knowledge to the Michigan campus.

An assay of university faculty taken one year before President Coleman’s visit revealed more than a hundred and forty Michigan academics already at work on/in Africa. The figure has since increased to over one hundred and sixty. Their projects range across the entire university: from medicine and public health to engineering and sciences, to law, education, social science, the humanities, architecture, art and music. A presidential visit to the African continent would have to be one, therefore, that recruits and potentially strengthens the entire resources of the university. It is an often quoted proverb in African societies that it takes an entire village to raise a single child or vitalize a single adult. This ideal of ubuntu (as it is called in South Africa) seemed to apply to U-M: it takes an entire university to engage a continent, or even a part of that continent. President Coleman welcomed the chance to deepen international ties that truly range across the vast city of learning, research and art that is the whole of U-M.

The Africa trip also followed from presidential level discussions around affirmative action, diversity and public universities that U-M was already having with one of its chief African partners, the University of Cape Town (UCT). It was partially from the amazing perspectives on the role of public universities which these comparative talks were producing that the visit arose.

Once Africa was chosen the question was then where and what? The choice of a visit to Ghana and South Africa flowed from historic ties Michigan has had to partners in both countries. Two U-M presidents had visited South Africa before President Coleman, paving the way for a post-apartheid
partnership. And given how deep Michigan’s health, IT and heritage connections have been with Ghana, Ghana became the first point of entry for this trip. The larger idea motivating U-M’s approach was to triangulate relationships with Ghana and South Africa, two quite distinct (democratic and stable) countries, using Michigan as fulcrum, and then to begin to include other parts of Africa in the building of relationships not yet on the scene. This idea was not simply invented in a Michigan conference room but was endorsed by higher education stakeholders from both Ghana and South Africa who were already engaged in developing such ties.

The central principle organizing the visit was to include these higher education stakeholders in all major deliberations about the structure and content of the visit. We did not want to recapitulate some neo-colonial idea of “what is good for Africa” by simply imposing “what we wanted” without prior consultation. Indeed the goal was to enliven, exfoliate and create partnerships, not to ply Africa with “resources” in the manner of a Salvation Army. Now with these principles in mind, the visit could have highlighted any number of Michigan initiatives, or generated any number of new ones. A two-week visit should be a focal point around which many other activities take place not directly included in its agenda. Having consulted with a diversity of people from higher education in Ghana and South Africa, having discussed what kinds of partnerships they wanted from us, we found that in spite of many disagreements certain things were wanted by everybody. Above all our African colleagues urged us to expand our then current retinue of faculty exchanges (the Moody Exchange Scholars Program). It would be critical for the higher education systems of both Ghana and South Africa, we were told, that young scholars and in particular young scholars of color be brought to Michigan to complete PhDs, papers or books, artwork or laboratory study, working with U-M colleagues. And in turn U-M faculty and graduate students should appear on the scene of African universities in larger numbers.

Our African colleagues also helped us decide which of our many African projects might best be highlighted by the University’s President. They should be projects which already have multiple partners on the African continent, which have significant growth/expansion potential, and which are judged of special importance by U-M and African higher education leaders alike. *Ubuntu* dictated that highlighted projects should range across the University. In addition to the faculty/student exchanges, these became focal points of Mary Sue Coleman’s visit: projects in healthcare, information technology (open courseware), quantitative social science, and heritage. They were constantly brought up during her meetings with University Vice Chancellors, Deputies and Deans, Ministers and Foundation representatives, and also faculty and students. An immediate result of the visit was that President Coleman committed three years of funding to bring young African scholars to U-M, and also to grow projects in quantitative social science and heritage. The Provost had earlier provided seed funding for the open educational resources initiative, and the healthcare initiative was pursuing foundation support. Around the president’s generous donation, such U-M units as the International Institute, Office of the Provost, Center for Afroamerican and African Studies and Institute for the Humanities pledged collateral support.

About first principles, this visit was also an occasion for U-M to remake its own house. Units orchestrating student travel abroad and curriculum at home are being reorganized to become more efficient; study abroad and curriculum at home is becoming better integrated. Most important has been the creation of an African Studies Center at U-M (housed in the International Institute) whose
Internationalizing with Equity:
One-Year Follow-Up Report on the U-M Presidential Trip to Africa
And the U-M African Initiative

first (but not last!) task is to orchestrate the projects that have arisen from and been highlighted by the presidential visit to Ghana and South Africa. And here is another place where *ubuntu* enters the scene. Traditionally African Studies Centers have focused primarily on the humanities, anthropology, African language instruction, history, the arts and “social/economic development.” The epistemology of Michigan’s new center is more vast, flowing directly from the University-wide nature of the presidential visit, and of Michigan’s engagement with the African continent. U-M’s African Studies Center is as much about information technology, medicine and engineering as it is about music or history. It highlights scientific partnerships with African universities as well as anthropological ones. And so it becomes a conduit for the whole village/city of U-M to enhance African connectivity. In all, the trip, associated initiatives, and ensuing activities exemplify the significant leverage that presidential decision and follow-through can have on a strategic direction for an institution.
II. The 2008 Presidential Trip

ADVANCE WORK

As just noted, the central principles in organizing the presidential trip included shared deliberation with African higher education stakeholders and integration of the U-M community for interaction with Africa. In the work leading up to the presidential trip, these principles became manifest in several ways:

- The provost appointed a committee to review African studies on campus and to recommend potential organizational changes. This committee, with membership overlapping that of the president’s planning committee, ultimately recommended creation of an African studies center.

- The International Institute undertook a comprehensive inventory of U-M activity in Africa.

- The planning committee undertook discussions with a significant sample of faculty in the index, inviting them to share their experiences, their ideas and their needs, and exploring possible bases for expanded activity.

- In parallel, the planning committee met with several visitors from Africa — some invited by the committee, others by various units on campus. These visitors represented a range of perspectives on higher education in the countries of South Africa and Ghana and included: Martin Hall, then Executive Vice Chancellor at the University of Cape Town; Jacob Songsore, Dean of Research and Graduate Studies at the University of Ghana; Ahmed Bawa, then director of research at the University of KwaZulu-Natal (UKZN); Tessa Marcus, former director at South Africa’s National Research Foundation and at the time a member of the faculty at the University of Pretoria; Jonathan Jansen, then Dean of Education at the University of Pretoria; and Shelagh Gastrow, Director of Inyathelo.

- The planning group also sought input from African colleagues and their U-M collaborators in other ways. Several U-M faculty or staff visiting South Africa or Ghana made contact with various individuals in higher education on behalf of President Coleman and the planning group and reported back to the committee. Committee members also engaged African colleagues in discussion via phone and e-mail.

- The planning committee also entered into discussion with foundation representatives to discern foundation interests in Africa, potentialities for funding, and foundation representatives’ insights into needs, opportunities, organizational structures, and so forth.

- Having gathered significant information and advice, the committee formulated a number of working hypotheses of strategies for increased engagement, under the principles outlined above, and with a goal of capacity-building. A few months before the presidential trip, advance teams visited Ghana and South Africa, to engage colleagues and leaders in higher education in further discussion of goals, possible strategies, and areas of mutual interest.
The Ghana advance team, consisting of Ray Silverman, Kevin Gaines, Kofi Gyan, John Matlock, and Lester Monts, met with vice chancellors, administrators and faculty at the University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST), and the University of Cape Coast. The South Africa advance team, consisting of Mark Tessler, Rachel Snow, and Maureen Martin, met with vice chancellors, administrators and faculty at the University of Pretoria, the University of Johannesburg, UKZN, the University of the Witwatersrand (Wits), UCT and the University of the Western Cape. These advance trips were instrumental in bringing focus to goals and prospects for the trip and the initiative and in laying the groundwork for the dialogues undertaken by President Coleman and the delegation with African colleagues.

Out of these activities emerged a number of specific potential goals and a plan for the trip.

**OVERVIEW**

President Coleman and the U-M delegation visited Ghana and South Africa in February and March 2008. The U-M delegation met with leadership and faculty at nine leading African universities. The delegation reaffirmed ties between institutions and faculty members and worked to expand already-strong collaborations. Conversations covered a range of opportunities for increased collaboration and engagement in social science, arts, humanities and heritage, health sciences, engineering, and other areas. As noted above, these content-driven conversations were complemented by discussion of two cross-cutting areas of opportunity: an expanded young-faculty exchange program designed to bring African scholars to Ann Arbor for varying lengths of time, which builds on a 16-year relationship with South African universities; and open educational resources (OER) that will invest in virtual collaborations, course planning and course content modules led first by a medical collaboration with teaching hospitals and medical schools in Ghana, but with significant potential for other fields and areas of Africa.

