

THE Engaged

Scholar MAGAZINE

Nwando Achebe is an award-winning historian who focuses on oral history in the study of women, gender, and sexuality in Nigeria. She has emerged as a strong voice for West African history.



Year of **Global Africa**

Nwando Achebe, Jack and Margaret Sweet Endowed Professor of History, stands in front of *Midnight Sky*, a Nigerian quilt on display at the MSU Museum. SEE PAGE 20.



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The Engaged Scholar Magazine is published annually by University Outreach and Engagement, Michigan State University. The magazine focuses on collaborative partnerships between MSU and its external constituents—partnerships forged for mutual benefit and learning, with an emphasis on research.

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FOREWORD



The year was 1958, and MSU had just undertaken its first major collaboration with African partners. A man named Nnamdi Azikiwe, who would later become Nigeria's first president, had been working to establish a new national university for Nigeria. MSU president John Hannah was a close friend of Azikiwe and a big believer in the land-grant model, which he thought would fit Nigeria's educational and developmental requirements very well.

Azikiwe invited a core group of Nigerian leaders to meet with scholars from the U.K. and the U.S., including Hannah, about the challenges facing Nigeria and how a land-grant university might address them. Two years later, in 1960, the University of Nigeria–Nsukka opened its doors. With funding from what is now the Agency for International Development, MSU was there to assist at every step of the way, from curriculum development to organizational structure—a project that lasted nine years.

John Hannah is generally credited with transforming Michigan State College into a research university with a strong international presence—and a special place in its heart for Africa. Half a century later this legacy persists:

- More than 200 MSU faculty and staff are engaged in research, teaching, and development cooperation in more than 20 African countries.
- MSU has more education abroad programs in Africa than any other U.S. university for both graduate and undergraduate students, and more than 300 students from Africa were studying at MSU in spring 2018.
- Every college, from Agriculture and Natural Resources to Veterinary Medicine, has an Africa-focused department, program, major, study-abroad opportunity, or research area.
- The African history graduate program in the College of Social Science is ranked No. 1 nationally by *U.S. News & World Report*.

Welcome to the Year of Global Africa at Michigan State University!

Linda Chapel Jackson
Editor

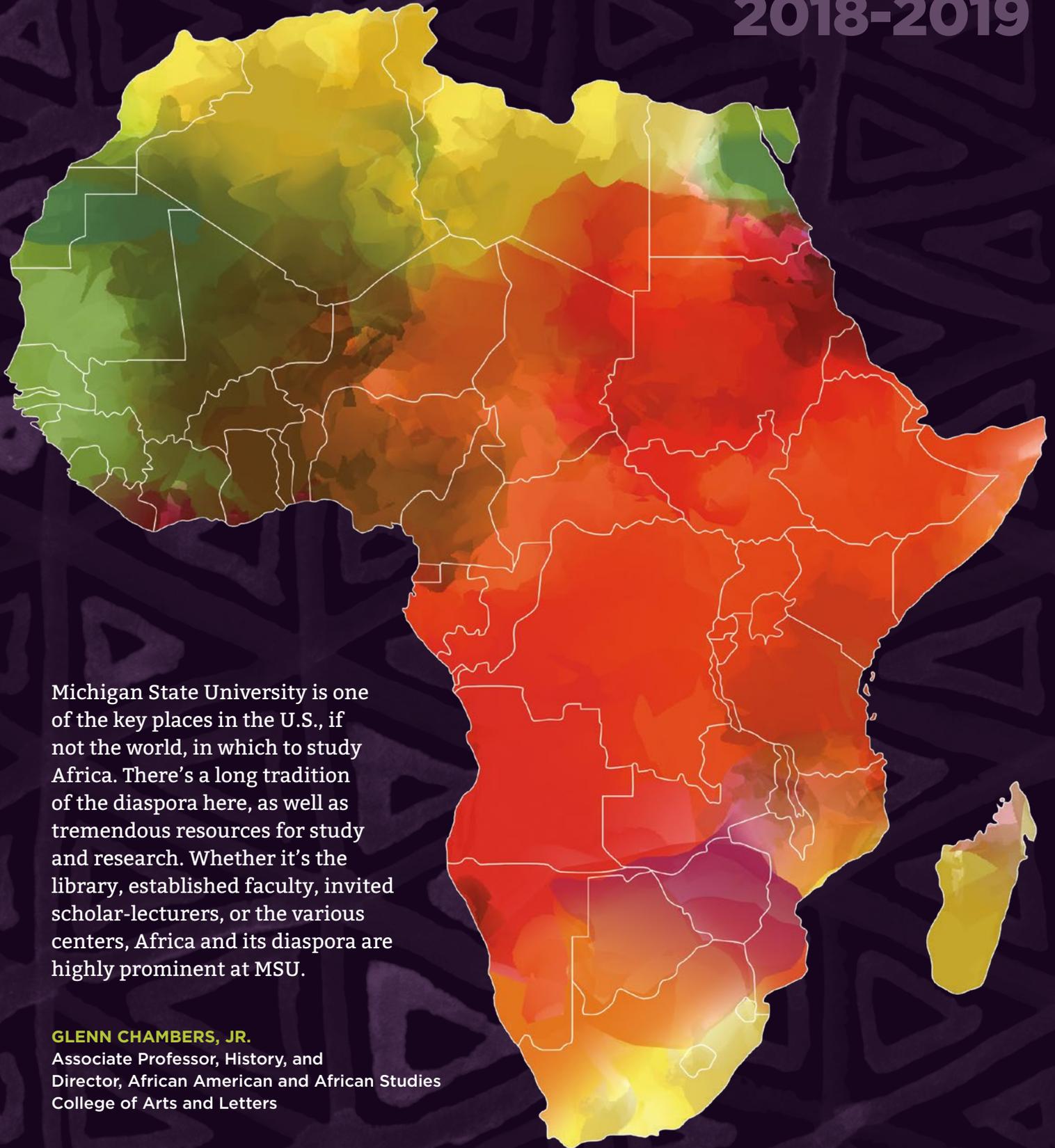
year of **global africa**



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2018-2019



Michigan State University is one of the key places in the U.S., if not the world, in which to study Africa. There's a long tradition of the diaspora here, as well as tremendous resources for study and research. Whether it's the library, established faculty, invited scholar-lecturers, or the various centers, Africa and its diaspora are highly prominent at MSU.

GLENN CHAMBERS, JR.

Associate Professor, History, and
Director, African American and African Studies
College of Arts and Letters

THE YEAR OF Global AFRICA



AT MICHIGAN STATE UNIVERSITY

The Year of Global Africa is exploring MSU's rich history and connection with our many partners across Africa and throughout the African diaspora through diverse scholarship, engagement, and activities.

Throughout the year, MSU colleges, departments, programs, and organizations are all invited to create activities and programs that connect to three core themes.

Global Africa

A new African diaspora is emerging, one that sees the possibilities in connecting and creating a more mutually beneficial process of globalization. Africa today is a powerful economic and cultural force. Explore the world starting here.

Unity in Diversity

Experience the diversity that distinguishes people from different African states and what brings them together, from the arts to agriculture to emerging technologies.

Partnerships

During the Year of Global Africa we are calling out the importance of reciprocal partnerships that honor different ways of knowing in the search for collaborative ways of acting.

These themes honor the many rich traditions of the continent and the African diaspora while shining a light on Africa's bright future.

globalafrica.isp.msu.edu



Year of Global Africa Leadership Team

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An Invitation • A Time for Celebration • A Time for Reflection and Exploration



Sustainable Agricultural Policy **IN NIGERIA**



Saweda Liverpool-Tasie leads the USAID-funded Nigeria Agricultural Policy Project. Photo by Khalid Ibrahim.

By Amy Byle

Nigeria is the seventh most populous country in the world and is expected to overtake the United States for the number three spot by 2050. While it has the largest economy on the African continent, it suffered a setback earlier in the decade with the drop in the price of oil, its number one revenue source. According to Saweda Liverpool-Tasie, Department of Agriculture, Food, and Resource Economics, the resulting devaluation of the Nigerian naira against the U.S. dollar, along with a fast growing population, are contributing to the prioritization of the agricultural sector in Nigeria.

Dr. Liverpool-Tasie grew up in Jos, the capital city of Plateau State, Nigeria, where she developed an

interest in issues around poverty and farmer productivity. “When you think of poverty in many developing countries,” she said, “it’s very closely tied with agriculture. Thus, I became interested in issues of smallholder productivity in sub-Saharan Africa a long time ago. That’s what informed my field of study.”

Nigeria is one of eight African countries or regions partnering with researchers from MSU’s Feed the Future Innovation Lab for Food Security Policy, part of the U.S. government’s Global Hunger and Food Security Initiative. Liverpool-Tasie leads the Nigeria Agricultural Policy Project, a five-year, USAID-Nigeria funded collaboration with the International Food Policy Research Institute (IFPRI) and many Nigerian partners. The project’s objectives are to strengthen capacity in evidence-based policy processes in agriculture, foster informed policy dialogue among all agricultural stakeholders, and provide support for Nigerian state and federal governments in implementing agricultural policies.

Building Capacity in the Aquaculture Industry

Liverpool-Tasie leads a suite of research projects on food systems transformation in Nigeria, looking specifically at the consumption patterns and value chains of three agricultural subsectors—purchased and packaged goods, poultry, and aquaculture.

Growth in urban populations, combined with modest economic recovery, is resulting in an increase in protein consumption, especially chicken and fish, driving growth in the poultry and aquaculture industries. Fish consumption, for example, has increased rapidly in the last five to ten years. “Just recently, we’re seeing that, in some parts of Nigeria, 90 percent of people are consuming fish in a given week. And in the country as a whole, 70 percent,” said Liverpool-Tasie. “So you ask, what does it mean for how this increased demand is being met? Where is it coming from?”

Asking and answering these kinds of questions is fundamental to informing the national policy process, a process that Liverpool-Tasie believes is sustainable only when all stakeholders are constantly involved. “One approach could be for MSU or some other international organization to always do the training or research,” she said. “But for it to be sustainable, it’s necessary for those who are actually involved on the

ground and are engaged with the policy makers on a more frequent basis, to have the capacity to do that.”

Last year, she and her team began scoping the industry—talking with the various actors in the fish value chains to find out what’s been happening in the industry over the last ten years. Then they brought together all the actors—fish traders, maize traders, farmer groups, entrepreneurs, government representatives, and researchers—to a capacity-building training to look at best practices in research design and data collection and to apply those techniques to gain an accurate perspective of the aquaculture subsector.

By the end of the training, participants had not only gained skill in the research process, but had gained a deep appreciation for the collaborative approach. Many said that they had never had this kind of dialogue before and expressed a desire to continue the sharing of knowledge, research agendas, and research outcomes.

Mr. Woji Gwoni has been a fish hatchery operator in northern Nigeria since 2006, when he saw an opportunity to meet the increased demand for fish in the north. “I started in Kaduna State, and back then all the sources of fish seedlings were from the south,” he said. “So I decided to invest to meet the demand requirements for quality fish seedlings in the north.”

While the return on investment has been rewarding, Mr. Gwoni says there are also challenges, such as unskilled manpower, inadequate power supply, inelastic fish prices, inbreeding in the sector, and lack of equipment to monitor water quality. He believes attending workshops, such as the one offered by Liverpool-Tasie’s team, helps address these challenges. “We have to get experience of how challenges we are faced with can be tackled through the use of better technology, capacity building, and international contacts for equipment and other inputs,” he said.

Teamwork from Beginning to End

Right after the training, the MSU team began working with Nigerian faculty and students on the research process. “We always make sure that we work in teams,” said Liverpool-Tasie. “We work from the beginning, and we do it all together. That’s our way of doing capacity building.”

Professor Tom Reardon, Department of Agriculture, Food, and Resource Economics, has been doing Africa-focused research since 1984, and has spent approximately seven years on the continent. He worked with Liverpool-Tasie to conduct the workshop, and is part of the collaborative research team doing an inventory in Niger and Kebbi States on all segments of the

(continued on page 6)



Left: Fish from a fish hatchery in Kebbi State. Right: Aquaculture workshop participants include Woji Gwoni (fourth from left), Saweda Liverpool-Tasie (sixth from left), and Tom Reardon (fifth from right). Photos courtesy of Woji Gwoni.

(continued from page 5)

fish farm value chain, from hatcheries to feed mills to farms to wholesalers to retailers.

According to Reardon, this is the first time such information has been collected in Nigeria. “This will be very rare and new and valuable information for governments, who lack information on the details of how the fish farming supply chains and farms themselves are structured and working, as well as industries there, such as the fish farmers, fish processors, and other commercial actors,” said Reardon. “This is so important to help all these actors design good strategies and policies.”

Training One to Train Others

These capacity-building efforts don’t always happen on the ground in Nigeria. One part of the Nigeria Project that Liverpool-Tasie truly loves allows her to reach Nigeria from her own office back home in East Lansing. In 2016, the Nigeria Agricultural Policy Project launched the Nigerian Scholars Program, in which competitively selected graduate students from Nigeria spend one or two semesters at MSU. The idea is that MSU faculty mentors will work with them, and often their Nigerian supervisors, on a research project that will be useful to them upon return to Nigeria.

Aisha Ibrahim was a scholar in Spring Semester 2017. She was mentored by Liverpool-Tasie on her research on agglomeration economies (economic benefits derived from enterprises or firms clustered in a location), with a specific focus on parboilers in rice processing clusters in Kano State (in northern Nigeria).

“It was my first time outside Nigeria, and I was ready to learn a lot and make my country and school proud,” said Ibrahim. “I hoped to learn how to use statistical packages in data analysis but upon getting to MSU, I got the full package.” Besides her coursework and research, she had opportunities to make presentations, write policy briefs, and make important



Saweda Liverpool-Tasie (6th from right) poses with Aisha Ibrahim (6th from left) and other young Nigerian scholars supported by the USAID-Nigeria project to participate in the 2017 conference of the Nigerian Association of Agricultural Economists, in Ogun State, Nigeria. Photo courtesy of Aisha Ibrahim.



Liverpool-Tasie meets with a Ph.D. student working with her on food systems transformation in Nigeria. Photo by Khalid Ibrahim.

connections. “I was able to accomplish my goals and even other benefits I was not expecting,” she said. “I was able to establish a very strong network while I was at MSU, which I kept even upon my return to Nigeria.”

Back in Nigeria, she has continued her involvement with the scholars program by conducting workshops on the poultry value chain, presenting at conferences, contributing resources—such as textbooks—to her colleagues, and doing weekly data collections with poultry farmers in Kaduna State.

“These scholars are just amazing and when they go back they’re doing so much,” said Liverpool-Tasie.

Another scholar, for example, has gone back to Nigeria and trained over 400 people on how to use a statistical software called STATA, often used for policy analysis, and has also trained faculty at various institutions of higher learning across Nigeria as well as government officials across State ministries of agriculture. These examples highlight the scholar program’s train-the-trainer approach.

