



Letter of Notification (LON)

Policy A1.0 New Academic Programs: Approval Process

Institution: Tennessee State University
Proposed Academic Program: Africana Studies, Bachelor of Science (BS)
Proposed Implementation Date: Fall 2024
CIP Code and Title: 05.0201 (African-American/Black Studies)

CIP Code Definition:

A program that focuses on the history, sociology, politics, culture, and economics of the North American peoples descended from the African diaspora; focusing on the United States, Canada, and the Caribbean, but also including reference to Latin American elements of the diaspora.

LON Submission Date: September 12, 2023
Posted Date on THEC Website: September 12, 2023
Public Comment Period: September 12 – September 27, 2023

Letter of Notification Checklist

THEC Academic Policy 1.0 (Section 1.0.6A) Letter of Notification Requirements:

- ✓ Letter of Support from the President/Chancellor signifying institutional governing board or system office support for development;
- ✓ Program overview;
- ✓ Background information;
- ✓ Feasibility Study;
- ✓ Enrollment and graduation projections;
- ✓ Projected costs to deliver the proposed program;
- ✓ Projected revenues for the proposed program;
- ✓ Letters of support.

Letter of Notification for Proposed New Academic Program

Bachelor of Science in Africana Studies

Department of History, Geography, Political Science,
and Africana Studies
College of Liberal Arts
Tennessee State University

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Letter of Notification for Proposed Degree Program in Africana Studies

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1. Academic Program Overview

Program Title: Africana Studies

CIP Code: 05.0201

CIP Title: African-American/Black Studies

Degree Designation: Bachelor of Science (B.S.)

Concentrations:

Africana Community and Family Studies
African Cosmology, Ontology and Psychology
Africana Political Thought and Social Justice

2. Proposed Implementation Date

Fall 2024

3. Academic Program Liaison

Dr. Robbie Melton
Interim Provost and Acting Interim Vice President for Academic Affairs
Tennessee State University
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4. Background

The Department of History, Political Science, Geography, and Africana Studies currently houses a vibrant successful program in Africana Studies that draws students from almost all undergraduate colleges at Tennessee State University. The previous iteration of the College of Liberal Arts as the College of Arts and Sciences included an Africana Studies major. The proposal to establish an undergraduate degree program in Africana Studies is supported by the mission of the University, strong enrollments in existing Africana Studies courses, and the demand for Africana Studies programs in higher education more broadly.

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The field of Africana Studies is vital to the HBCU identity of the University and to the vision emphasized in its mission statement and strategic plan. The value of Africana Studies for the University's students is evident in consistent enrollments over many years in a wide range of Africana Studies courses – including a popular General Education course and electives at both the lower and upper undergraduate levels – as well as enrollments in related courses in other disciplines. Africana Studies courses are integral to the educational experience of many of these students in developing critical thinking and knowledge of Africa and the African Diaspora. The foundations for Africana Studies at TSU are at least as well established as those at many peer institutions where similar programs thrive. The creation of a formal degree program in Africana Studies builds on some of the University's most important strengths in equipping our students for transformative leadership and success.

Philosophical Perspective

African peoples and cultures remain today as diverse and dynamic as during ancient times. The relationship of these peoples and cultures to the broader world community is most evident in the presence of people of African descent in nation states in the Americas, such as the U.S.A and Brazil. As in the past, socio-political and economic realities in the West and in Africa continue to influence social, economic and political organization at both national and international levels. Consequently, a greater understanding and appreciation of the interplay between these forces can serve as a foundation for effective problem analysis and solution. A focused, collective, and centralized body of information in this area will be an invaluable resource for Tennessee State University and the State of Tennessee.

An academically based African-centered program of study will be designed to foster intellectual inquiry into the origin, evolution and development of the peoples of Africa and the African Diaspora and the discipline of Africana Studies. The cultural, spiritual, political, social, and economic conditions of these people will be the fundamental subject matter of this program.