**ITINERARY**

The universities visited include:

- **in Ghana:** University of Ghana (Legon) and Kwame Nkrumah University of Science and Technology (KNUST) in Ghana. Although a flight delay in Amsterdam prevented a planned visit to the University of Cape Coast, U-M has engaged in discussion with that institution, signed a memorandum of understanding, and will follow up with future visits.

- **in South Africa:** University of Pretoria, University of Johannesburg, University of the Witwatersrand, University of Cape Town and University of the Western Cape, and subgroups of the delegation visited University of Fort Hare and University of KwaZulu Natal.

In Ghana, President Coleman and delegates also met with government officials — representatives of the Ministry of Education and the Ministry of Chieftancy and Culture — and with the Asantehene
Otumfu Osei Tutu II, King of the Asante, who is also the Chancellor of KNUST. Various sub-delegations visited the W.E.B. Du Bois Center in Accra, the Komfe Anoyke Teaching Hospital in Kumasi, and the Cultural Center in Kumasi.

In South Africa, President Coleman met with the Honorable Kate O'Regan, Justice of the Constitutional Court (Michigan has a longstanding exchange with the Court). Delegates Lester Monts and Kevin Gaines took part in a panel discussion on comparative US-South African affirmative action, organized by the US Consulate in Johannesburg, and President Coleman and the delegation participated in a reception hosted by Consul General Steve Coffman (LSA '70) in Johannesburg. Discussions with representatives of major foundations operating in South Africa also took place.

President Coleman delivered three public lectures during the trip, all of which were well attended and well received: (1) at the Kofi Annan International Peace-Keeping Training Center in Accra, Ghana; (2) at the University of Pretoria, as part of that institution’s centennial lecture series; (3) at the University of Cape Town. Texts of the speeches can be found at [http://www.umich.edu/pres/speeches/index.html](http://www.umich.edu/pres/speeches/index.html). Lectures were also given by Kevin Gaines at the Du Bois Center in Accra, Ghana, and by Mark Tessler at the University of Cape Town.

A highly successful adjunct to the delegation’s activities was the simultaneous visit to Ghana by the University of Michigan Gospel Chorale, a student organization. The Gospel Chorale visited universities and performed at local high schools. A highlight was a concert with two Ghanaian choirs, performed for a capacity crowd, at the National Theater of Ghana in Accra. President Coleman introduced the evening event.

The delegation was accompanied by Vincent Duffy, News Director for Michigan Radio, who filed several stories in connection with the trip.

**ACCOMPILMENTS OF THE CONVERSATIONS ACROSS UNIVERSITIES**

Around this visit the University articulated key areas where collaboration could bring solid achievement and be sustained over time.

The delegation’s collective thoughts on key areas of collaboration and topics for conversation and next steps were developed with input from our colleagues across these universities and include the following (fuller discussion of these initiatives is given in the following section of this report):

- **Strengthening Social Research.** U-M has a number of longstanding and highly successful collaborations in South Africa in these areas that address issues of public policy, capacity development with respect to the gathering and analysis of population data for policy purposes, and knowledge transfer. In addition, there is significant support from higher education partners in southern Africa for expansion and deepening of capacity-building in social research methodologies. Such an initiative leverages many years of work between Michigan’s Institute for Social Research and in-country partners, and expands and supports the network of
researchers on the continent. As a result of the trip to Africa, a working group representing partners and potential partners across U-M, South Africa and Ghana is designing the elements of future collaborations — including both faculty exchange and a planned international conference on data opportunities, gaps and challenges in 2009.

- **Strengthening Health Systems.** Michigan’s Medical School has long been partner with medical trainers in Ghana, providing medical and postdoctoral training in maternal health. This program will likely be expanded considerably in the years ahead through a collaborative initiative with the Ghanaian government to strengthen Ghana’s health system. The work has potential to serve health professionals across Ghana and to expand maternal health (OB/GYN) training for physicians across the continent. An anonymous donor is expanding support for the OB/GYN collaboration. The partnership is one of four recently awarded ‘learning grants’ by the Gates Foundation; Gates will subsequently award to one or more of the learning-grant recipients a multi-year, multi-million-dollar implementation grant.

- **Heritage Collaboration: Archives and Arts.** This initiative will build on current partnerships in Ghana and South Africa to develop training opportunities, student exchange, dissertation projects, and research around the understanding, preservation, interpretation, and making of cultural heritage. Projects will focus on issues of archives, libraries, musical instrument collections, museums, heritage sites, and the digitization and dissemination of the above, as well as collaboration in artistic performance and its study as an extension or critique of tradition. This initiative also has the promise of engaging with institutions which historically served underrepresented students, allowing a broadening of Michigan’s relationships on the continent. Since the delegation’s visit, collaborators from Ghana have visited U-M, and U-M faculty have visited Ghana and South Africa for continued discussion. The collaboration includes a series of revolving conferences and development of joint research initiatives.

- **African Presidential Scholars Program (U-MAPS).** Capacity-building, including the advancement and retention of junior faculty, is a fundamental and ubiquitous need of most African nations, including South Africa and Ghana. This includes capacity within the higher education systems of those countries. The ability of African students and scholars to study at Michigan, to develop their research and scholarship, to advance scholarly collaborations, is much valued. U-M is complementing its current Charles Moody Exchange Scholars program, which currently brings one or two South African scholars to Michigan annually, with the new U-MAPS program. This initiative will bring ten promising scholars from Ghana and South Africa (and subsequently other African nations) to the U-M annually for residencies of up to six months. Such an expansion could provide a sustained base for U-M/South Africa and U-M/Ghana collaborations and could also address these countries’ needs for faculty release time and research opportunities, and enhanced student educational opportunities. The first invitation for scholars was issued in Summer 2008; over fifty applications were received and 10 fellowships awarded for early 2009.

- **Open Educational Resources Initiative.** U-M has a variety of IT- and knowledge-infrastructure collaborations with several South African institutions, including the University of Cape Town, the University of the North-West, the University of the Western Cape, and UNISA. Discussions
are also underway with universities in Ghana. This Sakai-based initiative, with an initial focus on healthcare curricula, will engage in co-creation of open curricular resources and will serve as a pilot for joint exploration of cutting-edge application of information technology for learning and research collaboration, with a goal of creating extensive ready-to-hand connections between U-M and a range of African institutions. Early work on this project has been funded in part by the William and Flora Hewlett Foundation.

AGREEMENTS AND PARTNERSHIPS

The University of Michigan has extensive collaborations and partnerships in Africa, as our recently compiled Africa Index shows (http://www.ii.umich.edu/ii/resources/africa). University-level memoranda of understanding or agreements signed during the trip include: memoranda of understanding with Kwame Nkrumah University of Science and Technology and the University of Cape Coast in Ghana and the University of Johannesburg in South Africa, and a renewal of U-M’s faculty and student exchange agreement with the University of Cape Town. In addition President Coleman and Vice Chancellor Tagoe of the University of Ghana committed to renewal of the agreement between U-M and UG when it expires in 2009.
III. Initiative and Follow-Through

The delegation worked in a deliberate fashion to craft an agenda and follow-up strategies that created opportunities for meaningful conversation and negotiation. Following the delegation's return, planning groups were created to formally launch these efforts. President Coleman seeded collaborations and exchange with annual funding for each of three initiatives (exchange scholars, social research, and heritage) for each of the next three years; OER, as noted, has received internal and external support; and the Strengthening Health Systems initiative has received planning funding from the Gates Foundation and others. U-M has launched the new Africa Studies Center in the International Institute, which will provide cross-campus coordination and support to these and other interdisciplinary initiatives.

THE AFRICAN STUDIES CENTER

At the heart of the University’s African Initiative is the new African Studies Center (ASC). Established in July 2008, the Center complements the Center for AfroAmerican and African Studies and serves as a focal point for the more than 160 faculty and many students (graduate and undergraduate) involved in Africa-related initiatives and research at the University of Michigan. In the spirit of ubuntu, ASC seeks to foster interdisciplinary research and scholarship focused on Africa across the range of University disciplines while fostering collaboration and cooperation with partners in Africa in addressing social and intellectual needs and opportunities. Its goal is to be aggressively inclusive in reaching out to disciplines at U-M. Among other responsibilities, the ASC administers three initiatives funded by the President’s Office: 1) the African Presidential Scholars Program (U-MAPS); 2) the African Social Research Initiative (ASRI); and 3) the African Heritage Initiative (AHI).

The mission statement of the new center may be found in Appendix A.

The African Studies Center currently has a Director, a Steering Committee, and two staff positions. The director is Kelly Askew, Associate Professor of Anthropology and Afroamerican and African Studies, who is serving a three-year term through June 2011. The intellectual content and character of the ASC’s programs are shaped by the Center’s Faculty Associates, and, where appropriate, graduate students and Affiliates. Its programs serve the general public, the scholarly community, University of Michigan faculty and students, Michigan teachers, and interested citizens and organizations.