“We have what we call train one to train others—that’s one of our mottos,” Liverpool-Tasie said. “We can’t bring a thousand students here. But maybe we can still reach a thousand Nigerian students (and other stakeholders) if we have fifteen or twenty who come here and are well trained in some particular skills they can use in Nigeria and train others.”



SAWEDA LIVERPOOL-TASIE

Associate Professor
Department of Agriculture, Food,
and Resource Economics
College of Agriculture and Natural Resources

African Studies Center

The African Studies Center is a federally funded National Resource Center housed in the Office of International Studies and Programs at Michigan State University. More than 170 core faculty from 54 departments contribute multidisciplinary expertise in support of the Center's priorities.

Priorities and Resources of the African Studies Center

SUPPORTING FUTURE EXPERTS

The Center seeks to help prepare the next generation of African experts, whether academicians, policy makers, or applied practitioners, through:

- Undergraduate, graduate, and certificate programs, as well as minors, specializations, and concentrations offered through many departments at MSU.
- Collaborations with many units on campus to offer supervised research, study abroad, and internships.

TEACHING AFRICAN LANGUAGES

MSU has one of the largest African language programs in the U.S., offering:

- Beginning to advanced level instruction in 30 African languages, representing all major regions of Africa.
- Foreign Language and Area Studies (FLAS) fellowships, awarded to students enrolled in a program that combines language study with international development studies.

DISSEMINATING INFORMATION TO THE PUBLIC

The Center presents information contextualized to the social, political, and economic dynamics of the African continent, through:

- Resources for K-12 educators, including the Overcoming Apartheid web resource (overcomingapartheid.msu.edu).
- The Eye on Africa speaker series, designed for scholars, policy-makers, practitioners, students, and the interested public.
- The African Tea Time, which provides an opportunity to learn and share about first-hand experiences on the African continent. Open to everyone.

WORKING WITH THE COMMUNITY

The Center works with community organizations and partner institutions across Michigan and nationally, offering:

- Outreach to K-12 educators, community colleges, historically Black colleges and universities, and other higher education classrooms through workshops, summer institutes, collaborative study abroad, and curriculum development.
- Outreach to business, government, and community organizations, through consultation, seminars, and collaboration on humanitarian projects.

We are proud of our legacy of African Studies at MSU, where the study of Africa links classroom learning with global engagement; where academic excellence and social activism go hand in hand; and where our excellent faculty not only carry out cutting edge research but also turn research into practice to address real world challenges.

JAMIE MONSON
Director

CREATING NEW KNOWLEDGE

The Center creates new knowledge through its support of research, print publications, and digital media presentations, including:

- Serving as the home of MSU's new Alliance for African Partnership (AAP) initiative (see more about AAP on page 33 of this issue).
- Supporting the Africana Library, which contains over 270,000 print volumes and over 500,000 digital items, placing it in the top three university collections nationally on Sub-Saharan Africa.

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FIGHTING KONZO DISEASE

in the Democratic Republic of the Congo

By Linda Chapel Jackson

Michael Boivin, professor of psychiatry and of neurology and ophthalmology in MSU's College of Osteopathic Medicine, has worked in sub-Saharan Africa for nearly 30 years, studying the neuropsychology of diseases that arise in children, in conditions of extreme poverty, in the tropics.

According to several sources, the Democratic Republic of the Congo (DRC; formerly Zaire) is the poorest nation on earth. Boivin said the DRC's problems are "bottomless. There's factor after factor and layer after layer. There's economics and risk and exposure, there's treatment and seasonal issues. And they're all immersed within this complex web of poverty, where risk can come at these kids from so many different directions—water insecurity, food insecurity, drought, climate change, insect-borne viruses. Everything is interrelated."

A woman who has konzo and her two daughters.
Photo by Neil Brandvold
for *Global Health Now*.
Reprinted with permission.



In 1990-1991 Boivin went to the Congo to conduct a year-long, Fulbright-funded study on the effects of public health interventions in rural areas. But within weeks after he left, he said, “the army units began to mutiny and the whole country sort of imploded into this chaos, which culminated in civil war for two decades. It was too unstable to work there.”

Deprived of his home base, he began looking for other ways to continue working in Africa. Over the next several years a series of studies followed—cerebral malaria in Senegal and Uganda, pediatric HIV in Uganda—and, finally, when the DRC settled down enough to make working there feasible again, konzo disease in the Congo basin.

A Terrifying, Debilitating Disease

Konzo is a neurological disability, a sudden-onset, partial paralysis of the legs that results from ingesting the cyanide in improperly prepared bitter cassava root, a staple food source for millions of people in drought areas of central and western Africa. Victims of konzo simply wake up one morning unable to walk. The name means “tied legs” in the Yaka language of southwestern Congo, referring to the awkward knock-kneed stance it produces in survivors lucky enough to be able to use their legs at all.

Konzo was first described in 1938 by a team of Belgian and Congolese health workers. However, its cause was not determined until the 1980s, when Swedish physician-professor Hans Rosling and his physician-research fellow, Thorkild Tylleskär, were able to document the connection between the konzo and the cyanide in the cassava.

Working with Rosling and Tylleskär was Desiré Tshala-Katumbay, a young Congolese neurology resident, who was pioneering electrophysiological studies of konzo disease for his thesis project. Tshala-Katumbay, who is now an associate professor at Oregon Health and Science University and a visiting professor at the University of Kinshasa medical school, later became one of Boivin’s closest colleagues.

Making Connections

The two met at an NIH-sponsored meeting in 2010. Finding that they shared an interest in konzo, they secured a five-year (2011-2016) NIH grant to look at how physiological biomarkers of cyanide toxicity (Tshala-Katumbay’s contribution) and neuropsychological testing (Boivin’s) could help detect the pre-clinical stages of konzo disease in children.

This study provided the first conclusive evidence that (1) the disease affected cognitive development as

well as motor functions; (2) the cognitive effects could be seen in kids who didn’t actually manifest neuro-motor symptoms yet; and (3) the disease process could begin as soon as children were weaned from their mother’s milk to cassava porridge. It also led to some landmark publications.¹

Boivin said, “We knew the brain must be affected, but we couldn’t see it yet.

When I came in with the neuro-psych testing and related that to the level of exposure to the cyanide—using the blood, urine, and other biomarkers identified by Desiré from his lab work—we were then able to connect the pre-clinical neurological and motor proficiency effects to those biomarkers. We built a pretty solid case that it’s affecting the kids’ neurodevelopment. Now we have to get the exposure levels down. There is no way to repair the damage. We have to get in and prevent it.”

That became the purpose of the next five-year NIH grant (2016-2021): training mothers through public health outreach programs to prevent konzo by better processing their cassava.

A Preventable—But Still Massive—Problem

There is no known cure for konzo. However, it is entirely preventable. All you have to do is detoxify the cassava. Water and sun can do that through fermentation and evaporation. Communities have found over time that when cassava roots

are soaked in water for several days and allowed to dry in the sun before being ground into flour, the toxic compounds break down and no longer pose a threat to consumers.

The difficulty with this method is that it’s time-consuming. War- and famine-stressed villagers are often so hungry that they are apt to go ahead and chew on some unprocessed roots without worrying about how safe it is.

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Above: Desiré Tshala-Katumbay is working to develop a community-led konzo intervention that utilizes the “wetting method.” Below: Cassava being dried on the roof of a home. Photos by Neil Brandvold for *Global Health Now*. Reprinted with permission.



¹ See, e.g.: Boivin, M. J., Okitundu, D., Makila-Mabe Bumoko, G., Sombo, M.-T., Mumba, D., Tylleskär, T., Page, C. F., Tamfum Muyembe, J.-J., & Tshala-Katumbay, D. (2013). Neuropsychological effects of konzo: A neuromotor disease associated with poorly processed cassava. *Pediatrics*, *131*, e1231-e1239. doi: 10.1542/peds.2012-3011

(continued from page 9)

Because bitter cassava is a strategic famine crop that can support food security in areas of very low rainfall, where virtually no other crops will grow, researchers have continued to pursue better ideas for detoxifying it.

Around 2005 an Australian chemist, Howard Bradbury, discovered a way to shorten the processing time from days to hours. Bradbury's "wetting method" involves pounding the roots into flour, mixing the flour with water, flattening the dough, and drying it for two hours in the sun. This process is now being evaluated in a clinical field trial by Tshala-Katumbay, Boivin, and their collaborative team as part of their current five-year NIH award.

Thus, while konzo still has no cure, there exists a prevention protocol for it that is simple, no-cost, low-tech, and nearly 95 percent effective. It has been around for more than 10 years. This disease should be well on its way to being eradicated. Right?

In villages where women are being taught the wetting method, the number of new cases of konzo has indeed dropped. Still, as journalist Amy Maxmen pointed out in a series of articles about konzo for *Global Health Now*,² "the wetting method will not change the fact that people are living on nothing except for a bitter root." In other words, a lasting solution must involve a fundamental change to the principal food staple in this region.

Maxmen also noted that rather than depending on philanthropic help from outside the community, "Desiré Tshala-Katumbay, a Congolese neurologist and biochemist...who has long worked with konzo-affected people, wishes instead for solutions that are made sustainable through community leadership."

Sustainable solutions, driven by community leadership, are the strategy that Tshala-Katumbay, Boivin, and their colleagues are developing now, in the implementation phase of their work.

² <https://www.globalhealthnow.org/2016-10/bitter-harvest-cassava-and-konzo-crippling-disease-0>



A woman retrieves cassava roots that have been soaking in a stream outside of Kahemba. Photo by Neil Brandvold for *Global Health Now*. Reprinted with permission. Below: Boivin poses with Robert Tukey, a Ugandan physician who served as a medical officer on one of the malaria studies at Mulago Hospital. He came to MSU to pursue a master's degree in epidemiology through the support of the MasterCard Foundation. Photo courtesy of Michael Boivin.

Getting Them to Do It

Even if their cassava flour has been poorly prepared, the women can detoxify it through the wetting method, said Boivin. "It's just a matter of teaching them and getting them to do it."

The problem is the "getting them to do it" part: "What we're seeing is that we can teach the method, the moms will understand, but getting them to keep doing it? Because it's a lot of work. It's labor intensive—in a setting where so much already depends on them—to add this every time they prepare food."

Boivin got to thinking. Back when he was working on pediatric HIV in Uganda, in the mid-1990s, he came across a model for training caregivers of very young children—the Mediation Intervention for Sensitizing Caregivers (MISC)—developed by psychologist Pnina Klein of Bar Ilan

University, Israel. His idea at that time was to adapt Klein's approach for the caregivers in his HIV study in Uganda. Anti-retroviral medications were just becoming available, but the moms still clearly needed support. If they had the medicines, could they be trained to administer them reliably? Could Klein's model help sensitize the moms to their children's medical, nutritional, and developmental needs?

After a year-long study, the answer was a resounding yes. "The kids were surviving longer, there were better developmental



outcomes, plus the moms were less depressed,” said Boivin. “They had social support and a practical strategy. We began to understand how medical support and care had to be bundled within a training program for moms that emphasized good nutrition and cognitive stimulation. It was not enough to simply give them their medications at their monthly clinical appointment.”

So now his thought was, “Could we once again adapt the same development model that we used in Uganda with the HIV caregivers, this time for the konzo-affected kids? Could we embed the wetting method training right into a comprehensive program to mobilize and motivate the mothers, not just to detoxify cassava flour, but to enrich their children’s developmental context?”

These questions are what Boivin, Tshala-Katumbay, and co-investigator Espérance Kashala-Abotnes (of the University of Kinshasa and the University of Bergen) are currently working on.

Kashala-Abotnes came into the picture in 2014, when Boivin was in Uganda doing clinical trials of the MISC training for caregivers of HIV-affected children. “She wanted to work on early child development in the Congo, as affected by konzo but also more broadly,” said Boivin.

He trained Kashala-Abotnes in the neurodevelopmental assessment protocol with very young children and the MISC caregiver training. Since then, with Boivin and Tshala-Katumbay as mentors, she has been working on neurodevelopmental outcomes in very young children gathered at the principal konzo research site in Kahemba. “This is the first time these konzo-related risk factors have been studied in very young children,” said Kashala-Abotnes. “The assessment protocol appropriate for very young children affected by konzo disease in the DRC is now the central focus of my postdoctoral work.”

With support from an MSU Alliance for African Partnership grant (see page 33 for more information about AAP), the investigators recently launched a six-month intervention program to better prevent konzo disease in infants and toddlers using

the same strategies that proved effective in Uganda. Grant negotiations are also being finalized with the Canada Grand Challenges Saving Brains program, a DRC Ministry of Health partnership with the Canadian government, and other major donors such as the Bill and Melinda Gates Foundation. With this support, they hope to evaluate how best to bring this intervention to scale through the Ministry of Health.

In addition, Tshala-Katumbay said, “the Congo National Institute of Biomedical Research, the National Laboratory of the Ministry of Health, has set up a research hub for us thanks to the active involvement of Professor Dieudonne Mumba Ngoyi and Tamfum Muyembe, both prominent tropical medicine Congolese scientists.”

Boivin said that one of the most rewarding things to see is how years of clinical work



New graduates of MISC training in Kikwit, DR Congo, 2018. Photo courtesy of Espérance Kashala-Abotnes.

Meanwhile, the current NIH grant is covering some of the costs of developing, implementing, and evaluating a standalone wetting method intervention. “Desiré has all that,” said Boivin. “He is regularly funded by the International Brain Research Organization to build neuroscience and neurotoxicology research capacity in sub-Saharan Africa. The DRC Ministry of Health, with support from WHO, wants to go in and begin prevention work in the areas that are most at risk. Desiré is partnering with Banea Mayumbu, former head and now senior advisor of the Ministry’s program to prevent konzo, so there is a partnership between the science part and the program/policy part to go in and develop an intervention model.”

in Uganda, with HIV-affected households, can now cross-fertilize the konzo initiative. He hopes that by learning how to sensitize the moms to their child’s health and development, a host of other infectious diseases, as well as other nutritional and risk factors, can also be reined in. The key, he said, is to establish a foundation, beginning with the moms, early on. 🌱



MICHAEL J. BOIVIN

Professor
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Meaningful Math

How Experiential-Based Curriculum Impacts Social Change

By Carla Hills

Many people like math because they think it is straightforward. Numbers either add up or they don't. Oyemolade Osibodu, a doctoral student in the Program in Mathematics Education (PRIME), has a different perspective. Her goal is to teach math in qualitative or contextual terms, giving students the skills to investigate or understand issues that are affected by quantification, a method often used as a hallmark of administrative power and control.