5. Purpose and Nature

Guided by scientific methodologies of inquiry, the program will help students to develop analytical skills based in both theoretical and empirical knowledge. Program graduates will be disciplinary scholars able to conduct empirical research and apply their findings to the cultural, political, social and economic conditions of the peoples of Africa and the African Diaspora.

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Core Learning Outcomes

Students completing the B.S. in Africana Studies will be able to:

- demonstrate verbally and in writing an understanding of the nature and purpose of knowledge production and utilization, with special attention to indigenous African and diasporic worldview, epistemologies, and systems of knowledge;
- utilize an African-informed, African-centered epistemology;
- appreciate the centrality of Africa in world civilization, and an understanding of the historic, cultural, linguistic, and spiritual forces that shape the place of African and diasporan people in today's world;
- use Africana social theories, worldview and paradigms to collect, measure, organize, analyze and synthesize data on major challenges facing Africana people, and to create compelling presentations that advance reasonable solutions;
- employ self-reflection, evaluation, and ethical reasoning and action;
- pursue graduate and professional education; and
- pursue careers having substantial contact with people of African descent, such as ambassadors to African countries, translators for the United Nations, lawyers, or serving locally as public servants, policy makers, community leaders, and teachers in African American communities.

Curriculum

Proposed requirements B.S. in Africana Studies include completion of the University's General Education curriculum (41 hours) and an Africana Studies major curriculum (36 hours). The major curriculum includes major core requirements (21 hours) and major electives (15 hours) supporting specific concentrations and career paths.

Major Core (21 hours)

- AFAS 2010: Introduction to Africana Studies (3)
- AFAS 2020: Survey of Africa (3) or
AFAS 4120: Classical African Civilizations (3)

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- AFAS 2030: African Diaspora (3)
- HIST 4910: Afro-American History I (3) or
HIST 4920: Afro-American History II (3)
- AFAS 4500: Research Methods (3)
- AFAS 4510: Africana Studies Internship (3)
- AFAS 4900: Senior Project (3)

Major Electives (15 hours)

Concentrations

- Africana Community and Family Studies

AFAS 3000: African Male: Identity, Culture, and Expressions
AFAS 3050: African Female: Identity, Socialization, and Status
AFAS 3600: African Extended Family
AFAS 3620: The African-American Family
AFAS 3650: The African-American Community

Preparation for graduate studies in Africana studies, criminal justice, social work, sociology, women's, gender and sexuality studies, and related fields.

- African Cosmology, Ontology and Psychology

AFAS 4120: Classical African Civilizations
AFAS 3100: Psychological Impact of Enslavement and Colonization
AFAS 3400: African Spiritual Philosophy I
AFAS 3800 African Spiritual Philosophy II
AFAS 4320: Spiritual Empowerment and Transformation

Potential minor or second major in psychology, philosophy, or social work.
Preparation for graduate studies in psychology, social work, Africana studies and religion.

- Africana Political Thought and Social Justice

AFAS 3860: Caribbean Societies and Modernization
AFAS 3900: Black Nationalism
AFAS 3920: Post Independent Africa
AFAS 4000: Political Economy of African Nations
AFAS 4070: Political Economy of the African American Community

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AFAS 4200: Media, Social Change and Mass Empowerment

Preparation for double major, minor and professional and graduate studies in law, political science, journalism and for political career paths.

Courses

- Existing Africana Studies Courses

As indicated above, the proposed program curriculum is supported by existing Africana Studies courses.

- Courses in Other Disciplines (can serve as possible electives and larger university degree requirements)

ART 2010: African-American Art I
ENGL 2013, ENGL 2023: Black Arts and Literature
ENGL 3650: The Contemporary Black Novel
ENGL 3800: African Literature
ENGL 3850: Caribbean Literature
ENGL 4600: African-American Women Writers
HIST 4850: History of Africa I
HIST 4860: History of Africa II
HIST 4880: Africa and the Trans-Atlantic Slave Trade
HIST 4890: Modern Africa, 1960–Present
MUSC 2350: Introduction to Afro-American Music
POLI 4920: Black Politics
PSYC 3230: The Psychology of the Black Experience