Accomplishments/Activities To Date: July 2008 – February 2009

In the first eight months of its existence the Center sponsored and organized a number of high profile activities about and in Africa. We celebrated the launch of the Center in two well-attended receptions (one at U-M and one at the African Studies Association annual meeting in Chicago) and

Internationalizing with Equity:
One-Year Follow-Up Report on the U-M Presidential Trip to Africa
And the U-M African Initiative
honored two illustrious visitors — author Njabulo Ndebele and peace activist Desmond Tutu — in filled-to-capacity dinner and lunch receptions. ASC co-sponsored and/or participated in a number of additional events, including a conference on ‘Cancer among Africans and African-Americans,’ a high level delegation of medical school provosts from Ghana, and several other speaker events. Preparations are underway for a conference for March 12-14, 2009 to honor the first anniversary of President Mary Sue Coleman’s trip to Africa and to engage U-M and internationally recognized scholars in discussions on the state of African studies and recent developments in health, science and technology, environment, heritage studies, and social research in Africa. The keynote speaker for this event will be João Honwana, Director of the Africa I Division at the United Nations.

The ASC welcomed several long-term visitors from Africa to campus, including Rod Alence, a visiting political scientist from the University of Witwatersrand, and Yazir Henri, founding director of the Direct Action Centre for Peace and Memory in Cape Town, South Africa, who is at the Ford School for Public Policy for the 2008-09 year. ASC and CAAS arranged to co-sponsor residencies by senior scholars Amos Sawyer (political scientist and former President of Liberia) and Jean-Bernard Ouédraogo (sociologist and former Deputy Executive Secretary of CODESRIA) but neither scholar was, in the end, able to come to U-M for reasons only partially having to do with funding. It remains a goal to attract top senior scholars to U-M for their sabbatical leaves, and ASC is working with the Department of Anthropology to co-sponsor Ghanaian linguist Kwesi Yankah in 2009-10.

Finally, ASC has been involved in national discussions about the role American universities can play in helping to rebuild capacity at African institutions of higher education. The ASC Director attended a USAID-sponsored summit on this topic in October 2008 in Kigali, Rwanda and worked with OVPR and the President’s Office to submit two U-M partnership proposals (one with University of Malawi and Makerere University and a second with University of Cape Town and also involving the University of Ghana and KNUST) to the USAID/HED in February 2009. The center is also making preparations to apply for Title VI funding by: (1) attending a Washington DC technical workshop for applicants in February 2009; (2) collecting curriculum vitae and course offerings from Faculty Associates; and (3) developing a proposal for African language instruction, which will first be submitted to the Dean of LSA for review and approval.

The ASC has an expanding index of over 160 faculty involved in research and/or teaching in Africa. With increased visibility from the launch receptions and events related to the visit of Desmond Tutu, the Center continues to receive requests for association and affiliation. There also has been a groundswell of enthusiasm among both undergraduate and graduate students. The Center has formed a relationship with the African Students Association, an undergraduate organization with links also to graduate students. They are eager to support the Center and have volunteered to survey their membership to gauge interest in African language instruction. Likewise, the Center has formed a relationship with graduate student organizations, in particular the African Development and Human Security group (ADHS), a graduate student organization composed of students from professional schools (especially Public Health and SNRE) and LSA, and the Africa History and Anthropology group. ASC provided funding to graduate students presenting papers at the African Studies Association annual meeting in November 2008, and started compiling an index of U-M
graduate students studying Africa-related topics across campus. Finally, the center hopes to provide support to students (both undergraduate and graduate) seeking to study abroad or do research in Africa.

Toward the goals of promoting African Studies and fostering interdisciplinary research at U-M, ASC plans to sponsor a yearly lecture series featuring U-MAP Scholars, Moody Exchange Scholars, graduate students funded through CAAS's African Initiative Fellowship program, ASC Faculty Associates, and other visiting scholars. It is our hope that Powerpoint slides generated from some of these presentations will be made available online at the ASC website as a resource to K-12 educators and students.

Vision for ASC's Future

Although newly arrived on the U-M scene with generous funding from the Provost and President, ASC has development goals so as to expand its current initiatives and extend its base in Africa. The center plans to continually strengthen partnerships with universities in Ghana and South Africa and seek out additional partners in Francophone and Lusophone African countries, as well as establish strong linkages in East and Central Africa. A relationship with Rwanda exists given the current partnership between the Rwandan School of Finance and Banking and the William Davidson Institute, and could potentially be deepened. Also, talks are underway about extending the U-M Open Educational Resources initiatives to partner with the existing HEALTH Alliance involving seven public health schools in the region of East Africa.

Additional goals include:

- The creation of an African Heritage Digital Archive here at U-M that would have counterparts in Ghana and in South Africa—an idea born at the Digital Heritageworkshop held in South Africa in December 2008. The proposal has the support of Paul Courant, Dean of Libraries, and administrators at the U-M Digital Library and the U-M Digital Media Commons.
- Securing funding to support African graduate students. This would include funds to enable meritorious African undergraduates to take the GRE and TOEFL exams and to apply to graduate school.
- Endowing two professorships in African Studies at U-M
- Enabling U-M mentors of U-MAP scholars to visit their mentees in Africa thus deepening institutional linkages at multiple levels
- Introducing instruction in at least two additional African languages, ideally one Ghanaian and one South African
- Establishing two FTE lines for senior African scholars to temporarily occupy, rotating different scholars in and out of them for their sabbatical leaves.
- Pursuing Title VI funding as a national resource center, either individually or in collaboration with Michigan State University, which has a well established Title VI center in African studies.
- Developing another collaborative research initiative focused on STEM (Science, Technology, Engineering and Mathematics) disciplines

**AFRICAN PRESIDENTIAL SCHOLARS PROGRAM**

The University of Michigan African Presidential Scholars Program (U-MAPS) is designed to enhance collaboration between early career faculty from Ghana and South Africa (initially) and students and faculty at the University of Michigan. It is also designed to support faculty development and capacity building in African institutions. As noted earlier in this report, strong interest in such a program emerged in our discussions with African higher education leaders and faculty, and the goals and structure of the program were very much shaped in the light of input from these partners.

With U-MAPS, the University of Michigan offers support in cultivating the next generation of African scholars by bringing them to the University of Michigan for periods of two to six months, and it seeks to build and strengthen lasting scholarly relationships with those scholars and their institutions. At U-M, African scholars have access to library and research materials that can assist them in working on a research project, academic degree, new course, grant proposal, or other relevant activity. They are paired with University of Michigan faculty members for collaboration on projects that will help them advance their careers. The U-MAPS program builds on, and complements, the highly successful Moody Exchange Scholars Program administered by CAAS, which has brought over forty South African scholars to campus since its inception in 1996.

The African Scholars Exchange Program was launched in summer 2008 with the issuance of a request for applications (RFA). The RFA was distributed widely throughout Ghana and South Africa, the two countries selected for the initial years of the program. We received 52 applications and, after developing evaluation procedures for our faculty review panel, selected a short list of 14 finalists. ASC identified appropriate faculty mentors for ten of the candidates, processed visa applications, and made travel/housing/office arrangements for this first cohort of U-Map scholars, who arrived in February/March 2009. They include four Ghanaian and six South African scholars, five men and five women:

<table>
<thead>
<tr>
<th>Scholar</th>
<th>Dept/University</th>
<th>U-M Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Alexius Amtaika</td>
<td>Political Science, U. KwaZulu-Natal</td>
<td>Adam Ashforth (CAAS)</td>
</tr>
<tr>
<td>2 Alexander Frempong</td>
<td>Political Science, U. Ghana-Legon</td>
<td>Ken Kollman (Pol Sci)</td>
</tr>
<tr>
<td>3 Sakepe Matjila</td>
<td>African Languages, UNISA</td>
<td>Keith Taylor (English)</td>
</tr>
<tr>
<td>4 Carol Mitchell</td>
<td>Psychology, U. KwaZulu-Natal</td>
<td>Jeff Foster (Ginsburg Ctr)</td>
</tr>
<tr>
<td>5 Leah Ndanga</td>
<td>Business/Marketing, U. Pretoria</td>
<td>Ravi Anupindi (Business)</td>
</tr>
<tr>
<td>6 Moses Nii-Dorety</td>
<td>Music, U. Ghana-Legon</td>
<td>Lester Monts (Music)</td>
</tr>
<tr>
<td>7 Annet Oguttu</td>
<td>Law, UNISA</td>
<td>Reuven Avi-Yonah (Law)</td>
</tr>
<tr>
<td>8 Judith Stephens</td>
<td>Public Health, U. Ghana-Legon</td>
<td>Mark Wilson (Pub Hlth)</td>
</tr>
<tr>
<td>9 Mahunele Thotse</td>
<td>Historical and Heritage Studies, U. Pretoria</td>
<td>Ray Silverman (Hist Art)</td>
</tr>
<tr>
<td>10 Efua Vandyck</td>
<td>Home Science, U. Ghana-Legon</td>
<td>Sioban Harlow (Pub Hlth)</td>
</tr>
</tbody>
</table>
The RFA for the second U-MAPS cohort, whose terms would start in academic year 2009-10, was issued in February and distributed to all universities in Ghana and South Africa.