PRIME, which is jointly administered by the Colleges of Natural Science and Education, is a Ph.D. program geared toward scholars, teachers, and students seeking to understand and improve the teaching and learning of mathematics. Osibodu entered the program in 2015. Currently in the dissertation planning stage, she has been mulling over her growing portfolio to determine what comes next.

Leaving her native Nigeria when she was 16, Osibodu flew to Tennessee to attend the University of Memphis. She received a degree in electrical engineering and mathematical sciences, and worked as an electrical engineer in Little Rock, Arkansas. She then pursued a master's in applied math at the University of Central Arkansas and a Ph.D. at the University of Georgia.



"I had started a Ph.D. at the University of Georgia when I got the opportunity to teach at the African Leadership Academy in Johannesburg, South Africa. I'd been in the U.S. for eight years, and gone home only twice. I definitely felt like I was losing touch with what I was trying to do," Osibodu said.

"I think that being at the African Leadership Academy reshaped my identity in ways that are just so powerful—it was the best five years of my life. It was the best decision I've ever made, because before that I didn't have this sense of purpose,

Oyemolade Osibodu's commitment to community-engaged scholarship has grown stronger during her time at MSU. Photo courtesy of Oyemolade Osibodu.



especially as it related to the African continent," said Osibodu. "I met people from Madagascar, Cape Verde, and places all across Africa. I want to use my dissertation research to bring in voices of Africans, whether I'm working with African communities in the U.S. or on the continent."

Influenced by Martin Luther King, Jr., and Desmond Tutu, Osibodu believes, as King wrote, that "injustice anywhere is a threat to justice everywhere."¹ Integrating math education with social justice issues in a teaching curriculum can introduce students to critical thinking tools. "It's really important for me to craft research with youth, where I'm not just extracting information but where their voices are centered—and even in this space they are learning," she said.

One example of that work comes from a summer course Osibodu taught two years ago that dealt with qualitative literacy.

"Many of them had student loans. Bringing in the economics and finance, we taught them what it means when you get a loan, how to think about

¹ King, M.L., Jr. (1994). *Letter From the Birmingham Jail*. Harper San Francisco.



Oyemolade Osibodu (center) works with attendees at a conference hosted by the Connected Mathematics Project (CMP). Photo by Amie Lucas for CMP.

20 or 30 years of interest on the loan, and what it means for their future. Then, we discussed predatory lending just to put things in context. That's when you can think about math in relation to social justice or social issues," said Osibodu.

"Then we talked about all of that in relation to putting those numbers into world wealth—thinking about how less than one percent of the population in the world holds the wealth—what does that mean?"

Osibodu found the course feedback and reviews encouraging. "We had a lot of comments that said they felt like they actually learned something that was meaningful for their lives, and they now had a better understanding of what these things, like student loans, mean to them."

An Advocate for International Social Justice

Osibodu has been deeply immersed in the international culture at MSU. She has served as the president of the African Graduate Students Association, and received MSU College of Education recognition through the Tanzania Partnership Program Curriculum Development Fellowship

and the Fellowship to Enhance Global Understanding in Indonesia. Her advisor is Beth Herbel-Eisenmann, professor in the Department of Teacher Education, who has expertise in the professional development of curriculum and classroom discourse practices, with a particular interest in issues of equity that concern authority, positioning, and voice in mathematics classrooms and professional development.

Osibodu is intentional in attending conferences with a large international audience like the Comparative and International Education Society in 2017. Most recently, she presented the paper "Possibilities for Symbolic Power in Mathematics: Necessitating a Critical Awareness of Dehumanizing Quantification" at the 2018 gathering of the American Educational Research Association in New York.

Osibodu is looking forward to finalizing her dissertation and excited to see where her doctoral work will take her in the future. She believes that project-based, or experiential-based, curriculum propels social change. "The way math curriculum is

enacted has an impact on student learning, and can foster social change in these contexts," said Osibodu.

In addition, Osibodu's commitment to community-engaged scholarship has grown stronger during her time at MSU. She said, "We are doing our work with people, because if community people are not partnered with you, it will not work. I'm reading a book right now that says, 'knowledge was there before you came and found it.' I think that's really important to remember when we are working with young people. We are sharing knowledge, not making our knowledge the only knowledge. I want to give them the authentic experiences and opportunities to learn rigorous mathematics, and encourage awareness of the social justice issues and impacts surrounding the math." 🌟

Oyemolade Osibodu
Ph.D. student
Program in Mathematics Education
College of Natural Science and
College of Education

Lions

and Livestock in Tanzania

By Matt Forster

Robert Montgomery leads an interdisciplinary team of graduate students investigating predator-livestock interactions in northern Tanzania.

“There are some particularly big problems that exist in northern Tanzania, primarily relating to agro-pastoral landscapes,” Montgomery explained. “The local pastoral tribes are very dependent upon livestock, not only for their livelihood, but also for their cultural heritage. These are tribes that have been keeping livestock, going back two thousand years. It is in these landscapes where we have large carnivores

that are killing people’s livestock, which is more than just a financial problem.”

Montgomery is an assistant professor in the Department of Fisheries and Wildlife in the College of Agriculture and Natural Resources and the director of the Research on the Ecology of Carnivores and their Prey (RECaP) Laboratory. He works in the area of applied wildlife conservation, which considers every wildlife conservation problem to be a human problem. In Tanzania, the problem is that large carnivores are killing livestock, and people are responding to that loss of property by killing or injuring carnivores.

Team Approach

These interactions are more complex than many recognize. To protect both the livestock and the carnivores, the team has identified five areas that need to be better understood: humans, carnivores,



Members of the LIVEstock Initiative (from left to right): Susan-Rose Maingi, Jacalyn Beck, Bernard Kissui, Roselyn Kaihula, and Robert Montgomery. Photo courtesy of the LIVEstock Initiative.



environment, livestock, and wild prey. Finding sustainable solutions will require a group of researchers with unique education and training. Montgomery's team represents various fields of study—including wildlife conservation, social work, spatial ecology, environmental studies, geography, social studies, economics, medicine, and the ecology of climate change.

There are also benefits to working in mixed groups that go beyond the gains made in a particular area of research.

"The great vehicle of good ideas is students, and student training," Montgomery said. "Let's imagine for a moment that within this broader human-carnivore conflict idea, we have actually five dimensions that contribute to this problem.

We have **carnivores**, what they're doing, how many of them there are, and where they exist. We have **people**. Then we have **livestock**. We have the **environment**, and, finally, we have **wild prey**. So, among those five things, we have a student attached to each one, where their Ph.D. is dependent upon them developing sustainable solutions for understanding that dimension."

Carnivores and Livestock: **JACALYN MARA BECK**

Jackie Beck is a graduate student in the Department of Fisheries and Wildlife. She is looking specifically at the interaction between lions and cattle.

"This past summer I looked at the indirect effects of the risk of predation on the cattle," Beck said. "I followed around cattle every day and collected information on their movement patterns, grouping behaviors, and vigilance, which is when cattle stop eating and start paying attention to possible dangers. I will use this information to determine if they are behaving differently due to the possibility of being attacked by a lion."

The next stage of her research has Beck looking at the interaction from a different angle, asking how the presence of livestock and humans might be affecting lions' behavior, as well as their health.

"They have different management situations in the region where we work," she explained. "One area is completely protected for wildlife, so there's no livestock allowed in. The other is mixed, and so they raise cattle on-site, and the villagers are also



Roselyn Kaihula studies the anti-predator behavior of cattle on the rangelands of the Maasai steppe, Tanzania. Photo courtesy of the LIVEstock Initiative.

allowed to bring their cattle in during the dry season. So they have human and cattle presence there year-round, as well as local prides of lions that live there as well. I'll be looking for differences in hunting success and cub survival, body condition and fitness, movement patterns, things like that."

As a side project, Beck is also looking at how mixed cohorts perform. A lot of research suggests that diverse groups perform better, and she is looking to see if working on a diverse team leads to better research and more success publishing for graduate students.

Wild Prey: **STEVEN GRAY**

Steve Gray is a graduate student in the Department of Fisheries and Wildlife. His research is looking at wild prey.

"The distribution of carnivores is closely tied to that of their wild prey," Gray explained. "It can be assumed that if wild prey are going into some of these village lands that carnivores will inevitably follow."

Often then, carnivores turn from their natural prey, which have adapted to evade predators, to livestock, which can be an easier target. By studying wild prey, Gray hopes to understand how they might influence where human-carnivore conflict occurs in the broader landscape in Northern Tanzania.

Carnivores and Livestock: **CLAIRE HOFFMANN**

Claire Hoffmann is a graduate student in the Department of Fisheries and Wildlife. She is studying carnivore attacks inside livestock corrals (or bomas).

"I will be comparing encounter rates (carnivores present at the bomas, encountering potential livestock prey) to attack rates (carnivores attempting to prey on livestock) of different carnivore species at the boma," she said.

(continued on page 16)

(continued from page 15)

She will then collect data on the specific conditions—weather patterns, vegetation, and the quality of the boma—to see if there are conditions that correlate to increased attacks or encounters.

“Basically, I’m interested in whether it’s possible to predict patterns of livestock depredation at the household scale,” she said. “That is where the majority of human-carnivore conflict occurs in the region, so it is important to try to find patterns in the rates of livestock depredation at that scale, as that would allow us to develop effective conflict intervention plans that are both appropriately placed and appropriately timed.”

People:
ROSELYN WILBARD KAIHULA

Rose Kaihula is a graduate student in the School of Social Work. She is also from Tanzania. Her research has her looking at the community experience of the carnivore-livestock issue.

“I want to study how people see these conflicts and what they say about these conflicts,” she said. “Most people doing research in this area, they have maybe a geography background, wildlife background, or are in another field, but for me as a social worker, I’ve been trained to work with people and to hear people’s voices and to engage people in different ways. I really want to hear what people say about these conflicts, about their interaction with wildlife, and what they think could have been done better to make sure that they fully engage in this initiative for a systemic solution.”

She is returning to Tanzania to engage the community with a photo-voice project, asking participants to take photographs that represent their experience of carnivore-livestock interactions. Discussions then follow, using the images as a starting point.

Partners in Tanzania

One of the partners Montgomery and his students work with in Tanzania is Bernard Kissui, director of the Center for Wildlife Management Studies at the School for Field Studies and the researcher leading the Lion Conservation Science Project for the African Wildlife Foundation.

“Our work involves conducting research on carnivore populations in the Maasai Steppe of Tanzania, and working with local communities to implement human-carnivore conflict mitigation to promote conservation and co-existence between carnivores and humans,” Kissui said. “We focus on studying the status and trend of carnivore populations, demographic as well as ecological studies of large carnivores. In addition, the applied work we do is focused in identifying the mechanisms associated with the spatial pattern in depredation of livestock by carnivores at various scales in order to facilitate development of human-carnivore conflict mitigation.”

The issue of carnivore-livestock interactions, Kissui explained, is a key driver of the existing human-carnivore conflicts in his study area. These interactions lead to substantial economic losses for local communities, and retaliatory killings of carnivores contribute to the decline in carnivore populations.



Jacalyn Beck studies the anti-predator behavior of cattle on the rangelands of the Maasai steppe, Tanzania. Photo courtesy of the LIVEstock Initiative.

Kissui is working with Montgomery and his students to examine these interactions. In particular, they are looking to see how factors on the ground influence carnivore attacks on livestock.

“The work might help communities, especially by contributing to and facilitating intervention planning towards human-carnivore conflict mitigation,” Kissui explained. “Reduction in conflicts would reduce economic losses to communities and could improve their livelihood and well-being. By promoting human-carnivore coexistence the work would help conservation of carnivore populations and restore ecosystem health.”



ROBERT A. MONTGOMERY
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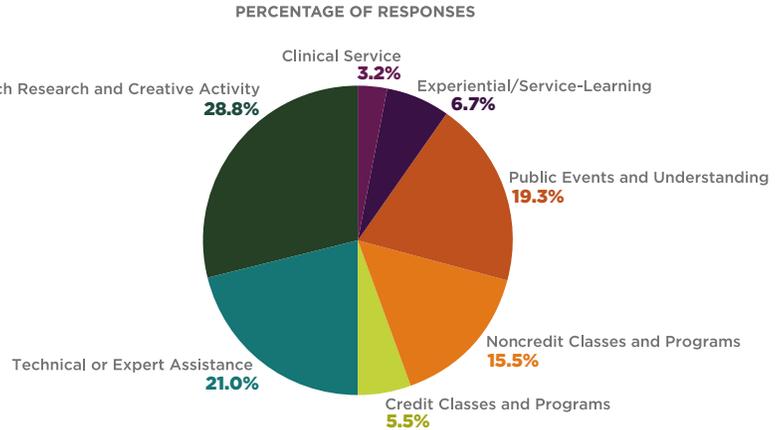
**TANZANIA
PARTNERSHIP
PROGRAM**

The primary funding for this research comes from the Tanzania Partnership Program, which is overseen by the program director, John Bonnell. The work is also supported by a number of nonprofits, NGOs, and private donors.

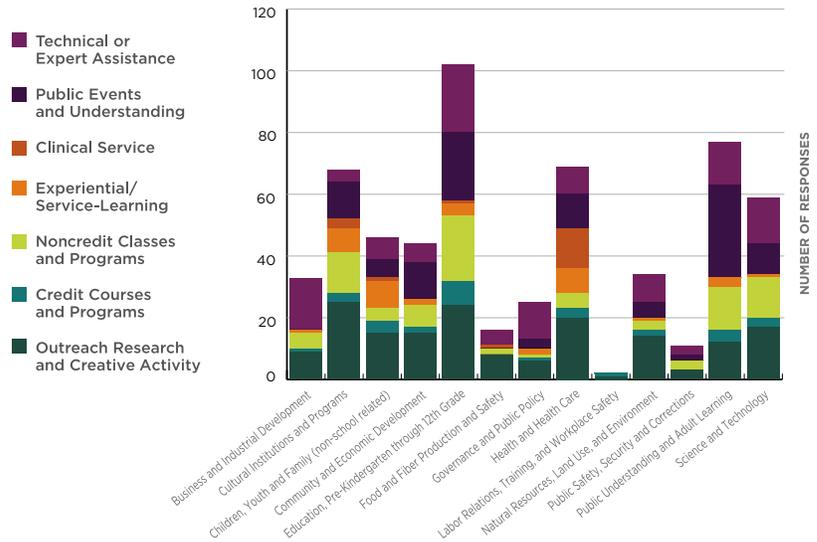
“The Tanzania Partnership Program is a collaborative alliance of local and international organizations dedicated to improving local livelihoods. Tanzanian partner universities include the University of Dar es Salaam, Dar es Salaam College of Education, Sokoine University of Agriculture, and the Aga Khan Foundation,” Bonnell said. “Essentially, MSU faculty and students partner with colleagues in those universities and institutions to design, implement, and assess research and development with rural communities in Tanzania.”

Sponsored by MSU's National Collaborative for the Study of University Engagement (NCSUE), the Outreach and Engagement Measurement Instrument (OEMI) gathers data about the outreach activities of MSU faculty and academic staff. The information is self-reported and participation in the annual survey is voluntary. Data for 2017 were collected between February and April 2018 and represent the 14th year of data collection; 723 faculty and academic staff responded to the survey. Since 2004, 4,306 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2017

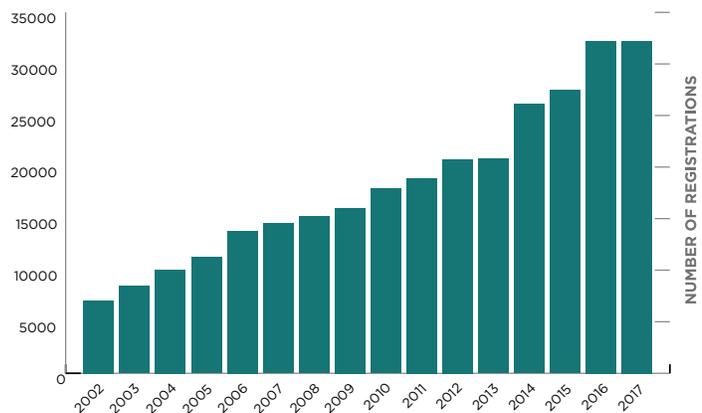


Forms of Outreach Cross-Tabulated with Societal Concerns for 2017



The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

Number of Student Registrations for Service-Learning Received and Accommodated (2002-2017)



OEMI results for 2017 include the following:

\$10,875,378

Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

73.1%

Respondents whose outreach contributed to achieving Bolder by Design (BBD) imperatives:

- 55.5%** Enhanced the student experience
- 60.3%** Enriched community, economic, and family life
- 25.8%** Expanded international reach
- 42.4%** Increased research opportunities
- 38.7%** Strengthened stewardship
- 51.1%** Advanced our culture of high performance

446

Number of specific projects/activities reported
Of the respondents who described specific projects/activities:

- 77.3%** Reported working with external partners
- 65.0%** Reported having created intellectual property and scholarly outcomes
- 50.5%** Reported that their outreach work impacted their scholarly or teaching practices

32,241

Number of student registrations for community-engaged learning and/or community service placements during the 2017-2018 academic year. Of those student registrations, 44% (14,280) were for community-engaged learning placements as part of an academic course or program and 56% (17,961) were for cocurricular community service.

Designing for Africa



By Matt Forster

The familiar story that, by leap-frogging over the need for extensive infrastructure, new mobile technologies are making life better for people in Africa, is more complex than is usually told. Susan Wyche, an assistant professor in the Department of Media and Information who studies how technology is being used in Africa, particularly in rural Kenya, questions the value of that narrative.

“There’s this myth and enthusiasm and optimism for mobile phones, but I think a lot of the work I’ve done is bringing a more critical lens to that,” Wyche said. “I think it really hasn’t had the transformative and revolutionary impact that some media reports might say it has. It’s easy to get excited about the technology without taking a step back and asking if this is really fixing some of the persistent problems, underlying issues that still haven’t been addressed—like incomes and women’s education.”

For example, she explained, having apps that allow someone to transfer money directly to someone else are of little use if users don’t have money to transfer. Meanwhile, even charging the phone, making phone calls, and texting present challenges for many users. Few people in rural Kenya have access to reliable electricity, so they need to buy solar panels or find someone with access to power to charge their phones. There are few smartphones, so users are usually learning to text on a numerical keypad, which can be a significant obstacle to some.

Using technology in Africa often requires the participation of an entire community. Neighbors have to work together to get what they need and want from their phones. In some villages, there may only be one or two people with access to electricity to charge phones, and maybe



Women draw garden tools in rural Kenya. Photo courtesy of Susan Wyche.

someone else who helps when neighbors need to text a cousin in the city.

In her approach to work in Africa, Wyche is keen to understand how technologies are actually used by people, what technologies are useful, and how design can address persistent problems and make people’s lives better. All of this involves close engagement with communities.

Several years ago, while researching technology used in rural Kenya, Wyche saw that many

farmers did not know how to effectively use their mobile phones. To help them learn, she partnered with Mediae, a production company that produces “Shamba Shape Up,” an agricultural advice TV show aimed at helping farmers increase their crop yields and run their farms more efficiently. *Shamba* is an East African word for farm. Together they created a series of videos to air on the show.



Patricia Gichinga is the producer for the Mediae Company and worked with Wyche on these videos. “After the initial research, MSU developed three short training videos to help participants understand how to use the phone. These were then tested in the field,” she said. “This was assessed and the training clips adapted and then the lessons learned from this allowed ‘Shamba Shape

Up’ to design new material for inclusion into three five- to six-minute slots within the series.”

According to Gichinga, the program reached 4.5 million viewers in Kenya and another 2.5 million viewers in Tanzania and Uganda.

“As a result, we have continued to include information in every episode on how to access valuable information by mobile phone, and we have seen a considerable increase in users,” she said. “We now have iShamba, which is a mobile backup platform to ‘Shamba Shape Up,’ with over 275,000 farmers on the database.”

Designing for People

As Wyche explores how technology is being used in Africa, she often employs what she calls “unconventional research methods”—such as cultural probes and technical probes.

“These methods are sort of grounded in art more than science, but I think they are useful for understanding the human aspects of everyday life in rural Kenya where we work, more so than a survey would be,” she said.

Cultural probes helped Wyche and her team research how Kenyans were using a popular domestic lighting system called M-Kopa. The system is powered by solar energy, so it addresses the need of people living beyond the wired power grid.

“We had 22 households that we visited, and we talked to them about M-Kopa,” she said. “We went back to their houses at night to see how they used the system, and we found that for the most part it’s really successful.”

The research also raised some more questions. M-Kopa is often marketed as something that is environmentally friendly and sustainable, but Wyche and her team found that once people had purchased the lighting system—often on an incremental pay-as-you go plan—they eventually wanted the next M-Kopa accessory, like a television or radio. Then, when it’s all paid off, they can just keep making payments and get an updated system. “There is this sense of, is it really sustainable or is this system just something that introduces people to buying more stuff,” Wyche said.

Technology for Domestic Security

Hope Chidziwisano is a graduate student in the Department of Media and Information at MSU. He did his undergraduate studies in computer science and physics at University of Malawi, Chancellor College. He met Wyche, who is now his advisor, in Malawi in 2014. Currently he is looking at how users interact with technology in Kenya.



Media and Information grad student Hope Chidziwisano is looking at how users interact with technology in Kenya. Photo by Paul Phipps.

Recently Chidziwisano developed a small home-security system, which he named M-Kulinda—*kulinda* is a Swahili word for “security.” He distributed the devices to 20 households and followed how people used the devices for a month. Most of the participating homes did not have electricity, so solar panels were used to charge the device’s batteries during the day. The device he developed is essentially a motion detector that can alert homeowners by text.

“This system is put inside a home,” he said. “When it detects motion, it sends a message to the homeowner’s mobile phone, saying ‘There’s something going on in your house, maybe the sensor has been activated.’”

To understand how the devices were used, he used technology probes. Chidziwisano explained: “The technology probes method combines three goals. There is the social science part of collecting data, and then you also have the engineering goal of trying to test the system, and then you ask questions to get reflections from people on the technology.”

Participants were asked to record their impressions of the technology throughout the project. Those were gathered along with data on how the devices performed. Some of the results were surprising: “Another good thing about the technology probe is that you just give technology to the people. You don’t know, there are always unexpected things that come out,” Chidziwisano said. “For example, we told them that this is a security system that you use in your home, but then some people were using

it to monitor their family members—maybe their daughters—to see what they were doing.”

Another user was concerned about his chickens. In particular, he was losing chicks. So he used the device to find out what was happening. It turned out there was a rat that was coming up at night and taking them.

“Hope is addressing this issue that he knows is important,” Wyche said. “Domestic security—just making sure nobody comes to your house at night and steals your chickens—has been really overlooked in the literature.”

Garden Hoes

After years of researching how Kenyans use technology, Wyche’s understanding of what works and what is needed in terms of design has changed. Consider the *jembe* or garden hoe. Kenyan farmers rely heavily on this piece of technology. The jembe was developed generations ago and makes farming possible.

“As an American who attended mostly technical universities in my academic career, I went to Kenya thinking the mobile phone was the most important piece of technology,” she said. “But after 10 years I’ve realized that these garden hoes are actually more important.”

So Wyche is currently working on a project funded by the Alliance for African Partnership (see page 33 for more information about AAP) to redesign the jembe. She is inviting rural farmers to participate in design workshops, and together they are figuring out ways to make an already successful piece of technology even better.

This approach to redesigning a traditional tool embodies Wyche’s philosophy when engaging communities in research. It is the people who use and will use the technology—in this case Kenyan farmers—who best identify technological needs and then drive design decisions. 🌱



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A PEOPLE'S HISTORIAN

By Carla Hills

By her own admission, Nwando Achebe's research interests came out of a desire to see herself in history. Born in Nigeria, Achebe's first word was in the Igbo language, and her second word was in English.

"I very much identify, first and foremost, as an Igbo woman," she says.

Achebe is an award-winning historian who focuses on oral history in the study of women, gender, and sexuality in Nigeria. She has emerged as a strong voice for West African history.

Her passion to document authentic voices was ignited during her graduate study years in African history at the University of California, Los Angeles (UCLA). She was infuriated by the images of African women that she and fellow students were assigned to read.

"My professors gave us texts to read about African women, and I could not see myself in those histories," said Achebe. "One professor had us read this article, entitled "Beasts of Burden: The Subordination of Southern Tswana Women."¹ There were about four African women in the class and we were all pissed off! Our quarrel was not just with the title of the piece. What worried me, even more than the objectionable title, was the divergence of opinion on how to interpret the evidence the writer used in her determination that the women she was studying were in fact beasts of burden."

Nwando Achebe holds a mask used in religious practices in Nigeria. The spirit of a deceased loved one visits via the mask during a ceremonial performance. Photo by Paul Phipps.

¹ Kinsman, M. (1983). "Beasts of burden": The subordination of Southern Tswana women, ca. 1800-1840. *Journal of Southern African Studies*, 10(1), 39-54. Retrieved from <http://dx.doi.org/10.1080/03057078308708066>



Family Influence

When Nwando Achebe was young, she thought everyone's father was famous. Her father, Chinua Achebe, wrote *Things Fall Apart* (1958), a work of fiction that achieved worldwide attention. It is frequently referenced as one of the most important works in African literature, and Chinua is considered one of the founding Nigerian literary leaders who incorporated traditional oral culture into his storytelling. Now studied in classrooms across the United States and Europe, the novel provides a starting point for conversations about race, religion, politics, social justice, and social power constructs.

The first two years of Nwando Achebe's life were spent in Nigeria; the next four were in the U.S., then back to Nigeria from ages 6-17.

Storytelling was a consistent activity in the Achebe household. The family often spent evenings in a circle, with the elder Achebe telling them folk tales and singing songs. Her parents conveyed a love for their country and their culture that Nwando Achebe absorbed during her growing up years.

"I am a child of the crossroads. A child born and raised in Nigeria, but also, one who has lived most of her life in the U.S., and studied in American universities. I identify, first and foremost, as an Igbo woman because my parents instilled in my siblings and I a love for our culture and our language; and it didn't matter where we happened to be living at the time," said Achebe.

"I don't believe in generalizations, but the average American does not have a positive view about Africa; and this is because of the images that we are constantly being fed about Africa. Turn on the television, and all you see is warfare and pirates—then, late night infomercials encourage us to give African youngsters a dollar, to help save their lives. Africa thus becomes this

place where nothing good happens, a place that demands our help. Good intentions, while good, do not always solve problems. Sometimes they create new problems. What Africa needs is conversation. For both sides to have a seat at the table, and talk. *Truly* listen to one another. Once we've had these conversations, then both worlds can engage one another on an equal and respectful footing," said Achebe.

"As a people's historian, it is important to me that my oral historian collaborators know that I will represent them the way that they represent themselves."

"With regards to my African history teaching, I begin each one of my classes with what I call my "Stop Word" list. These are words that I believe "stop" conversation between Africa and the rest of the world. They

tend to be words that are disparaging and condescending. However, sometimes the words are not as outrageous as one might think. My students and I read these words out loud, and have a conversation about why the words are problematic when used to depict or explain Africa. I want students to have an opportunity to speak one on one with an African woman who is able to present Africa to them in a way that does not distance Africa; does not present Africa as this dark continent where crazy things happen," said Achebe.

Path to MSU

Nwando Achebe sees her place at Michigan State University as a natural iteration of her life journey. "It made sense for me to be at MSU," she said.

After completing a bachelor's degree in theater arts from the University of Massachusetts, Amherst, Achebe headed to UCLA intending to become a documentary filmmaker. She earned a master's in African area studies, and then her Ph.D. in history, studying West Africa and women's/gender studies.

Achebe's first book, *Farmers, Traders, Warriors, and Kings: Female Power and Authority in Northern Igboland, 1900-1960*, was based on her dissertation at UCLA. The work centers around a 60-year period in Igboland and the gender dynamics in the Nsukka Division. Achebe's historical narrative points to female kings and warriors that held positions of power, and challenges conventional global beliefs that men alone are societal leaders.

"When I was working to convert my dissertation into my first book, my father advised that I 'never lose sight of the story that I am trying to tell.' And that advice has stayed with me, always. As historians, our job is to tell stories. We tell stories that actually happened," said Achebe.

She was recruited by MSU while serving as an assistant professor at the College of William and Mary in Virginia. "I grew up in Nsukka. I work on this area of Igboland, and MSU helped found the University of Nigeria, Nsukka. So, there's no university on the face of this planet that could fit my needs any better than MSU," said Achebe.



During her field work, Achebe has received many gifts, including Igbo pottery similar to this clay pot. Pottery is one of the oldest of Igbo cultural traditions, primarily performed and maintained by women. Pottery piece and photo courtesy of the MSU Museum.

"I wanted to train a new generation of Africanists—to work with Ph.D. students and place them in jobs. When I came here in 2005, the African History program was not ranked. A few years later we rebuilt the

(continued on page 22)

(continued from page 21)

program, and moved up in rank to number three, and then just last year we became number one. It is such a fabulous feeling,” said Achebe. “With all of the classes I teach, with all of the interactions that I have with students that I encounter, my aim is very simple: to make students understand that Africans, with all of their imperfections, are human beings, who are more like them than not. If my American students are saying ‘oh I get that, they’re not so different, I see why Africans do A, B or C—I can relate to that,’ then my job has been done.

Field Work

It took Achebe fifteen years to research her second book, *The Female King of Colonial Nigeria: Ahebi Ugbabe* (2011). The work began during her dissertation years.