**AFRICAN SOCIAL RESEARCH INITIATIVE**

Following the 2008 visit by the U-M delegation to South Africa and Ghana, the *African Social Research Initiative (ASRI)* faculty has concentrated on establishing a shared governance process for this initiative with university and NGO colleagues in South Africa and Ghana, and the shared planning of our first (2009) research conference.

**ASRI Steering Committee**

Governance of the ASRI is carried out by a steering committee now composed of five constituents from U-M, three from Ghana, and five from South Africa. U-M members include Rod Alence, Department of Political Science, visiting from University of the Witwatersrand; James Jackson, Institute for Social Research; David Lam, Population Studies Center and Department of Economics; Rachel Snow, International Institute and School of Public Health; and Mark Tessler, International Institute and Department of Political Science. Members from Ghana are: Ernest Aryeetey, Institute of Statistical, Social and Economic Research and University of Ghana, Legon; Margaret Gyapong, Dodowa Demographic Surveillance Site, and school of Public Health University of Ghana, Legon; and Leonard Wamchekon, New York University, and Afrobarometer partner. And from South Africa: Nicola Christofides, Medical Research Council and University of the Witwatersrand; Zanele Mfono, University of Fort Hare; Dori Posel, University of KwaZulu-Natal; Robert Mattes, University of Cape Town; Murray Leibbrandt, University of Cape Town.

**2009 Annual Revolving Research Conference**

Consistent with proposals outlined in 2008, ASRI will host a collaborative annual research conference for each of the coming three years, rotating between Ghana, South Africa and Ann Arbor from 2009 to 2011. It is expected that collaborations will be launched and developed through these conferences. The first conference will be held from July 1-3rd, 2009 at the University of Cape Town (UCT), in South Africa. For the 2009 conference, **six thematic panels** are planned, addressing the following subjects:

**Day One: General Principles, Problems and Models**

1. *Use of mixed methods, including experimental approaches, and the combined use of qualitative work with surveys.* Proposed and organized by Ernest Ernest Aryeetey (University of Ghana Legon) and Margaret Gyapong (Director of the Dodowa DSS), with support from U-M partners this panel will look into the increasing use of experimental methods in economic research, with much
2. Challenges and Opportunities of Comparative Research, including issues of conceptual and measurement equivalence in longitudinal surveys and cross-national survey research. Examples of relevant surveys are surveillance systems like InDepth and the Afrobarometer. Issues of comparability in comparative research also apply to surveys that are limited to a single country and point in time but involve a very heterogeneous population.

3. Challenges and lessons from collaborations among partners of unequal resources. This panel will highlight the history of research challenges posed by north-south partnerships between researchers with very unequal access to research mentoring, fiscal support and technical expertise. Both operational and political issues will be discussed, including the technical opportunities for increasing shared access to confidential data, and the political commitments required to ensure that the owners of data have proprietary opportunities to exploit, interpret and publish their research results.

Day Two: Specific Research Concerns

4. Income dynamics and poverty. This panel will feature research from a decade of collaboration between Murray Liebbrandt and colleagues at the UCT and U-M, and new economic studies based at the University of Ghana. The panel will focus on rapid changes and persistent inequalities in labor force participation, household incomes, and intergenerational transfers over the past decade in both countries. The panel will be organized by Murray Liebbrandt, David Lam, Ernest Aryeetey and Dori Posel.

5. Measuring gender change through survey research. This panel will feature shared work by Nicola Christofides (Wits), Rachel Snow and Kelly Askew (U-M), who met in October 2008 with other U-M and international partners to review measures of gender attitudes and status currently used in demographic and health surveys in Africa. Margaret Gyapong (Dodowa) and Dori Posel (UKZN), among others, will be asked to critique the proposed new measures; the panel discussion will focus on development of collaborative plans to test the validity of the most promising indicators where gender change is of special research interest.

6. Studying citizenship and democratic governance. This panel will focus on the study of political attitudes, values and behavior patterns relating to governance. Key topics will be the political conceptions and preferences of ordinary citizens; attitudes toward democracy, leadership and political representation; values associated with democracy, such as tolerance, trust and civic engagement; and forms, determinants and consequences of political participation. Mark Tessler and Robert Mattes will organize the panel.

Important Features of ASRI, and the Annual Revolving Research Conference

- This collaborative initiative will not be limited to 2 or 3 universities, and conference attendance will be open to social researchers in university, college, government and parastatal research institutions throughout South Africa and Ghana; the program will also be open to social scientists in all relevant fields of specialization. As this suggests, a key goal of the conference is
the establishment of a network that will enhance the agenda, scope, quality and collaborative character of social research in Africa.

- An open campus briefing was held on January 13th 2009 at the international Institute, at which U-M faculty, research staff and students were informed on the background, objectives and structure of the the ASRI (and the parallel initiative in African Heritage), providing ample opportunity for U-M colleagues to identify opportunities to engage in ASRI conferences and seed research programs.
- The ASRI and Heritage Initiatives will soon complete plans for the solicitation, distribution and evaluation of seed research funding by these initiatives. It is expected that seed funding competition will be announced at the March 2009 launch of the African Studies Center.
- The initiative will address social science theory and methods in general, rather than for selected research domains – highlighting skills that are adaptable to local information needs, different research opportunities and sources of data (i.e. survey methods and statistical techniques, demographic methods, opinion polls, census data, health and bio-marker surveys).
- Through selection of guests to the annual conference and the distribution of seed research funds, the ASRI will give significant attention to developing the research careers of young researchers in all three countries, especially women, blacks and other previously disadvantaged groups;
- Short courses and eventual web-based teaching will be explored, with an emphasis on co-teaching by faculty members from different universities.

STRENGTHENING HEALTHCARE INITIATIVE

The Strengthening Healthcare Initiative builds on U-M’s longstanding partnerships in Ghana, grounded by the OB/GYN training program established by Drs. Timothy Johnson and Thomas Elkins. The initiative seeks intervention at the level of the Ghanaian healthcare system, hopefully as a model for improvement of healthcare delivery in other nations and regions.

Ghana-Michigan CHARTER Program

Building on more than 20 years of collaboration, the University of Michigan, Ghanaian Ministry of Health, University of Ghana, and Kwame Nkrumah University of Science & Technology, with support from the Bill and Melinda Gates Foundation, launched the Ghana-Michigan Collaborative Health Alliance for Reshaping Training, Education & Research (CHARTER) program program in February 2009 in Ghana. The Ghana Gates proposal was facilitated by President Coleman’s trip and was funded at approximately the same time as the appointment of Dr. Sandro Galea as Director of the Center for Global Health. Dr. Tim Johnson serves as the Co-PI representing the Medical School and Dr. Tom Robins represents the School of Public Health. Notification of the award was made in November 2008.

Ghana is identified among 45 countries with low health worker density but high overall mortality (JLI, 2004), warranting significant investment in human capital in the health sector. Ghana’s academic institutions graduate health professionals with skills of the highest international standard, but the number of health professionals falls short of those needed to significantly
ameliorate the high burden of illness in the country. Furthermore, economic and structural trends have led to a disproportionate concentration of health professionals in urban centers, leaving a large segment of the rural population without benefit of senior health staff, thereby contributing to a high urban-rural divide in the burden of illness.

The overall goal of the one-year learning grant is to undertake joint appraisals and pilot studies to identify interventions with promise to improve numbers, quality, distribution, and career retention among health workers in Ghana. The collaborative team will appraise training programs and research career opportunities, strengthen current HRH data systems, and conduct pilot studies on factors affecting retention and job satisfaction in remote areas of the country. In the course of the learning grant, the collaborative team will identify interventions that can be designed, delivered and evaluated over the course of a subsequent, multi-year, and much larger program of work.

A February 2-6 2009 conference in Ghana inaugurated projects to strengthen the Ghanaian Ministry’s information systems on human resources, enhance professional and research training for health workers, and improve local capacity to evaluate the impact of policies on health worker retention and satisfaction. Meeting at the Elmina Resort on the Ghanaian coast, more than 60 individuals from U-M and Ghanaian institutions were present. Thirty-one U-M faculty and staff represented the schools of medicine, public health, dentistry, nursing, kinesiology, business, social work, engineering, as well as the Center for Global Health. More than 30 Ghanaian faculty, researchers, students, clinicians, nurses and government officers were present, representing the University of Ghana, Kwame Nkrumah University of Science & Technology, Ghana Health Service, and the Ministry of Health.