“This female king was the reason I decided to do my research on this particular group of Igbo people. Igbo women are some of the most important African women on the continent. One can argue that it is Igbo women, because of their 1929 *ogu umunwanyi* or women’s war, that put African women on the intellectual map,” said Achebe.

Igbos consider themselves more of a democracy, so discovering a female king, not even a queen, was fascinating for Achebe. After reading an anthropologist’s description, she was intrigued by this unusual happening in that community and decided to pursue it.

According to Achebe, sex and gender are not the same thing, and they don’t coincide. You can be born biologically female but become a man. This is how a female king was not a queen, she became a king.

“The first year that I worked in the community, I went through everything I needed to do in terms of permissions. I was working in a society that was a gerontocracy. You don’t just walk in and start asking questions. That is considered rude. So, you have to go to the oldest man and the oldest woman and introduce yourself, tell them what it is that you’re doing, and hope they grant you permission to do your research. That’s what I have done in all of the communities I’ve worked in,” said Achebe.

Different communities call for different approaches to fieldwork. “When you have a dual sex system, you go to male government to gain access to speak with men, and you go to female government to speak with women. In these systems, men take care of what’s important to men, and women take

care of what’s important to women. But in a centralized society, you seek audience with the king or queen. During my actual conversations with my oral history collaborators, I ask for interpretations of their lives, I ask them to share their life histories with me, without interruption. I only interrupt if I don’t understand something that they have said. At times

like those, I ask, ‘what did you mean by what you just said?’—I do this to seek their interpretation of their own realities, so that it is not me assuming that I know what they mean. As a people’s historian, it is important to me that my oral historian collaborators

know that I will represent them the way that they represent themselves,” said Achebe.

Field work proved challenging during her second book.

“Person after person told me that Ahebi Ugbabe grew up in their community and just happened to get lost. How does a 12 or 13-year-old just get lost, I would ask? They had no answer. They simply repeated this telling of history. But then, 2-3 years into my research, the truth finally came out, when I met up with one of the most powerful medicine men in the community. When I asked him the same question that I had asked all my other oral history collaborators, his answer was different. He said, “Really—is that what they’re telling you? Of course they’re not going to tell you the truth,” said Achebe. “He then informed me that Ahebi did not get lost, that she ran away because she had been dedicated to a deity in marriage because of a crime that her father committed. This practice is called *igo mma ogo*—becoming the in-law of a deity; and it is a form of indigenous slavery.”

History and “Getting it Right”

As an oral historian working to “get it right,” Achebe acknowledges that scholars come into the research field with their own preconceived perceptions.

One of Achebe’s field experiences involved a woman who insisted that Achebe represent her in the right way. “She starts telling me her life story, and everything she knows about what it means to be a woman. What she said totally went against everything I had studied, and everything I knew. I’m sitting there thinking, I’m not going to use this interview because it just doesn’t fit with my analysis.

“I would later realize that the reason that I couldn’t reconcile what she had just said to me was because I had come into the field with an agenda. However, Madam Obayi forced my hand when she instructed me to turn the tape recorder off and repeat back to her what she had just said. I did just that—parroting back to her all the information that I had heard, but did not believe. Then the most remarkable thing



Nwando Achebe often discusses her father’s book, *Things Fall Apart*, incorporating discussion about gender: “I’m a historian, therefore I teach the novel as history.” Photo courtesy of Nwando Achebe.



Achebe asks oral history collaborators to share their life stories without interruption: “I only interrupt if I don’t understand something they have said.” Photo courtesy of Nwando Achebe.

happened: Lady Obayi asked me to turn the tape recorder back on because I had shown her that I would represent her in the book that I was going to write, the way that she represented herself.

“From that experience, that happened early in my fieldwork, I learned an important lesson, that one should not go into the research field with a preconceived agenda,” said Achebe. “I think it was in my attempt to right all of those perceived wrongs about African women, that I had gone into the field wanting to correct those images, and present what I deemed a positive perspective of African women.

“We all have bias. But, what we do as feminist oral historians is to acknowledge that bias, and say ‘this is who I am, and this is my baggage—good or bad—and the way that I see the world affects—for better or worse—the way that I understand the world.’ I have taken myself through this honest self-naming and self-discovery in the methodology chapters of both my books. I have also written an article on my field experience in the *Journal of Women’s History*,” said Achebe.

It took her about a year to write the second book. “When I was writing, I kept hearing

my father’s voice telling me to never lose sight of the story that I was trying to tell,” said Achebe. “I pride myself on writing in an accessible style so that the people that I am writing about can read and understand the history before them, and see themselves in the stories.”

“I pride myself on writing in an accessible style so that the people that I am writing about can read and understand the history before them, and see themselves in the stories.”

Ongoing Work and Future Plans

Achebe has a great deal in the pipeline. In addition to her faculty responsibilities and research, she devotes time to speaking to young people who study *Things Fall Apart* in school.

“This is something that I started doing in the early 1990s. And I have had a remarkable relationship with several high schools. In many instances, the principal of the school extends the invitation to me to come speak to his/her students. In some instances, regularly scheduled classes are cancelled,

so that all students and faculty can listen to my presentation,” said Achebe. “Talking about *Things Fall Apart* is something that I am excited to do; to catch those students early and introduce them to the world of the novel. One of my very favorite things to do with the students is to talk about gender in *Things Fall Apart*. As you know, I’m not a literature person, I’m a historian. Therefore, I teach the novel as history.”

She is part of a team of scholars that compiled a history textbook for high school students in West Africa, replacing textbooks and syllabi that were created in the 1950s. She just finished *A Companion to African History* with William Worger and Charles Ambler, and is co-editing *Holding the World Together: African Women in Changing Perspective* with Claire Robertson, which is scheduled for release in mid-2019. She has also just completed the forthcoming (2019) University of Ohio Press book *Female Monarchs and Merchant Queens*.

Achebe is deeply involved in the *Journal of West African History*, a journal published by Michigan State University Press, for which she is founding-editor-in-chief. It is an interdisciplinary peer-reviewed research journal focused on providing a forum for

serious scholarship and debate on a number of topics pertaining to West African history.

Achebe is equally passionate about encouraging other African writers. She worked with Gabe Dotto, director of the MSU Press, to arrange copy editing support for African based scholars who lack strong writing skills. “Sometimes because these African born scholars are writing in a language that is not their mother tongue, the articles that they submit to my journal do not meet our quality requirement, and therefore are outrightly rejected,” said

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Achebe. “I arranged for extra copy editing of materials sent in from Africa that have potential. I also started a mentorship program for African based scholars—ours is perhaps the only journal published by a university press that has this program for African born scholars. It was important for me to create it, to give these scholars that little boost. Being able to mentor an African scholar from a rough start to a powerful finish, and to provide an outlet for their work, are the things that make me happy. Because for me, that’s giving back to a continent that’s given me so much.”

Africa and the World

What does Nwando Achebe want everyone to know? “Africa is not a monolith. It is the second largest continent with more than 3,000 different nations of people that speak different languages and have

different cultures. It is a very complex continent. Its natural beauty and the hospitality of its peoples remain unsurpassed. For those of us that teach about, or do research on Africa, the objective should be to present Africa in its complexity—highlighting its challenges, but also its achievements. This is the way that Africans see themselves; this is the way that they would present themselves. If we do that, I think, we have done a lot.”



NWANDO ACHEBE

Jack and Margaret Sweet Endowed Professor of History
Department of History
College of Social Science



Natalie Rogers, a James Madison College junior (2020) studying comparative cultures and politics, was bound for Tanzania during Summer 2018. Accepted into the Foreign Language and Area Studies (FLAS) Fellowship program, administered through the Center for Advanced Study of International Development (CASID) and the African Studies Center, Rogers was looking forward to the opportunity. She is also a student employee working with University Outreach and Engagement.

“When I was in high school we read *Things Fall Apart* by Chinua Achebe. It really inspired me, and when I came to Michigan State University I began studying Swahili and taking classes in African Studies,” said Rogers.

Rogers was enrolled in Nwando Achebe’s Africa and the World (IAH205) class during Winter Semester 2018, primarily because she was interested in hearing from the daughter of Chinua Achebe. What she discovered was a highly engaging and informative professor who presents a well-documented methodology for describing African voices.

“Dr. Achebe conveys history from an African-centered perspective, and her narratives are fascinating,” said Rogers. “She is able to establish connections with Africans and document their history in such an authentic and genuine voice. What I’ve learned from her has prepared me even more for the Tanzania trip.”

FLAS fellowships are made possible by a grant under Title VI of the Higher Education Act from the U.S. Department of Education. The fellowships are awarded to students enrolled in a program that combines the study of a modern foreign language with advanced training in international development studies or in the international development aspects of professional or other fields of study.

“I’m not sure how this will change me, but I’m ready to be there, converse with people in Swahili, eat the local food, and learn much, much more about African culture. MSU encourages students to study abroad so that we have real-world experiences, and programs like FLAS and professors like Dr. Achebe make it feasible,” said Rogers.

More information about international programs for MSU students is available at the CASID website, casid.isp.msu.edu.

You do not know the extent of waters you have not been to.¹

– SWAHILI PROVERB

¹ <http://swahiliproverbs.afirst.illinois.edu/experience.html>



Urban township charcoal wholesale distribution center, Lilongwe, Central Malawi. Photo courtesy of Leo Zulu.

THE SEVEN PILLARS OF SUSTAINABILITY



Charcoal, Alternative Energy, and Forest Management in Malawi

By Linda Chapel Jackson

Malawi is one of the world's least-developed countries. Its economy is heavily based in agriculture, with a largely rural population. The government faces major economic, educational, healthcare, and environmental challenges, and has been working to overcome years of underdevelopment, corruption, and the impact of HIV/AIDS.

The country's outlook now appears to be improving. Malawi embraces a pro-Western foreign policy that includes positive diplomatic relations with most countries and participation in the United Nations and other international organizations.

Associate Professor Leo Zulu, of MSU's Department of Geography, Environment,

and Spatial Sciences, is a Malawi native who has been closely involved with the country's recovery throughout his career. Zulu is something of a renaissance person. His background combines the social and natural sciences with years of professional experience in social forestry, biodiversity conservation, and public health.

"The big realization," said Zulu, "was discovering that forestry and environmental problems are more social than technical. You can teach people the techniques of growing and managing trees. That's the easy part. But managing human behavior is more complicated. There's this interface: This is a technical problem, but what will make people actually grow the trees? And spare some land to do that?"

His recent priority was a five-year (2014-2019) USAID-funded project, Protecting Ecosystems and Restoring Forests in Malawi (PERFORM), with PI David Skole and co-investigator Pascal Nzokou, both of MSU's Department of Forestry. This project seeks to build Malawi's capacity to benefit from international programs such as the United Nations REDD+ program¹ and ensure a low-carbon development pathway for Malawi.

The project included technical capacity building of the Malawian forestry and related personnel, said Zulu. "My colleagues were teaching them how to measure forests

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¹ <http://www.un-redd.org/>

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using techniques like satellite images and forest inventory and all of that. So there's community support and technical capacity building, and then there is the policy bit that I focused on."

A National Charcoal Strategy for Malawi

Zulu's assignment was to support the development of a national charcoal strategy (NCS). The demand for charcoal and firewood is driving deforestation in Malawi, thus undermining agricultural productivity, food security, water security, and hydroelectric power generating capacity. "With 97 percent of Malawian households dependent on firewood and charcoal as their primary cooking energy, we could not ignore this huge demand in any policy that was about protecting forests," he said.

Zulu worked with a multi-sectoral task force of diverse stakeholders, which was fine with him. "I'm really interested in how groups construct collective action on the ground," he said. "What makes it work, what doesn't work, what are the dynamics? At the end of the day it's about power relations—who has the power, how they wield it, who doesn't have it, how they react—around access to, control of, and management of forest and energy resources."

Leadership for Project PERFORM is complex. The primary contractor for project implementation is Tetra Tech, an environmental engineering company based in Pasadena, CA, with a global reach. As Ramzy Kanaan of Tetra Tech explained it, "I am the chief of party (overall manager) for PERFORM. I worked with the departments of Forestry and Energy Affairs to support development of the national charcoal strategy. This included working with both departments and Dr. Zulu to develop his scope of work. MSU is one of five subcontractors associated with the project."



National Charcoal Strategy taskforce members meet communities in Ntchisi, central Malawi. Photo courtesy of Project PERFORM.

The project began in 2015, when Malawi's Department of Forestry brought together a National Charcoal Forum of more than 150 experts, community members, and other stakeholders to build a shared understanding of the linked problems of deforestation, environmental degradation, and the growing scarcity of solid biomass resources.

Consequently, a task force was established

to develop a national charcoal strategy with support from PERFORM. The task force members collected information using interviews, focus groups, consultation visits to eight districts in Malawi's three regions, workshops in each region, and a study tour to Rwanda.

Zulu supported this interdisciplinary team from the Department of Forestry, Department of Energy Affairs, other government agencies, and a non-governmental agency (NGO) in Malawi. The resulting *National Charcoal Strategy 2017-2027*² report



Making industrial briquettes from waste sawdust in the Zomba district. Photos above and right, courtesy of Leo Zulu.

prioritizes short-, medium-, and long-term strategies and action plans organized under seven interrelated pillars. The strategy was launched in July 2017.

As the task force started its work, charcoal was essentially banned in Malawi—despite its widespread use. Zulu said, "It's a weird thing. They know that a lot of people depend on it, but the way it's produced is still illegal, because a law that was passed in 1997 says if you're going to produce charcoal you must produce it from sustainably managed wood sources. But nobody had been licensed to produce charcoal sustainably since 1997, except one private agency in 2015. So all of this charcoal out there is illegally produced. Everybody knows it. Our idea was to provide a process for the legal production of charcoal in a sustainable way, but also encouraging alternative sources of energy. That's why this process involved lots of ministries."

Implementing the Strategy

MSU's piece of PERFORM has been winding up over the past year. The capacity of the Malawi Department of Forestry and related government, academic, and NGO agencies to conduct forest inventory and carbon analysis using remotely sensed (satellite-based) data has significantly improved. Implementation of the NCS recommendations has been handed off to these partners.

Malawi's deputy director of Forestry Nyuma Mughogho, co-chair of the task force and now a member of the implementation team, said that "working with Dr. Zulu was a form of capacity

2. PDF available from: cepa.rmpportal.net/Library/government-publications/national-charcoal-strategy-2017-2027/view



Drs. Zulu and Skole view an earth charcoal kiln in Perekezi Forest Reserve, northern Malawi. Traditional earth kilns are wasteful, requiring 8-10 tons of wood to produce a ton of charcoal.

building as well as learning together. We provided the practical experience in dealing with charcoal. Dr. Zulu carried out the research and drafted the NCS document. It was well formulated, and is now used as a model in how to develop a strategy. Work has now started on implementation.”