The work plan is for completion of the learning grant deliverables in 2010, and a submission of a multi-year proposal for funding to scale-up promising innovations thereafter.

*International Family Planning Fellowship Program (anonymous donor)*

This two-year program is the only non-US-based training program supported by an anonymous foundation to train specialized obstetrician/gynecologists in reproductive medicine and family planning. The program was initiated in September 2008 with four initial candidates, two at the University of Ghana and two at Kwame Nkrumah University of Science and Technology. They began taking academic courses in their respective schools of public health. Three of them, Ernest Tei Maya(UG), Mumuni Kareem(UG), and Emmanuel Morhe(KNUST), will be taking courses in Biostatistics and Epidemiology Study Design. The fourth, David Zawumya Kobila(KNUST), has already completed his MPH and will receive further support in research. All four of the candidates and the two program directors attended the Family Planning Pre-meeting and the American College of Obstetricians and Gynecologists (ACOG) meeting in New Orleans in May 2008 and met with the numerous US fellows present. This was an extremely effective meeting to initiate following up on the Faculty Development course that was held in Ann Arbor in November 2007. All and all, the Faculty Development course, the initial exposure of the fellows and faculty from Ghana to the US program and the subsequent rollout program have gone extremely well. Subcontracts and grants management have been set up.
Initial reports from the team, which includes Dr. Vanessa Dalton, Dr. Xiao Xu, Dr. Patricia Mullen providing teaching portfolio expertise, Dr. Willie Parker and Dr. Jean Amoura, who visited Ghana January 19-23, 2009 (all of whom are involved in teaching in reproductive sciences and reproductive medicine as well as developing research programs with the four fellows), indicate that things seem to be going very well.

The plan is to have all four fellows in the United States again funded by the grant for the Association of Reproductive Health Professionals in 2009. It is anticipated that the four fellows will all complete the training program in 2010. During 2009, we will be applying for continuation of the project with new fellows to begin in 2010. Details of the resubmission are yet to be worked out. There may be a proposal to expand the program to South Africa, Ethiopia, or other countries as well.

The four fellows are already discussing academic placements. Dr. David Kobila will join the faculty at the new medical school in Tamale and will enter the new school and the regional hospital as the second practicing obstetrician/gynecologist. Given his subspecialty training, he will in all likelihood become Head of Department.

Dr. Morhe and his wife, a reproductive lawyer in Kumasi, will probably begin an institute in reproductive medicine. He will continue to write collaboratively. The two Accra-based fellows plan to join the faculty there.

The potential for these faculty are quite remarkable. Arrangements have been made with the Ghana College of Physicians and Surgeons to award them a special certificate in Preventive Medicine and Family Planning. This subspecialty recognition in Ghana will occur even before the subspecialty is recognized in the United States.

**AFRICAN HERITAGE INITIATIVE: ARCHIVES AND ARTS**

The U-M African Heritage Initiative (AHI) is a broadly distributed set of projects across the humanities and arts in partnership with African colleagues and institutions. This reflects the importance of heritage and its remaking across the continent of Africa. As African societies enter the twenty-first century with its global circuitry of market economy and media image, as they democratize and move further away from colonial formations, almost every aspect of heritage is called into question. The institutional authority of the museum and the concepts of art/artifact and culture that support it are being challenged. Traditional objects (artifacts of “indigenous” culture) and the institutions with which they are associated have been pulled from the “anthropology section” of the museum, recontextualized, and given new meaning within contemporary heritage discourses. Performance, always deep in African village and town, becomes a central venue for identity to be remade, creativity to take place. At the same time the continuities of heritage become critical to identity and group belonging, placing a conservative angle on heritage (preservation of tradition). The collision of traditional beliefs and practices with contemporary social realities is crucial for how African communities respond to issues of public health, justice, family life, nation
building, economic development and legal reform. African universities and independent intellectuals, artists and state planners are in the business of digesting, appropriating, understanding, remaking heritages. There is no more vibrant scholarly, intellectual and artistic work on heritage than on the continent, making its projects and partnerships with the U-M of great importance to U-M’s own knowledge-producing activities and ways of understanding human society, art and diversity. In turn, U-M’s heritage project is inclusive rather than exclusive because there are so many significant scholars and artists across campus who are in the business of collaboration around issues of heritage in Africa.

Our goal is to triangulate partnerships around heritage between U-M, Ghana and South Africa. We shall also work to enhance connections between South Africa, Ghana and other regions of the African continent.

Our plan for the next three years is:

1) **Digital Humanities**: The expanded use of the internet and new digital technologies already, for example, deployed by the U-M School of Information at University of Fort Hare, in digitizing archives and images, circulating them between Michigan, Ghana and South Africa for project purposes, and affording enhanced entry of such phenomena into the global circuitry of the internet. In short: to digitally preserve and archive heritage documents, images and time-based media (audio and video) and expand access to these materials to the global scholarly community.

2) **Annual revolving conference**: Three years of a revolving conference, hosted each year in one of the three participating countries, and each year engaging partners from the U-M, South Africa and Ghana from both academic and professional domains. Each year’s conference will have a distinctive theme. Publications will follow, but also capacity building for exhibition and performance cultures in Ghana and South Africa, since exhibition and/or performance will always also be part of the proceedings.

3) **“On-site” school**: The creation of a roving “on site” school, which makes use of the amazing heritage sites in South Africa, Ghana and also Detroit and its vicinity, in which graduate students and young faculty (small numbers of these) will jointly travel to all three sets of sites for an ongoing, comparative discussion.

4) **Faculty and graduate student exchanges**: The expansion of African graduate and faculty exchanges in arts, humanities and social sciences, as well as the Museum Studies Program at U-M, whose mission is to immerse students in the theoretical and practical dimensions of museum culture broadly defined and to address relations between museums, artifacts, scholarship and historic-cultural contexts in the widest possible set of senses. Significant exchanges have already taken place (e.g., visits over the past several years of History faculty from the University of the Western Cape to the U-M) or are about to be launched (e.g., visits planned for May 2009 of U-M opera faculty to the University of Cape Town for a two-week series of master classes for UCT students).
Digital Humanities

The first group event following the president’s visit took place around issues of the digital humanities. In May 2008, as a follow-up to President Coleman’s visit, the African Heritage Initiative (AHI) welcomed to U-M a faculty delegation from the University of Ghana, Legon (UGL) to discuss future collaborations. One outcome was the decision to organize a workshop on the challenges, benefits, ethics and results of digitizing collections of cultural heritage materials, be they text, audio recordings, video/film recordings, artifacts, or photographs. A workshop on “Producing, Preserving, and Repatriating Digital Cultural Heritage” was promptly organized in partnership with the International Library of African Music (ILAM) at Rhodes University, South Africa, which hosted the event on December 9-11, 2008. ILAM was an ideal host for the workshop since it constitutes a success story in the landscape of South African digitization projects, many of which have met financial and political challenges. The question that frequently arises in digitization projects is: “Who benefits?” Justifications usually posit universal benefit, i.e. the heritage materials will be preserved for posterity and easily accessible to all via the Internet. But given the reality of low bandwidth and sparse Internet accessibility for many in the southern hemisphere, such justifications can ring false.

The three-day workshop involved 24 participants representing two Ghanaian universities, three South African universities, and professional organizations including Digital Innovation South Africa (DISA), the National Research Foundation (which is completing a Carnegie Foundation-funded audit of digitization projects in South Africa), the Alan Lomax Archive, and the Children’s Radio Foundation. Discussions explored: (1) sources of digitization success and failure; (2) technology and mechanics of distribution, (3) funding and sustainability, (4) access (open access versus fee-based models); and (5) intellectual property rights. Participants spent a considerable time also grappling with the question of: “After digitization, what next?” and (6) how to repatriate cultural heritage to communities of origin. Outcomes of the workshop included guidelines on the Sales and Reproduction of Digital Heritage and on the Repatriation of Digital Heritage that are now being edited for widespread distribution.

Annual Revolving Conference

The first of the three revolving conferences will be held in Accra in late 2009, hosted by our colleagues at the University of Ghana (UG). Raymond Silverman convened a day and half meeting at the end of October 2008, at the UG Institute of African Studies. The meeting had two primary goals, to articulate a general set of framing issues for the three conferences, and to begin planning the 2009 Heritage Conference. Among the eight people who participated in the meetings were representatives from the Institute of African Studies (UG), Department of Archaeology and Heritage Studies (UG), School of Performing Arts (UG), Ghana National Museum, Techiman Cultural Center in Ghana, the University of the Western Cape in South Africa, the University of Michigan, and the International African Institute (London).