Ramzy Kanaan agreed. “Partnering with MSU helped to leverage technical expertise, including training and capacity building,” he said. “I believe Dr. Zulu’s extensive knowledge of Malawi’s forestry sector also helped advance the initial research conducted to support development of the NCS.”

No Single Solution

As noted in the *National Charcoal Strategy* document, the linked charcoal and energy challenges are complex and no single solution exists. Each alternative process or product considered by the task force has its pluses and minuses.

Electricity is clean and energy-efficient, but delivery is unreliable (in urban areas) or unavailable (among most low income urban and nearly all rural dwellers). Likewise, liquefied petroleum gas (LPG) is efficient and relatively clean, but relatively costly and rarely used in Malawi. “People are suspicious of gas,” said Zulu. “They think it will blow up and burn down your house.” So these alternatives are best targeted initially to better-off urban populations.

In poor urban and rural areas, his team concentrated on more efficient charcoal production and cookstove design. “The idea is, you can target different subsections of populations and try this or that. Even if you don’t shift them to other alternatives, you’re still reducing the overall charcoal usage. It makes sense as a transitional plan to cleaner and more sustainable energy sources,” Zulu said. 🌱



LEO C. ZULU

Associate Professor
Department of Geography, Environment, and Spatial Sciences
College of Social Science

THE SEVEN PILLARS OF MALAWI’S NATIONAL CHARCOAL STRATEGY

PILLAR 1

Promote alternative household cooking fuels. Look at other options such as electricity, LPG gas, bio-gas, and briquettes or pellets made from compressed wood and other plant sources.

PILLAR 2

Promote adoption of fuel-efficient cookstove technologies. This is currently the most immediate option for slowing deforestation and forest degradation.

PILLAR 3

Promote sustainable wood production. Start promoting commercial cultivation of fast-growing tree species and other feedstocks now. According to current projections, by 2030 there will not be enough biomass in the country to meet demand; use the intervening time to develop and scale-up alternatives.

PILLAR 4

Strengthen law enforcement. Clamp down on illegal production in order to create room for more sustainable commercial production.

PILLAR 5

Regulate sustainable charcoal production. Accept that people use charcoal, make it legal, and regulate production.

PILLAR 6

Enhance livelihoods. Help organize communities into associations and cooperatives that can work to make charcoal production legal, get licenses, control their own operations, and use good kiln technologies.

PILLAR 7

Promote information, awareness, and behavior-change communications. Communicate, educate, and disseminate information so people know what’s available and what it costs.

...And pay attention to cross-cutting issues. These include incentivizing and promoting private sector investment as well as identifying equal opportunities for men and women in energy sector jobs.

Making ENGINEERING a Little Less Lonely For Girls in Africa

By Amy Byle

When Panashe Mayangamutse, a junior in MSU's Department of Electrical Engineering, came to the United States from Zimbabwe in 2015, she started on a pathway of family "firsts"—the first to come to the United States, the first to graduate from college, and the first to pursue engineering.

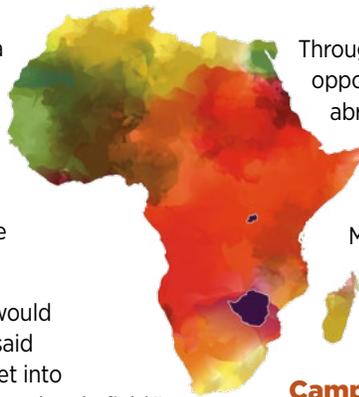
"If I were asked to name any female inventors, I would not even name one, because I didn't know any," said Mayangamutse. "So I wasn't sure if I wanted to get into engineering, because I thought maybe it would be a lonely field."

Growing up, Mayangamutse enjoyed spending time with her father as he "tinkered with things" around the house, planting a seed of curiosity that would later bloom into a desire to pursue engineering. When Mayangamutse was 13 years old, her father passed away, leaving her mother to care for four girls on a very meager income. But with help from her relatives, Mayangamutse was able to continue



Panashe Mayangamutse gains electrical engineering skills for future work in Zimbabwe. Photo courtesy of MSU Communications and Brand Strategy.

going to high school, where she heard about the United States Achievers Program (USAP), which provides opportunities to study in the U.S. From 1,200 applicants, Mayangamutse was one of only 28 selected. USAP helped her apply to MSU, where she declared as an electrical engineering major.



Through her education at MSU, Mayangamutse has had the opportunity to make numerous connections, both here and abroad. As a Mastercard Foundation Scholar, for example, she was able to travel back to Zimbabwe in summer 2017, where she interned at a large telecommunications company. "That was a really awesome experience," said Mayangamutse, "because you are connecting back, bringing what I learned in the U.S., back home. And also taking what I learned in Zimbabwe, and coming back and seeing if we have better solutions for it."

Camp TechKobwa

During summer 2016, Mayangamutse volunteered with Camp TechKobwa in Rwanda, a free, two-week camp organized and operated by the United States Peace Corps in collaboration with Michigan State University, IBM, Rwanda's Ministries of Youth and ICT, Girls in ICT, and the Akilah Institute for Women, that provides instruction and mentoring in computer skills, programming, and personal development to Rwandan girls and women, as well as to teachers of information and communications technology (ICT).

Mayangamutse was a technology facilitator at the camp, helping train Rwandan ICT teachers during the first week of camp on subjects such as practical applications of electronics and digital control, and then working with the teachers as they taught the kids during the second week. She loved seeing the teachers have the opportunity to work hands-on with equipment, such as capacitors. "They already know the theory—they've probably taught it a million times," she said. "But then, how does it actually work in a practical circuit?"

Elisabeth Turner, coordinator of Camp TechKobwa and former Peace Corps volunteer, was foundational in developing the camp in 2013. According to Turner, Rwandan technology teachers often lack classroom resources, and any available computers must be shared by groups of students, with male students often doing the typing. "To this end, and based on the Government of Rwanda's vision to become a middle-income economy with a foundation in information and communications technology, we designed Camp TechKobwa with the aim to empower female students to study and pursue careers in STEM," said Turner. (Kobwa comes from the Kinyarwanda word for "girl": Umukobwa.)

Laura Dillon, professor in MSU's Department of Computer Science and Engineering, has collaborated with Turner, as well as with IBM



Above: Girls at Camp TechKobwa Skype with Mayangamutse and other mentors.
Below right: Elisabeth Turner demonstrates touch typing to girls at the camp. Photos courtesy of Elisabeth Turner.

executive and MSU alumna, Louise Hemond-Wilson, in developing curriculum for the camp. She acknowledged a steep learning curve as they navigated around limitations, such as lack of electricity in the classrooms. “We had to very quickly devise things that they could do without supportive technology,” said Dillon. But the partners quickly adapted, made a number of revisions, and added a teacher training component to equip Rwandan ICT teachers in teaching STEM with limited resources.

“It’s a train-the-trainer model,” said Dillon. “First, it’s getting the teachers there and spending time training them, and then immediately working with them on putting their training to practice. It’s building an infrastructure that can grow exponentially as they take it back to their schools and teach other teachers. It was our thinking to get it packaged up so people could duplicate it.”

The teacher training component takes place in the first week of camp. Then, when the girls arrive for the second week, the teachers help teach the curriculum to the girls, including sessions in basic computer skills, computer programming, photography, computer maintenance and security, and electronics, as well as leadership development, problem-solving skills, and career mentoring.

In five years, the camp has trained more than 420 girls and 70 ICT teachers, and according to Dillon, evaluations of the camp have shown significant increases in learning across the board. Feedback has also been positive, with school principals reporting that the girls are starting computing clubs and other activities at their schools.

All partners agree that the camp’s intangible impacts are striking. “When the girls first come to camp, they are not confident at all,” said Mayangamutse. “But by the end of camp, the girls are confident, vocal, and able to stand up and present their posters in English.” Fellow volunteer, Matthew Rhodes, a senior in computer science and engineering, agrees. “TechKobwa is something that every girl should get to experience,” said Rhodes. “The things taught have real world applications and are great ways to spark interest in a growing field.”

“I consistently hear the impact the program had on these students’ lives,” agreed Turner. “Some of our students are now in university or using their skills to help their families, or even becoming ICT teachers

themselves. The program is more than just teaching computer skills and programming basics; it is about empowering a generation of women with the confidence and mindset to overcome challenges with innovation and creativity.”

Key to this empowerment is having successful female role models, which is what Mayangamutse loves the most. “Most of the girls have never seen women in engineering,” she said. “So I always tell them my story. It’s something I wish someone else had done for me, so now I can do it for the girls, which is really special.”

Future Goals

Heading into her senior year, Mayangamutse would like to specialize in power electronics and conversion, with the goal of working in the renewable energy sector. Remembering the plight of children in parts of Zimbabwe who spend hours fetching wood and water instead of studying, she hopes to help find sustainable energy solutions. “We have the sun. What’s missing is the infrastructure,” she said. “Hopefully I can get into energy systems and make something with renewable energy to provide energy for the rest of the country.”



In the meantime, Mayangamutse continues mentoring girls here in East Lansing as an ambassador for the Women in Engineering (WIE) program at MSU. Each semester, WIE brings 400-500 girls to campus for Introduce a Girl to Engineering Day

to showcase hands-on activities in engineering. “I am learning how I can take this experience, contextualize it, and put it into programs I can implement in Africa,” she said.

Reflecting on some of the barriers she has overcome, Mayangamutse is thankful for the support she has received from MSU. “I think that’s one of the biggest things that Michigan State has offered me,” she said. “That you have a support network of people you can turn to when you’re in the face of those barriers. So even if it might be intimidating as you go ahead, I think just having that support network is really key.”

It’s clear that her graduation from MSU will not be the end of blazing new paths for her family and community back home. “It has definitely been a lot of “firsts” and I think I’m not yet done,” said Mayangamutse. “I think there are going to be a lot more firsts!” 🌟



PANASHE MAYANGAMUTSE

Undergraduate Student
Department of Electrical Engineering
College of Engineering

Ethics and development

DURING THE YEAR OF GLOBAL AFRICA

By Stephen L. Esquith

The Year of Global Africa is a time to celebrate the strong and productive relationships that Michigan State University has with its many partners across the continent of Africa and throughout the African diaspora. One dimension of this history is the conscious attention that has been paid by all the participants to the ethics of development. As our relationships have grown over the past 60 years, so too has our understanding of what it means to be engaged in mutually beneficial development projects. The most recent chapter, the Alliance for African Partnership (AAP; see page 33), highlights the ethical dimension of development *with* our African partners in exemplary ways.

When we think of ethics, we often think of doing the right thing. It is a practical orientation toward others, not merely a moment of honest self-reflection. How should we care for the needy? How should we meet our moral responsibilities to others? How should we respect one another as fellow citizens?

These positive duties are matched by questions about the obstacles we face and the dangers surrounding ethical conduct. The don'ts, if you will, not just the do's. For example, don't treat others as mere objects but as autonomous agents in their own right; don't break your promises. What makes ethics, including the ethics of development, challenging and more than a list of do's and don'ts, are the dilemmas that inevitably arise. Do's will conflict with other do's; for example, caring for the needy may require that we limit the things we can do for family members or fellow citizens. And when you choose between these positive duties, you also may find yourself having to break a promise or violate some other don't as well. This is especially true in development projects where hard ethical choices are unavoidable. To paraphrase the philosopher Isaiah Berlin, we are doomed to choose and every choice will have its costs and benefits. In this essay, I will call these hard choices problems, and they come in two forms.

Problems *in* and *of* Ethics and Development

It is initially useful to think of ethics and development in terms of two types of problems: ethical problems *in* development and the more general ethical problem *of* development.

Ethical problems *in* development are problems that moral philosophers might be able to help others solve. For example, should transgenic crops be introduced to reduce costs and increase production in poor countries, that is, would the risks and costs outweigh the benefits? Moral philosophers can help sort out and compare these risks, costs, and benefits. Or, should primary school education in poor countries be conducted in native languages rather than the official country language? Moral philosophers shouldn't try to answer these questions for others, but they can help them separate apples and oranges.

The Mali Picture Book Project, Ciwara School, Kati, Mali, October 2016. Photo courtesy of Stephen L. Esquith.





The ethics of development, on the other hand, focuses on the question of what development means and whether it is a good idea. Are international and multilateral organizations dominating development strategies at the expense of poor countries? If poor countries are going to avoid the poverty traps that have persisted despite or perhaps because of this kind of foreign assistance, are there alternative conceptions of development that are less harmful to poor countries?

This distinction between ethical problems in development and the ethics of development, while initially useful, may not be as clear as it first appears. One thing that makes some conceptions of development ethically suspect is that they may make it difficult to solve ethical problems *in* development. If development is carried out by outsiders or in a top-down way, that may make it hard to solve ethical problems in development. The value of greater self-reliance or mutual reliance in development is that it may be more likely to solve ethical problems in development.

Key Themes

The Year of Global Africa is organized around three key themes, and embedded in each theme are ethical questions in and of development.

Global Africa. Africa today is a bustling hub of economic growth. It is attracting labor and capital from around the world in new forms of partnership. It is exporting new products and materials along new trade routes. As its population grows, so does its potential for greater prosperity. And with new prosperity and growth come questions of distributive justice. Many African countries enjoy significant natural resources, but this has not always translated into greater well-being for the majority of these countries. But today, for example, Ghana is developing its oil reserves and expanding cocoa production in a manner that hopes to avoid the problems that have attended earlier resource-rich countries. Increasing total production is not enough. It must be accompanied by better paying jobs for more Ghanaians. How should total production be

balanced against increased employment and higher wages? This is a major ethical problem in development.

Unity through diversity. Local knowledge, abundant natural resources, and vibrant cultures constitute a diversity that distinguishes peoples from different African states at the same time that they come together in many hybrid forms, from fabric art to agricultural products to music and film. This hybridity poses several ethical challenges. For artists, one question is the impact of commercialization on the quality of their work and their cultural identity. How much can they change their art work to attract tourists or sell to a larger export market without losing what makes the work meaningful within their own culture? Are these new hybrid forms of visual and performing art meaningful and valuable in an evolving, more inclusive culture?

Hybridity is often used to describe a stronger, more resilient species. While greater adaptability to a changing environment is valuable, are there moral limits to hybridization? If so, what are they when it comes not only to music and visual arts, but also to food crops? In other words, how does one balance this movement toward a new form of hybridity against traditional forms of diversity? Should all native languages be preserved, or should all cultures be encouraged, that is, rewarded for adopting a single national language? And how should these decisions be made? This is an ethical problem in and of development.