The first half day of discussion focused on the articulation of themes that the three conferences might explore. The meeting participants proposed that the proceedings of each of the meetings be e-published, and that the best papers be selected for an anthology on Heritage in Africa. This will be
published by the International Africa Institute, conceived as a textbook suitable for university teaching.

The first conference is scheduled for December 2009. The three-day meeting will be organized around the central theme of heritage awareness, that is raising awareness of the importance of heritage in Ghana as well as other countries in Africa where heritage receives little if any attention from the government. In such settings important cultural institutions—both tangible and intangible—are disappearing at an alarming rate, usually in the name of economic development. The conference will integrate the theory and practice of heritage work. The first day of the conference will be devoted to the presentation of papers and discussions that examine the following the issues:

- **Contested heritage, whose heritage?**
- **What is Ghana’s “national” heritage?**
- **Continuity . . . recontextualizing tradition (“repackaging” tradition)**

The second will present three workshops based on the following themes:

- **Documenting heritage: Inventories and collections**
- **Promoting heritage: Journalism and marketing**
- **Media and heritage**
- **Community initiatives**

The third day will be given to on-site critical engagement at two heritage sites in Ghana—Cape Coast Castle and the “slave market” at Assin Manso. Conference participants will include a core group of scholars from Ghana, South Africa and U-M, as well as heritage professionals—individuals working at the national, regional and local levels in Ghana. The planning committee is exploring strategies for engaging Members of Parliament, journalists, and people working in the tourist industry in Ghana and others who could benefit from discussing the importance of heritage for the future of the nation.

**Steering Committee for the Revolving Conferences**

We have assembled a trilateral steering committee with the following persons. From Ghana: Willie Anku, School of Performing Arts, University of Ghana; Kodzo Gavua, Department of Archaeology and Heritage Studies, University of Ghana; Takyiwa Manuh, Institute of African Studies, University of Ghana. From South Africa: Gary Minkley, Fort Hare Institute of Social and Economic Research, University of Fort Hare; Ciraj Rassool, African Programme in Museum and Heritage Studies, University of the Western Cape; and a third representative to be determined. From the University of Michigan: Kelly Askew, African Studies Center; Raymond Silverman, Museum Studies Program; David Wallace, School of Information.
Cost Sharing and Involvement by Other U-M Units

A key issue for the exfoliation of projects around heritage is cost sharing, with U-M units meant to contribute independently gained resources in coordination with the funding provided by President Coleman. In this regard the Institute for the Humanities has dedicated a year of its project funding (roughly $120K) from the Andrew W. Mellon Foundation to the AHI. The institute will host three sets of events during the 2009-10 academic year.

First, the Institute for the Humanities will host a workshop on literary studies/heritages in South Africa and Ghana. Engaging scholars rethinking questions of canon, periodization, the place of oral story-telling in written texts, the colonial construction of “African literatures”, and the implications of the vast diversity of kinds of writing done in these countries for the concept of “literature”. Scholars from Ghana, South Africa and the University of Michigan will be invited.

Second, in conjunction with the Fall 2009 Museum Theme Semester at the University of Michigan, the Institute for the Humanities will mount two exhibitions and related seminars. The first of these will feature work by Pippa Skotnes (artist and Director, Michaelis School of Art, University of Cape Town) based on an 1870 Dictionary she discovered through archival research of a “Bushman” (Koisan) language which is now extinct. Skotnes constructs magnificent “African” animals built from bone and covers these with the writing from this language. She has also published a book about the language. Around this exhibition, and the dictionary, the whole question of linguistic heritage and its “preservation” shall be explored with anthropologists, historians, linguists, museologists and others from South Africa, Ghana, France, Latin America and the United States on the colonial museum and archive.

Third, in Winter 2010 South African photographer Santu Mofokeng will be brought as a fellow around an exhibition of his photographic work from the Apartheid and post-Apartheid periods.

Minigrant Funding

Finally, a goal of the heritage project is to deepen, through “minigrant” funding, some of the already excellent U-M projects around heritages of belief, politics, society, customary law and art into more sustained partnerships with African institutions. The heritage and quantitative social science projects have both allocated minigrant funding to U-M researchers who will build partnerships with individuals in Africa and/or institutions through their work.

Conclusion

Our broadening of the concept of heritage to include and address all manner of cultural inheritances which have shifting places in contemporary African realities/conundrums is intentional. We aim for ongoing reflection on what happens to the concept of heritage (its meanings, domain and range) in the light of our projects and their engagements with African realities. The concept of heritage itself has a heritage, which our project aims to remake for contemporary times, just as heritages are being remade in Africa.
HEALTH OPEN EDUCATIONAL RESOURCES IN PARTNERSHIP WITH AFRICAN UNIVERSITIES

In 2008, the University of Michigan launched the Health Open Education Resources (OER) initiative, an ambitious project to make comprehensive health curricula available globally via the Internet. A focus of U-M’s Health OER effort is to address the education of healthcare providers in developing countries in Africa and anywhere there is a workforce crisis that negatively affects human health.

Open Educational Resources are teaching and learning materials made freely and openly available for students, faculty, and self learners around the world. Health OER is not an online distance learning program. The focus is on scaling up teaching and learning capacity in partner institutions by co-creating new learning materials and converting existing materials into OER. The University of Michigan and participating faculty members retain their copyright in the materials while using a Creative Commons or equivalent license that permits free use and re-purposing of materials, including full courses, learning modules, textbooks, videos, assessments, and software.

The U-M Medical School is leading this project and working with all U-M health science schools, the School of Information, and five partners in Africa: the University of Cape Town (South Africa), the University of the Western Cape (South Africa), the University of Ghana, Kwame Nkrumah University of Science and Technology (Ghana), and OER Africa, a Hewlett Foundation funded outreach program.

Support for Health OER in 2008 came from the William and Flora Hewlett Foundation, the Soros Open Society Institute, the Foundation for Advancement of International Medical Education and Research, and the University of Michigan. 2008 activities included a Health OER workshop in Accra, Ghana in May with participants from several African countries and hosting in Ann Arbor of the Health Sciences Provosts from the University of Ghana and Kwame Nkrumah University of Science and Technology for an OER planning visit in November.

The collaboration received a second grant from the Hewlett Foundation for 2009, with the goal of defining a long-term sustainable model for Health OER. The major components of the 2009 effort are:

1. Engage university leadership in implementing institutional policy frameworks that facilitate the success of OER. We are holding policy workshops at each of the African partner universities in February 2009.
2. Hold faculty development workshops to build institutional capacity in OER. The Ghanaian faculty workshops will take place in February with the South African workshops to follow shortly after.
3. Enhance an innovative, low-cost, and scalable process for converting educational materials into OER. This process, which we call dScribe, uses students to facilitate the publishing of OER.
4. Collaboratively develop educational materials as OER and deploy them in our respective curricula. These are materials that draw upon our respective expertise at each institution and will be shared globally via a project website.

5. Promote the collaboration and its outputs through a community of practice website.

6. Establish a framework for a longitudinal study of faculty productivity and the effect of OER on learning outcomes and provide feedback on socio-technical aspects of collaborative OER practices.

7. Produce an evidence-based long-term logic model for Health OER based on a vision that multiple stakeholders will own, in which funders will invest, and which institutions are committed to sustaining. This consensus-driven model will be the basis of a Global Health OER follow-on proposal.

“This is an exciting opportunity for our University,” says James O. Woolliscroft, M.D., Dean, U-M Medical School. “The Health OER program provides the opportunity for the University of Michigan health science schools and the School of Information to collaborate in an innovative, comprehensive approach to working with others to improve education opportunities for healthcare providers globally. As we participate in this effort to help improve medical education in developing countries, we are transforming our health curriculum to provide our students with richer learning experiences and strengthening their ability to practice in a global health context.”

More information on Health OER can be found at the Open Michigan website, <https://open.umich.edu> or by emailing open.michigan@umich.edu. The Open Michigan site is a portal to U-M open publishing efforts in learning materials, research, library resources, software, and standards.

EMERGING OPPORTUNITIES AND ACTIVITIES

As we noted in the opening section of this report, the president’s goal is to catalyze cross-university and interdisciplinary activity in Africa, in the spirit of ubuntu and in the interest of internationalizing with equity. The initiatives just outlined are focal points for such activity, but we also wish to be smartly and strategically opportunistic in deepening and expanding our U-M-in-Africa work. Indeed, there is a wealth of U-M collaboration in Africa — far too much to encapsulate in this brief report. It is our intention to do more to highlight and publicize this wealth of activity in the new website that we are developing in concert with this report. Here, however, we would like to point to a handful of emergent and developing opportunities. The list is not exhaustive and is intended more to give a flavor of the breadth of activity and the range of possibilities. The African Index, developed in the ASC, gives a more extensive view of our African activities (the current version of the index may be found at http://www.ii.umich.edu/ii/resources/africa). We invite input and information on additional possibilities and collaborations.

**Africa-US Higher Education Initiative Grants.** A consortium of higher education associations, USAID, and the Gates Foundation last fall issued an RFP for modest planning grants for new, capacity-building collaborations between US and African institutions. The hope, and expectation, is
that planning grants will lead to long-term, multi-million-dollar implementation grants. Competition for the planning grants is intense, and no institution will receive more than one as a lead partner. The U-M submitted what we believe to be two very strong proposals: (1) under the auspices of the African Studies Center, a joint proposal with the University of Cape Town to enhance graduate education in sciences, economics, engineering and health sciences in sub-Saharan Africa, with a focus on educational partnership in Ghana, Rwanda, and Lesotho; (2) under the auspices of the Depression Center, a joint proposal with Michigan State University, Makerere University in Uganda and Malawi College of Medicine to develop training in cross-cultural diagnosis and treatment of depression. We expect planning grant awards to be announced in late spring.

**Collaboration in Development Practice.** The School of Natural Resources and Environment, the School of Public Health, Rackham, and the Center for Global Health are developing a proposal to the MacArthur Foundation for creation of a masters degree program in development practice, in collaboration with one or more African institutions. The involved faculty believe that there is much potential in this area, and potential for pursuing funding additional to our outside of the MacArthur Foundation.

**Dental School Partnership with Liberia.** Students in the Dental School, with support of faculty and administrators, have been working with the University of Liberia, the government of Liberia, the World Health Organization in Liberia, and medical and dental associations in that country on a project to establish the first dental school in Liberia. The collaborators have developed a proposal and are seeking foundation funding.

**Engineering Collaborations.** Collaboration between College of Engineering (CoE) faculty and African institutions, even though in its infancy, has involved a variety of activities including faculty exchanges, joint projects, and GIEU summer experiences. A number of faculty have been involved in such activities including professors Elijah Kannatey-Asibu, Jun Ni, Albert Shih, Kathleen Sienko, Levi Thompson, and Herbert Winful.

Early exchange programs involving U-M engineering students and faculty, and South African institutions Nelson Mandela Metropolitan University (NMMU) at Port Elizabeth and University of Stellenbosch paved the way for other forms of collaboration. Since 2004, an NSF grant has enabled three workshops on Advanced Manufacturing Technologies to be organized with South African Institutions, with the latest workshop being in December 2008. Over 100 US and South Africa researchers have participated in these workshops.

Several GIEU (Global Intercultural Experience for Undergraduates) projects led by engineering faculty have also been organized in collaboration with Ghanaian institutions including Kwame Nkrumah University of Science and Technology, University of Ghana, and University of Education at Winneba. Another GIEU project has been planned for summer 2009.

Professor Scott Fogler has established a long-running collaboration with colleagues at the University of the Witwatersrand to bring students adversely affected by apartheid and its aftermath to U-M for research experience in chemical engineering.
These faculty projects are laying the groundwork for College-level engagement in Africa. As part of its strategic plan for expanding international programs, the CoE will add a Ghanaian institution to its list of educational partnerships during the coming year. The experiences will serve as a model for College-wide summer programs and student exchanges. A growing number of CoE students are expressing interest in studying, volunteering or conducting research in Ghana and these activities align with CoE curricular initiatives such as the Multidisciplinary Design Minor - Global Health Specialization and the International Minor for Engineers.

Following President Coleman’s African trip, recent visits by some of the faculty to Ghana have also provided the forum for discussions that could lead to the establishment of engineering doctoral programs in Ghanaian institutions jointly with the University of Michigan.

Research, Development and Tech Transfer Capacity Building. We are in early discussion with the Department of Science and Technology in South Africa about possible collaboration on development of research funding and technology transfer capacity development for at South African institutions. Related discussions have taken place with the Association of University Technology Managers, which is interested in possible collaboration. In addition, South African institutions are intensively exploring ways to develop third-stream income to support educational and research activities; much of this is facilitated by the Kresge Foundation and Inyathelo, directed by Shelagh Gastrow, whom President Coleman and the delegation met in Cape Town and who has visited the U-M previously.

Energy and Sustainability Collaboration. We are exploring possibilities for collaboration between U-M institutes — The Michigan Phoenix Energy Institute, the Erb Institute, and the Graham Institute — and the national energy research institute being developed at the University of Johannesburg, which promises to be a leading energy research facility in Southern Africa.

Collaboration with the Du Bois Center in Accra, Ghana. During the president’s trip, delegation members Kevin Gaines and James Jackson visited the Du Bois Center in Accra, where Professor Gaines gave a lecture. The Center, which includes Du Bois’s grave and personal library, is dedicated to advancing education and scholarship on Pan-African and Diasporan cultures and human rights. It offers programs for international high school students as well as internships for undergraduate and graduate students. A formal relationship between the U-M and the Centre — perhaps in consortium with other US universities, such as the CIC institutions — could ground a network for opportunities in educational and scholarly exchange.

U-M Center or Facility in Ghana. During the presidential trip, the idea of establishing a U-M facility or office in Ghana was raised. Such a facility, which would be modest, could provide logistical and administrative support for faculty and students living and working in Ghana and West Africa, as well as serve as a home base. A former U-M faculty member now living in Ghana may well be in a position to manage such a facility. Further exploration is needed.

Faculty Hiring Initiative. CAAS, the Department of History, the School of Information, and the School of Natural Resources and Environment have submitted a proposal for a cluster hire to the President’s New Faculty Initiative. The proposed cluster would explore environment, information
and sustainability in the nexus of Africa and Asia. African development is increasingly fueled by Asian investment and partnership, forming a post-colonial axis of development. The cluster will seek to develop an “inter-area” approach to international study in addressing issues such as the history of Africa-Asia interactions, their relationship to Africa’s interactions with the West, the historical dynamic behind the current situation, and its bearing on contemporary challenges of environment, sustainability, economic development, and social and cultural evolution. Even if the proposal is not funded, we believe that it represents an excellent example of new possibilities for collaboration that are emerging as a result of the African Initiative and the creation of the African Studies Center.

**U-M Accreditation Review.** The University is in the midst of preparations for reaccreditation review in 2010, with an internal-study theme of internationalization. Overlap between African Initiative participants and Self-Study Working Groups provides an opportunity for our African initiatives to inform the University’s broader self-reflection on internationalization, and for that self-reflection to inform our efforts with respect to Africa. We also offer this report as a contribution to the larger internationalization discussion.
IV. Next Steps: U-M in Africa; Africa in the U-M

STRATEGIC DIRECTIONS

We believe that the African Initiative has galvanized a higher level of engagement with the continent, and a more strategic view of our institutional activities. The question naturally arises: what comes next? It is not the purpose of this report to set forth a strategy; indeed, an effective strategy must arise from a broad-based, discursive process, the foundations of which have been laid by the president’s trip and the initiative. The Title VI application process, the accreditation process, and the International Institute strategic planning process all provide contexts for consideration of our African strategy, and we look forward to their development in the months ahead. We would like, however, to identify a handful of principled and possible aspirations for the University of Michigan in Africa.

Sustain current partnerships and expand sustainable activities in other African nations.

We place a high value on sustained partnerships; our goal is to build a profile based on well-established and mutually productive current activities, expanding them as appropriate, and then exploring new opportunities in other African nations. Time and again we have heard from African partners of the importance of sustained engagement; too often we have heard of Western institutions collaborating sporadically or for periods insufficient to bring substantial progress. Our successes in Ghana and South Africa have resulted in no small measure from the length of our involvement and the depth of our commitment; this is true in other U-M-Africa relationships as well. Sustainability must be counted as a prime strategic goal of projects undertaken under our African Initiative.

President Coleman’s trip, and the new African Initiative, have focused thus far on Ghana and South Africa. The deep U-M connections with these two countries made them logical starting points. But we have conceived of them from the beginning as starting points. U-M has collaborations across Africa; we should nurture these relationships and we should over time build an increasingly robust web of interconnected and communicative partnerships and activities.

We should build tri-lateral connections involving Ghana and South Africa and develop multilateral connections in expanding activities in other regions. Ghanaian and South African aspirations for collaboration on the continent can help inform our goals and actions. In general, we should, with due deliberation, open initiatives as feasible to other nations: U-MAPS, heritage, social research, OER, healthcare.

Similarly, we should explore connecting engagement in sub-Saharan Africa with engagement in other regions. A theme of Northern Hemisphere-Southern Hemisphere relations is a theme that would be worth exploring.
Continue to pursue and extend a University-wide approach, in the spirit of ubuntu

We should continue to widen the network of disciplines involved in the discussion of remaking African studies and how to energize our engagement with Africa. In particular, development of an initiative in science, technology, engineering, and mathematics (STEM) disciplines would add substance to our vision of a more comprehensive approach to African studies and a broader scope for the area center. In February, the ASC hosted a meeting of STEM faculty involved in Africa, which generated a productive discussion. Research and capacity-building in STEM disciplines is a significant need in Africa, and a Michigan initiative in this domain would be innovative from an African studies perspective.