Partnership. A central theme throughout the Year of Global Africa is MSU's new Alliance for African Partnership, which stresses the importance of reciprocity that honors different ways of knowing in the search for collaborative ways of acting. This theme is particularly important as we struggle to overcome neo-imperial conceptions of development. There are many kinds of partnerships—economic, political, social, and military. My own work has focused on partnerships in peace building in Mali, and I'll use this experience to discuss one particular kind of challenge facing reciprocal partnerships in this context: complicity.

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Institutional Complicity in Mali

Complicity can refer to being an accessory to or an accomplice in an illegal act. It can mean aiding and abetting the enemy in wartime. Complicity also can refer to the failure of bystanders to intervene in harmful acts when they can and should intervene.¹ In all of these cases, whether active or passive, complicity refers to collaborating with a wrongdoer or an aggressor at the expense of an ally. It signals the absence of empathy for and solidarity with those who ought to be allies in a moral and sometimes legal sense. Complicity in this conventional sense is clearly antithetical to reciprocal partnership and therefore to an ethical peace building strategy.

There is another form of complicity that allies engaged in peace building must be wary of and resist. It involves abandoning responsibilities to allies in favor of accountability to an institution.² The figures of the institutionally complicit “company man” and the “good soldier” come to mind. In an educational setting, institutional complicity can take the form of protecting the financial solvency or reputation of the school at the expense of the well-being of students or other teachers.

Now, take our AAP global alliance between partners in Mali and the U.S. with its potential for institutional complicity.

After a promising but certainly not trouble-free democratic revolution in the early 1990s, since the military coup and occupation there in 2012-2013 Mali has been an increasingly impoverished and violent society. Today, control of almost half of the country (whose total geographic size equals California and Texas combined) has been ceded informally to separatists, violent extremists, and traffickers of all stripes. The government has declared a state of emergency and in the remaining half of the country it maintains a fragile visible presence, but depends largely on foreign and international military and economic assistance to maintain order.

This is true of the public provision of education throughout Mali as well. In northern territories and much of central Mali, K-12 teachers have abandoned their positions in fear for their lives. At the university campuses in and near the capital Bamako, overcrowding and under-qualified faculty drive the best students who can afford to seek higher education abroad. The dire conditions immediately following the coup of 2012 have only gotten worse.³

As the youth population continues to grow, the public education system—where it is still functioning—neither trains students for employment nor prepares them to participate in building peace and democracy.⁴ Young girls now more than ever have few alternatives to early marriage. Young boys either can join the military where they are poorly trained and poorly led, or they can succumb to the siren songs of separatists and religious extremists. Mali is squandering its human resources at a time when it needs to be investing in them for its very survival as a democratic political society.



Stephen L. Esquith with Missoudjie Dembele (l) and Boubacanar Garango (r), the teachers who led the Mali Peace Game in 2015 at the Ciwara School. Photo courtesy of Stephen L. Esquith.

The title of our AAP project is Countering Violent Extremism in Mali, but the subtitle is actually more revealing: Critical Reasoning, Moral Character, and Democratic Resilience Through Peace Education. The participants in our project (the Malian Institut pour l’Education Populaire (IEP), the MSU Residential College in the Arts and Humanities (RCAH), and the Malian Université des Lettres et des Sciences Humaines de Bamako (ULSHB)) are political allies and economic partners in a multi-faceted local initiative designed to serve as a beacon and a catalyst for democratic political education.

However, our collaboration is not without its ethical dangers. Each of the partners faces its own particular version of institutional complicity. Operating within a constellation of complex institutions driven by their own survival imperatives, they run the risk of making unethical compromises to preserve the institution at the expense of their primary objectives.

IEP and the Ciwara School have had to concentrate on the lower grades at the expense of older students, RCAH has had to concentrate on investments in recruitment activities, and ULSHB has had to charge its own private tuition despite being a public university. We have all done this to keep our institutions afloat at the expense of reducing the programs that we are there to provide.

These hard choices reflect the ethical dilemmas in development and also the contested meaning of development in education. Balancing on this razor’s edge takes a partnership built upon trust and cooperation. The Year of Global Africa provides us with an opportunity to learn from one another as we address these problems in and of development. 🌍



STEPHEN L. ESQUITH

Dean

Residential College in the Arts and Humanities

1 Guiora, A. N. (2017). *The crime of complicity: The bystander in the Holocaust*. Chicago: Ankerwycke.

2 Docherty, T. (2016). *Complicity: Criticism between collaboration and commitment*. London: Rowman & Littlefield International.

3 Dougnon, I. (2013, March 10). In a time of crisis, why are academics so quiet? *University World News*, Issue 262 [online]. <http://www.universityworldnews.com/article.php?story=20130308124745395>

4 Bleck, J. (2015). *Education and empowered citizenship in Mali*. Baltimore, MD: Johns Hopkins University Press.

The Alliance for African Partnership (AAP)

The AAP is a collaboration of African institutions, Michigan State University, and other international collaborators, that seeks to address today's global challenges through the mobilization and support of sustainable, effective, and equitable long-term partnerships whose activities positively transform institutions and livelihoods in Africa and MSU.

In 2016, MSU consulted with 14 African leaders across a range of backgrounds and expertise to create a new type of partnership based on sustainable and mutually beneficial forms of collaboration. This convening laid the groundwork for the Alliance for African Partnership and identified mutually defined challenges in six thematic areas: agri-food systems; culture; health and nutrition; water, energy, and the environment; youth empowerment; and education.

The AAP encourages the development of innovative research partnerships around these themes through its Partnership Grant Program. Through a competitive process, awardees receive between \$50,000 and \$200,000 for projects that exemplify the AAP's mission. Project activities may include cooperative research, capacity building, outreach, network development, and bringing research to practice.

Through this initiative, MSU will continually strive to be a leader in co-developing best practices for partnerships in Africa.

Dr. Jamie Monson, director, African Studies Center, and Dr. Thomas Jayne, University Foundation Professor of Agriculture, Food, and Resources Economics, have served as the founding co-directors of

The intent of the AAP is not only to deepen existing partnerships, but also to develop new partnerships, bring in new teams, encourage new researchers, and seek new funding sources. This Alliance will need to integrate across disciplines as well as regions.

THOMAS JAYNE

University Foundation Professor of Agriculture, Food, and Resource Economics
Founding Co-Director, Alliance for African Partnership

the Alliance for African Partnership since its inception in 2016. The AAP's incoming campus-based co-directors are Dr. Amy Jamison (Center for Gender in Global Context) and Dr. José Malete-Jackson (African Studies Center, International Studies and Programs). The director of the African Secretariat of AAP is Professor Richard Mkandawire.

aap.isp.msu.edu

THREE FOUNDATIONS OF THE ALLIANCE FOR AFRICAN PARTNERSHIP

BUILDING BRIDGES

Bringing people and organizations together to address global challenges through innovative models of partnership.

TRANSFORMING INSTITUTIONS

Promoting sustainable and effective partnerships that enhance institutional resources and increase institutional capacity.

TRANSFORMING LIVES

Supporting research and initiatives that will translate into real-world impact to improve African lives and livelihoods.

People on the Move



Hiram E. Fitzgerald, who has led University Outreach and Engagement since 2001, has stepped down from his position as Associate Provost for University Outreach and Engagement, effective June 30, 2018. He will continue to serve as an active member of the Department of Psychology faculty.

Fitzgerald earned his Ph.D. in 1967 at the University of Denver. In addition to his appointment as Associate Provost, he is University Distinguished Professor in the Department of Psychology; previously, he served 13 years as associate chairperson of the department. He has also served as president of the Engagement Scholarship Consortium, past president and executive director of the Michigan Association for Infant Mental Health, and for 16 years was executive director of the World Association for Infant Mental Health. He is an active member of the Tribal Early Childhood Research Center at the University of Colorado, Denver, a member of the Native Children's Research Exchange, and a member of a variety of interdisciplinary research teams focusing on evaluation of community-based early preventive-intervention programs in Michigan and nationally. He also serves on the National Advisory Board of the Buffett Childhood Research Centre at the University of Nebraska–Omaha and chairs the external advisory board for the Oklahoma State University's Centre for Integrative Research on Childhood Adversity.

Fitzgerald's major areas of funded research include the study of infant and family development in community contexts, the impact of fathers on early child development, the implementation of systemic community models of organizational process and change, the etiology of alcoholism, and broad issues related to the scholarship of engagement. He has published 236 peer-reviewed journal articles, 80

chapters, and 76 books as well as numerous other technical reports, curricula, and policy briefs.

Fitzgerald has received numerous awards, including the ZERO TO THREE Dolley Madison Award for Outstanding Lifetime Contributions to the Development and Well Being of Very Young Children, the Michigan Association for Infant Mental Health Selma Fraiberg Award, and the designation of Honorary President from the World Association for Infant Mental Health. He is a Fellow of the American Psychological Association and the Association of Psychological Science, and is an elected member of the Academy of Community Engagement Scholarship and the International Adult and Continuing Education Hall of Fame.

Associate Provost for University Outreach and Engagement is a role that no one could have described 20 years ago and now it's a role that is integral to the real identity of Michigan State University—because of Hi Fitzgerald's leadership. He led the international conversations about engaged scholarship and research and understood something that others didn't: that the work that gets done in communities isn't done to them, but with them, and that we can't understand development in any way without understanding the systems in which we develop. And so he found ways to help us understand that and to support the work of others, which is such a critical part of what his career has been, not just being excellent in his own work but making sure that others were as well, creating environments, creating support systems for faculty who wanted to do the kind of work that he wanted to do, creating access for communities to come to the University—but for us to find places to ask and answer questions and, hopefully, to learn and to leave those communities better places. 🌱

Milestones

Two units affiliated with UOE are celebrating 50th anniversaries this year.

The Center for Community and Economic Development was established during academic year 1968-1969 as the Center for Urban Affairs, charged by then-President Hannah with contributing to the solution of societal problems “in the area generally referred to as civil rights.” The Center's work focuses on the unique challenges of distressed communities throughout Michigan.

The Office of Volunteer Programs—now the **Center for Service-Learning and Civic Engagement**—opened its doors on January 2, 1968. MSU was a pioneer in the national service-learning movement; the CSLCE is the oldest continuously operating service-learning center in the country.



Laurie A. Van Egeren was appointed as interim associate provost for UOE, by Michigan State University Provost June Pierce Youatt, effective July 1.

Van Egeren currently serves as assistant provost for university-community partnerships, as well as adjunct professor in the Department of Human Development and Family Studies. She previously served as acting director of the MSU Museum, director of the MSU Community Evaluation and Research Collaborative, co-director of the National Collaborative for the Study of University Engagement, and acting director of the Michigan Institute for Safe Schools and Communities.

“Dr. Van Egeren has demonstrated strong leadership capabilities in the many roles she has taken on during her years at MSU,” Youatt said. “I

am grateful she has accepted this interim role and confident she will provide both leadership and continuity during this time of transition.”

Van Egeren’s academic expertise includes prevention and intervention research and evaluation, early childhood science education, out-of-school-time programming, and institutional engagement. She has served as lead principal investigator for over \$10 million in grants and contracts, including a \$2.5 million grant from the National Science Foundation for “Cluster Randomized Trial of Early Childhood Science Education with Low-income Children.”

“I’m honored that the Provost has asked me to serve in this role and with these university and community colleagues.”

“MSU embraces a vision where engaged scholarship and university-community partnerships are fundamental to the academic mission—and UOE is an international leader in how to facilitate that vision. I’m honored that the Provost has asked me to serve in this role and with these university and community colleagues,” Van Egeren said.

Van Egeren is a proven leader in the community through her work on the steering committee of the National Alliance for Broader Impacts, serving as the MSU representative to the Engagement Scholarship Consortium, and through her membership on the Council on Engagement and Outreach of the Association of Public and Land-grant Universities. In

2016, she received the Michigan Association for Evaluation Service Award.

Van Egeren will succeed Hiram E. Fitzgerald, who will return to faculty on July 1 after leading UOE for 17 years. She

earned a bachelor of arts in English literature from the University of Illinois at Urbana-Champaign, and a master’s degree in child and family clinical psychology and Ph.D. in developmental psychology from MSU. She began her career at MSU in 1999 as a research associate for the Institute for Children, Youth, and Families and has been with UOE since 2003.

The search for the next associate provost for University Outreach and Engagement will follow a campus-wide conversation on the future directions of outreach and engagement at MSU. ♡



Resources

Cris Sullivan, a professor of psychology in the College of Social Science, has co-authored *Power Through Partnerships: A CBPR [community based participatory research] Toolkit for Domestic Violence Researchers* (Goodman et al., 2017). Published by the National Resource Center on Domestic Violence, the guidebook aims to support researchers who would like to learn more about CBPR approaches, particularly in the context of domestic violence. It is available for download from cbrptoolkit.org

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People on the Move



Jessica Bilodeau has joined Gifted and Talented Education as its new assistant director. Bilodeau comes to UOE from the College of Osteopathic Medicine, where she was educational program coordinator in the Admissions office.



Jilda Keck, assistant to the MSU Museum director, has been promoted to administrative business manager/supervisor. Keck has been with the Museum since 2004.



Chong-Anna Canfora has joined the MSU Museum as director of development. She comes to MSU from the Historical Society of Michigan, where she served as director of development. Canfora also serves as board chair of the Ingham County Economic Development Corporation.



Brad Smith of UOE's Communication and Information Technology Department has been promoted to Information Technologist I. Smith designs, develops, and maintains websites for internal departments and external clients. His professional interests include accessibility and usability of mobile technology, website accessibility, and front-end website development. He has worked with software developers, Web developers, and users within the accessibility and usability field for 12 years.



Sharon Conley has joined UOE as an executive staff assistant in the Office of the Associate Provost. She has worked for MSU for more than 20 years, most recently as executive staff assistant in the Office of the Vice President for University Advancement.



Michelle Snitgen is a new academic specialist at the Center for Service-Learning and Civic Engagement, where she is responsible for developing, supporting, and advancing academic community-engaged learning. She also serves as a resource and consultant for faculty and a support for students enrolled in such learning opportunities. Prior to joining the CSLCE she served as program coordinator for the MSU College Advising Corps. She holds B.A. and M.A. degrees in interpersonal and public communication, both from Central Michigan University.



Diane Doberneck has been promoted to associate director of the National Collaborative for the Study of University Engagement. Doberneck came to NCSUE in 2007 after working with the Center for Community and Economic Development and the Bailey Scholars Program. Over the course of her tenure with NCSUE, she has developed a national reputation for research on community-engaged scholarship.



Arnold Weinfeld, director of UOE Urban Policy Initiatives, has added associate director of the Institute for Public Policy and Social Research to his portfolio. He is also serving as interim director at IPPSR for one year beginning in July 2018. Prior to joining UOE, Weinfeld served as CEO of Prima Civitas, a community and economic development nonprofit organization.