Explore consortial and partnership approaches with US institutions where feasible.

Africa is a vast and diverse continent, and as we’ve noted, it takes the whole University to engage it. Extending the principle of ubuntu beyond the boundaries of U-M campuses also makes sense. We should seek opportunities to join with other US universities in collaborations that will enlarge and enhance our own engagement with Africa. Areas of cooperation might include education abroad, study of languages, overseas facilities, and so forth.

Enhance student engagement with Africa

Student international experience is a focus of the accreditation process, and we look forward to the reports coming out of the self-study. Africa presents many opportunities, and we look forward to a larger presence of Africa in the curriculum, as well as in our various education abroad programs.

One of the things we heard consistently from U-M faculty who have taken students to Africa for project-oriented work is the formidable logistical and operational challenges that such experiences present. We encourage development of a University-wide platform to support project-based experiences.

Develop the conversation of comparative university leadership/responsibilities in a globalized world

The role of higher education in the globalized world of the 21st century is undoubtedly large, undetermined, and a subject of intensive discussion. Efforts such as the Bologna Process, undertaken in Europe, and similar initiatives, highlight this issue. Nowhere is the question of the role of higher education more poignant than in Africa; and indeed, we believe that we can learn much about possibilities for our own role in the 21st century through vigorous dialogue with African partners. The forums on comparative affirmative action mounted by U-M and the University of Cape Town provide a precedent for conversations among university leaders of far-reaching issues of higher education in the world. We encourage consideration of how to build upon that model. Interaction with the US foundations’ consortium on this issue could be fruitful.
**TASKS AND PROJECTS**

The President’s Africa Advisory Committee has identified several tasks that it will undertake in the upcoming year.

- The U-M-U Ghana partnership agreement is up for renewal in 2009. In February 2008, President Coleman and Vice Chancellor Tagoe agreed in principle to renew the agreement. We wish to explore whether there are particular activities, supportive of our longer-term goals, that should be incorporated into the renewal.

- The committee will explore development of Africa Theme Semesters for research (targeting Fall 2010) and education (targeting Fall 2011).

- The committee will carry forward exploration of establishing a U-M office in Ghana.

- We wish to seek ways to develop and coordinate orientation and professional development programs for African visiting scholars.

- U-M has much to offer in the way of capacity-building collaboration for higher education administration in Africa — e.g., on research and partnership proposals, development and fundraising, tech transfer, endowment management, information technology. Our U-M-China Leadership Forums present an interesting model for dialogue among university leaders about university administration. The potential for collaboration on such matters is very great, and we must give careful consideration to what our goals should be and to what scope of activities we can feasibly manage. The committee will take up this issue.
Appendices

APPENDIX A: MISSION OF THE AFRICAN STUDIES CENTER

The U-M African Studies Center serves as a conduit through which the many African initiatives across the university, from Law and Medicine to the sciences and humanities, may be deepened and promoted to the mutual benefit of the university and its African partners. We seek to:

• Strengthen and expand the many scholarly and educational projects U-M has with African partners
• Support exchanges of scholars, artists, and students between the University of Michigan and African institutions
• Enhance the study of Africa, past and present, within the U-M curriculum
• Work with the other centers at the International Institute to launch projects that highlight connections between Africa and other parts of the globe
• Foster interdisciplinary research to find imaginative solutions to contemporary social, cultural, technological and environmental problems
• Address with our African colleagues the challenges faced by public universities on both continents
• Facilitate multilateral partnerships between U-M, African partners, members of the African Diaspora, and partners in other parts of the world
• Work with local communities and educators to foster understanding of Africa
• Serve as a public voice on Africa and Michigan’s involvement with it for the state and local community

APPENDIX B: U-M PRESIDENTIAL DELEGATION TO AFRICA

Mary Sue Coleman, President; Professor of Biological Chemistry, Medical School; Professor of Biology, College of Literature, Science and the Arts

Kevin Gaines, Director and Professor, Center for Afro-American and African Studies, and Professor of History, College of Literature, Science and the Arts

Kofi Gyan, Program Manager, International Family Planning Fellowship Program, Department of Obstetrics and Gynecology Department, Medical School (Ghana delegation)

Ted Hanss, Director of Enabling Technologies, Medical School

*Internationalizing with Equity:
One-Year Follow-Up Report on the U-M Presidential Trip to Africa
And the U-M African Initiative*
Daniel Herwitz, Director, Institute for the Humanities; Professor of the History of Art, Professor of Philosophy, and Professor of Comparative Literature, College of Literature, Science and the Arts; Professor of Art and Design, School of Art and Design (South Africa delegation)

James S. Jackson, Director and Research Professor, Institute for Social Research; Daniel Katz Distinguished University Professor of Psychology; Professor of Psychology, College of Literature, Science and the Arts; Professor of Health Behavior and Health Education, School of Public Health

Timothy R. B. Johnson, M.D., Chair and Professor of Obstetrics and Gynecology, Bates Professor of the Diseases of Women and Children, and Arthur F. Thurnau Professor, Medical School; Professor of Women’s Studies, College of Literature, Science and the Arts; and Research Professor, Center for Human Growth and Development (Ghana delegation)

Elijah Kannatey-Asibu, Professor of Mechanical Engineering and Co-Director, Global Automotive and Manufacturing Engineering Program, College of Engineering (Ghana delegation)

Gary Krenz, Special Counsel to the President; Lecturer in Philosophy, College of Literature, Science and the Arts

Maureen Martin, Senior Director of Foundation Relations, Corporate and Foundation Relations

Lester P. Monts, Senior Vice Provost for Academic Affairs; Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs; Arthur F. Thurnau Professor of Music (Musicology), School of Music, Theater and Dance

Lisa Newman, Associate Professor of Surgery, Medical School (Ghana delegation)

Raymond Silverman, Director of Museum Studies; Professor of the History of Art, Professor of Afro-American and African Studies, College of Literature, Science and the Arts

Rachel Snow, Associate Director for International and Interdisciplinary Research, International Institute; Associate Professor of Health Behavior and Health Education, School of Public Health; Research Associate Professor, Institute for Social Research (South Africa delegation)

Mark Tessler, Vice Provost for International Affairs; Director of the International Institute; Samuel J. Eldersveld Collegiate Professor of Political Science, College of Literature, Science and the Arts; Research Professor, Center for Political Studies, Institute for Social Research
APPENDIX C: PRESIDENT’S AFRICA ADVISORY COMMITTEE 2008-09

Kelly Askew, Director, African Studies Center; Associate Professor of Anthropology and of Afro-American and Africa Studies, College of Literature, Science the Arts

Kevin Gaines, Director and Professor, Center for Afro-American and African Studies, and Professor of History, College of Literature, Science and the Arts

Kofi Gyan, Program Manager, International Family Planning Fellowship Program, Department of Obstetrics and Gynecology Department, Medical School

Ted Hanss, Director of Enabling Technologies, Medical School

Daniel Herwitz, Director, Institute for the Humanities; Professor of the History of Art, Professor of Philosophy, and Professor of Comparative Literature, College of Literature, Science and the Arts; Professor of Art and Design, School of Art and Design

James S. Jackson, Director and Research Professor, Institute for Social Research; Daniel Katz Distinguished University Professor of Psychology; Professor of Psychology, College of Literature, Science and the Arts; Professor of Health Behavior and Health Education, School of Public Health

Timothy R. B. Johnson, M.D., Chair and Professor of Obstetrics and Gynecology, Bates Professor of the Diseases of Women and Children, and Arthur F. Thurnau Professor, Medical School; Professor of Women’s Studies, College of Literature, Science and the Arts; and Research Professor, Center for Human Growth and Development

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Lester P. Monts, Senior Vice Provost for Academic Affairs; Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs; Arthur F. Thurnau Professor of Music (Musicology), School of Music, Theater and Dance

Marvin G. Parnes, Associate Vice President for Research; Executive Director of Research Administration

Raymond Silverman, Director of Museum Studies; Professor of the History of Art, Professor of Afro-American and African Studies, College of Literature, Science and the Arts
Rachel Snow, Associate Director for International and Interdisciplinary Research, International Institute; Associate Professor of Health Behavior and Health Education, School of Public Health; Research Associate Professor, Institute for Social Research

Mark Tessler, Vice Provost for International Affairs; Director of the International Institute; Samuel J. Eldersveld Collegiate Professor of Political Science, College of Literature, Science and the Arts; Research Professor, Center for Political Studies, Institute for Social Research