Jennifer Ismirle has been promoted to senior user experience researcher at Usability/Accessibility Research and Consulting (UARC). Ismirle has led UARC's user-oriented research projects for the past several years, and is a key contributor to the unit's success. She has a BA in professional writing and a BA in English, both from MSU.

Awards and Recognitions



Michigan State University was one of three recipients of the statewide 2018 Education Service Leader award, which recognizes schools, universities, and organizations that support youth to engage in service and volunteerism on campus and in their communities. The Center for Service-Learning and Civic Engagement received the award on behalf of the University at the Governor's Service Awards ceremony in June.



Burton A. Bargerstock, director of the National Collaborative for the Study of University Engagement, director of Communication and Information Technology, and special advisor to the Associate Provost for University Outreach and

Engagement, has been inducted into the Academy of Community Engagement Scholarship (ACES). ACES is an international academy of individuals who have made significant contributions to the scholarship of engagement and the worldwide movement for university-community engagement. Bargerstock was also elected president in 2017.



Julie Crowgey, event coordinator with UOE's division of Communication and Information Technology, has been named

president of Meeting Professionals International—Michigan Chapter. A 2004 MSU graduate in hospitality business, Crowgey earned her designation as a certified meeting professional in 2011.



C. Kurt Dewhurst, director of UOE Arts and Cultural Initiatives and professor of English, and **Marsha MacDowell**, curator of folk arts at the MSU Museum and

professor of art, art history and design, received the 2018 Charles A. Gliozzo International Award for Public Diplomacy. The award, sponsored by International Studies and Programs, recognizes members of the greater MSU community who are making significant contributions to public diplomacy through promoting knowledge and understanding between faculty, staff, community members, and international students, scholars, and visitors.



Rex LaMore, director of the Center for Community and Economic Development, is one of two recipients of the inaugural Simmons Chivukula Award for Academic Leadership. This MSU award recognizes excellence in academic

leadership at the rank of department chair, school or unit director, assistant dean, or associate dean. LaMore's work supports the development of innovative programs aimed at assisting student, faculty, staff, and partner efforts to create sustainable prosperity and an equitable society.



Susan Sheth, director of Gifted and Talented Education (GATE) at MSU, was named president-elect of the Michigan

Association for Gifted Children. She is also Northwestern University's Midwest Academic Talent Search Program liaison for southeast and mid-Michigan. Sheth's goals at GATE include offering gifted programming for underserved populations and expanding opportunities throughout the State of Michigan.



Laura Schmitt Olabisi, associate professor of community sustainability, was named a 2018-2019 Public Engagement

Fellow by the American Association for the Advancement of Science (AAAS) Alan I. Leshner Leadership Institute for Public Engagement with Science. Each year the award goes to 15 scientists who have demonstrated leadership and excellence in their research careers and interest in promoting dialogue between science and society.



Heng-Chieh (Jamie) Wu, academic specialist with the Community Evaluation and Research Collaborative, has been honored by the National Afterschool Association as one of its 2018 Most Influential in Research and Evaluation. Honorees are distinguished for their contributions to research and evaluation on youth and adolescent development. Wu is principal investigator of the Great Start Readiness Programs State Evaluation and co-investigator of the Michigan 21st Century Community Learning Centers State Evaluation.

2018 MSU AWARDS HONOR

University Outreach and Engagement established its awards program to recognize highly engaged and scholarly community-based research, creative activity, teaching, and service collaborations that positively impact both the community and scholarship.

MSU COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD (CESA)

The CESA recognizes exemplary engaged scholarship with a community partner. One scholar and her/his partner(s) share a stipend of \$5,000. The winning partnership also represents MSU in the competition for the regional W. K. Kellogg Foundation Community Engagement Scholarship Awards and the national C. Peter Magrath Community Engagement Scholarship Award cosponsored by the Association of Public and Land-grant Universities and the Engagement Scholarship Consortium. These are among the most prestigious recognitions of exemplary engaged scholarship in the United States.

Helping National Guard Families After Deployment: A University-Military Collaboration

- Adrian J. Blow, College of Social Science
- Michigan Army National Guard

Since 2006, Adrian Blow has worked with a range of community partners, including clinicians, military personnel, the Michigan National Guard, the University of Michigan Medical School, the Veteran's Affairs of Ann Arbor Healthcare System, and the Michigan Public Health Institute, to address the challenges of reintegration faced by returning National Guard soldiers and their families.

The work of Blow and his team has had an immeasurable impact on military personnel and their families post-deployment through research-informed programming and policy change. It has led to the creation of an effective peer-to-peer support program as well as the Star Behavioral Health Provider Program, which trains mental health care providers in military cultural competency, and treatments for PTSD, insomnia, depression, and family resilience.



DISTINGUISHED PARTNERSHIP AWARDS

The Distinguished Partnership Awards comprise a series of four University-wide recognitions for highly engaged and scholarly community-based work that positively impacts both the community and scholarship. The awards are given in the categories of Research, Creative Activities, Teaching, and Service. Each award is jointly conferred on a faculty recipient and her/his community partner(s), and comes with a shared stipend of \$1,500. The four award recipients are also finalists for the CESA award.

Distinguished Partnership Award for Community-Engaged Research

Helping National Guard Families After Deployment: A University-Military Collaboration

- Adrian J. Blow, College of Social Science
- Michigan Army National Guard

This partnership won MSU's 2018 Community Engagement Scholarship Award. See description above.

ENGAGED SCHOLARSHIP

Distinguished Partnership Award for Community-Engaged Creative Activity

Indigistory

- Gordon D. Henry, College of Arts and Letters
- John W. Norder, College of Agriculture and Natural Resources and College of Social Science
- Christie M. Poitra, College of Agriculture and Natural Resources
- Saginaw Chippewa Tribal College, Inter-Tribal Council of Michigan, Michigan History Center

Developed in 2012 by leaders of MSU's Native American Institute, the Indigistory program provides a digital platform, support, and resources for Native youth to share their stories about their families, tribal histories, cultures, languages, and lifestyles with Native and non-Native audiences.

The program also offers an annual film camp held at Michigan State University for Native American middle and high school students (Native American Youth Film Institute, NAYFI), where students have created more than 40 films featured in eight festivals around Michigan.

The program is interdisciplinary, with a range of collaborative community partners who share in decision-making and leadership. Funding received from the Michigan Humanities Council has allowed for the workshops and NAYFI to be offered at no cost. Films made by the students are shown in film festivals that are free and open to the public.



Distinguished Partnership Award for Community-Engaged Teaching

Crain Michigan State University Detroit High School Journalism Program

- Jeremy W. Steele and Joy Visconti, College of Communication Arts and Sciences
- Crain Communications, Inc.



This program mentors 200 to 300 students in some 14 Detroit high schools each year, using journalism as a tool to develop critical skills that prepare them for college. Students learn how to gather information, think critically, write, and create information visually. They are connected with professionals—MSU faculty members and journalism students, as well as professional journalist mentors—to produce newspapers and website content about the issues affecting the students' schools, neighborhoods, and peers.

Students in the program work one-on-one with a mentor or MSU Journalism faculty member to develop and produce their story ideas. Four times a year, the program distributes more than 10,000 student-produced newspapers to students in Detroit schools.

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Distinguished Partnership Award for Community-Engaged Service

Improving Workforce Productivity at Peckham

- Sriram Narayanan, Eli Broad College of Business
- Peckham, Inc.



People with disabilities can face significant barriers to getting a job, sometimes due to myths regarding their ability to work efficiently. A number of programs exist to help increase employment outcomes for people with disabilities, but these programs have not examined barriers within manufacturing processes that may impede persons with disabilities from full productivity.

Peckham, Inc. is a Lansing-based company that employs a significant number of people who have disabilities. Dr. Narayanan teamed up with Peckham leaders to utilize supply chain management methods to research and design an effective workplace environment that is inclusive of people with disabilities while maximizing productivity.

Much of the research focused on team dynamics in the workplace. Working with MBA, supply chain doctoral, and computer engineering students, as well as Peckham staff, the research team identified areas of Peckham's operations where diversity could be increased to improve productivity. The findings of the team were applied to Peckham's operations and have also been presented

broadly within the field to increase workplace opportunities and the quality of such opportunities for employees with disabilities.

MICHIGAN STATE UNIVERSITY COMMUNITY ENGAGEMENT SCHOLARSHIP LIFETIME ACHIEVEMENT AWARD

The Lifetime Achievement Award recognizes individuals of outstanding sustained accomplishment in community-engaged scholarship through research, creative activity, teaching, and/or service and practice over the span of a career.

William S. Davidson II

University Distinguished Professor
College of Social Science

Shortly after arriving at MSU in 1975, Dr. Davidson established the Adolescent Diversion Project (ADP), which is designed to decrease delinquency while helping juveniles to recognize their competencies. The ADP created a collaboration through which innovative educational experiences were offered, best practice interventions were developed and employed, and sound scientific methodology was used to address juvenile delinquency in mid-Michigan.

Since 1976, ADP has diverted 6,117 first-time offenders from the local juvenile court, with dramatic reductions in repeat offenses. In addition, an equal number—6,117 undergraduates—have participated in the diversion work. The project has saved the mid-Michigan community more than \$20 million, and Davidson has built a solid foundation of support from officials at the Ingham County Circuit Court, along with parents, community leaders, and school officials. One book and more than 50 articles and presentations have resulted from this community-engaged partnership.

Davidson is an internationally-acclaimed scholar on behavioral psychology, and an exemplary community-engaged researcher. He has been recognized for achievements in his field by the United Nations, the American Psychological Association, the U.S. Department of Health, Education, and Welfare, and the State of Michigan.



About University Outreach and Engagement

University Outreach and Engagement facilitates university-wide efforts to create an ecosystem of engagement by supporting the engaged activities of faculty, staff, and students; fostering public access to university expertise and resources; and advocating for exemplary engaged scholarship, nationally and internationally.

In all of its work, UOE emphasizes university-community partnerships that are **collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.**

Laurie A. Van Egeren
Interim Associate Provost
for University Outreach
and Engagement

Contact University Outreach and Engagement to learn how you can become more active in the MSU engagement enterprise.

engage.msu.edu

Arts and Cultural Initiatives **C. Kurt Dewhurst, Director**

UOE Arts and Cultural Initiatives facilitates research collaborations between MSU faculty and community-based partners using arts and culture to foster effective inclusive communities and cultural economic development.

Urban Policy Initiatives **Arnold Weinfeld, Director**

UPI serves as a connector and boundary spanner for MSU faculty, community partners, and other agencies to develop community-university partnerships focused on urban and systems change.

Center for Community and Economic Development **Rex LaMore, Director**

Located in central Lansing, CCED works to improve the quality of life for people in distressed Michigan communities through responsive engagement, strategic partnerships, and collaborative learning.

Center for Service-Learning and Civic Engagement **Renee C. Brown, Director**

CSLCE provides curricular and cocurricular service-learning and engagement opportunities for MSU students and helps faculty integrate service-learning into their courses.

Communication and Information Technology **Burton A. Bargerstock, Director**

CIT provides public access to information about university-wide outreach initiatives through the Internet, as well as consulting and product development services for websites, databases, publications, graphic design, and event management.

Community Evaluation and Research Collaborative **Miles McNall, Director**

CERC develops and sustains university-community partnerships that are mutually beneficial and impactful through community-based participatory evaluation and research.

Gifted and Talented Education **Susan Sheth, Director**

GATE promotes differentiated educational programs for students in grade school, middle school, and high school in order to provide educational experiences that benefit academically able students intellectually, cultivate social relationships, and encourage a global understanding of their world.

Julian Samora Research Institute **Rubén Martínez, Director**

JSRI conducts research on social, economic, educational, and political issues of Latino communities.

MSU Detroit Center **Jena Baker-Calloway, Director**

The Center is home to College of Education programs and Detroit internship headquarters; Community Music School-Detroit classes, programs, and events; and offices for admissions, advancement, and governmental affairs.

MSU Museum **Mark Auslander, Director**

The MSU Museum reaches a broad public audience through collections, field- and collections-based research, public service and education programs, traveling exhibits, and innovative partnerships.

National Collaborative for the Study of University Engagement **Burton A. Bargerstock, Director**

NCSUE promotes the study of university engagement through original studies and publications, measurement of outreach activity, creating opportunities to learn about the practice of community-engaged scholarship, consulting with other universities, and participating in national organizations.

Usability/Accessibility Research and Consulting **Sarah J. Swierenga, Director**

UARC conducts research and evaluates new interface technologies to ensure that they are useful, usable, accessible, and appealing to a broad audience.

Wharton Center for Performing Arts **Michael J. Brand, Executive Director**

Wharton Center educational programs connect students to the performing arts by offering a wide range of programs suited to a variety of learner needs.

MICHIGAN STATE
UNIVERSITY

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2018-2019 CALENDAR • MSU OUTREACH AND ENGAGEMENT

Community-Engaged Scholarship Writing Retreat

October 18-19, 2018 | Shelbyville, MI
engage.msu.edu/learn/learning/writing-retreat

Imagining America 2018 National Conference

October 19-21, 2018 | Chicago, IL
imaginingamerica.org/2018/01/25/imagining-america-2018-national-conference

University Economic Development Association Annual Summit

October 21-24, 2018 | Milwaukee, WI
universityeda.org/annual-summit-2018

Global Engagement Speaker Series

NORBERT STEINHAUS
October 23, 2018 | MSU Kellogg Center
gess.msu.edu

World Usability Day

November 8, 2018 | MSU Union, East Lansing
usability.msu.edu

Michigan Pre-College and Youth Outreach Annual Conference

November 15-16, 2018 | University Center, MI
svsu.edu/pcc

Anchor Institutions Task Force Annual Conference

November 15-16, 2018 | New York, NY
margainc.com/annual-aitf-conference-november-15-16-2018

Global Engagement Speaker Series

PAULINE MUJAWAMARIYA KOELBL
February 19, 2019 | MSU International Center
gess.msu.edu

MSU University Outreach and Engagement Awards Ceremony

February 20, 2019 | East Lansing, MI
engage.msu.edu

Global Engagement Speaker Series

IMAN NUWAYHID
March 12, 2019 | MSU International Center
gess.msu.edu

MSU Science Festival

April 5-20, 2019 | East Lansing, Detroit, and statewide
sciencefestival.msu.edu

Michigan Science Olympiad State Tournament

April 27, 2019 | East Lansing, MI
scienceolympiad.msu.edu

Black/Brown Dialogues Summit

September 2019 | East Lansing, MI
mazurdev@msu.edu

OTHER UPCOMING EVENTS

Summer Solstice Jazz Festival

Held annually in June
eljazzfest.com

International Association for Research on Service- Learning and Community Engagement (IARSLCE) Conference

Summer 2019
researchslce.org

Innovate Michigan! Summit

Held annually in early September
www.reicenter.org/events

Engagement Scholarship Consortium Conference

Held annually in late September/early October
engagementscholarship.org