6. Alignment with State Master Plan and Institutional Mission

The Master Plan Update 2020 (to the 2015-2025 Tennessee Higher Education Master Plan) notes "gaps in educational attainment . . . by race" and praises programs that promote degree completion of black males and other under-served populations. The Africana Studies degree looks at the history, politics, and other sociocultural components that contributed to these gaps. The degree will assist in overcoming these obstacles by deepening awareness of and appreciation for the struggle and contributions of the people of Africa. TSU is the only public HBCU in Tennessee, and it is fitting that TSU should house this degree. Sitting in the center of historic North Nashville, TSU would be the only public institution in Davidson County to house such a degree.

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Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service. Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society. The University's vision and mission statements are given below.

Vision Statement

Tennessee State University aspires to be the premier public urban, comprehensive institution achieving prominence through innovation and instruction, research, creativity, and service with the dissemination of knowledge and information.

Mission Statement

Tennessee State University through its legacy as an HBCU and land grant institution transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service.

TSU is dedicated to providing accessible academic excellence in scholarly inquiry, teaching, and research. The B.S. in Africana Studies will support TSU's mission by growing a diverse population of leaders fully aware of global cultures and history.

7. Institutional Capacity

Faculty

Current two (2) tenured/tenure track faculty members.

Library Resources

The library currently has adequate resources to support Africana Studies.

Instructional Facilities

Existing office space and support exist to begin the major.

8. Existing Programs

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Austin Peay State University—Minor in African-American Studies
 East Tennessee State University—Minor in Black American Studies
 Middle Tennessee State University—B.A./B.S. in Africana Studies
 University of Memphis—B.A. in African and African-American Studies
 University of Tennessee, Chattanooga—Minor in Africana Studies
 University of Tennessee, Knoxville—Minor in Africana Studies
 LeMoyne-Owen College—Minor in African and African American Studies
 Rhodes College—Major and Minor in Africana Studies
 Tusculum University—Minor in African American Studies
 University of the South—Minor in African and African-American Studies
 Vanderbilt University—Major and Minor African American and Diaspora Studies

Recent completion data is available from the National Center for Education Statistics for four of these programs:

Institution Name	2019		2020		2021	
	First Major	Second Major	First Major	Second Major	First Major	Second Major
Middle Tennessee State University	6	2	3	1	4	
Rhodes College	0		0		0	1
University of Memphis	8	5	5	6	1	3
Vanderbilt University	5		4	1	1	

9. Feasibility Study

EAB Program Feasibility Study

The appended EAB program feasibility study, prepared in December 2021, presents an analysis of the proposed program's feasibility with reference to employer demand and with reference to peer programs, including potential competitor programs. The study also provides recommendations for successful program implementation.

With reference to employer demand, the study analyzes job recent postings for Africana Studies program graduates regionally and in local Metropolitan Statistical Areas (MSAs). The study finds that the recent growth rates for Africana Studies postings, regionally and in local MSAs, exceed job posting growth rates for bachelor's degrees overall but that

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the total job posting numbers are small (403 over 12 months in the regional analysis and 99 over 12 months in the local MSA analysis). A limitation of this analysis, stated in the report, is that “employer demand offers an imperfect measure of demand for area and cultural studies programs given the broad applicability of skills learned through the narrower subject focus” (p. 22). Other sections of the report recognize these skills and encourage their emphasis in the design of the proposed program.

With reference to peer programs, the study analyzes completion numbers for programs at the regional level and in local MSAs. The study finds the local MSA comparison much more favorable than the regional comparison, where “existing large programs capture student demand” (p. 33). Most of the institutions included in the regional and local MSA analyses, however, are not considered primary peers or competitors for TSU. The five “profiled programs” analyzed in the study (Georgia State University, Kennesaw State University, the University of Louisville, Middle Tennessee State University, and the University of Tennessee Knoxville) offer more meaningful comparisons. With reference to both in-state and out-of-state tuition at these institutions, the study notes significant cost advantages for TSU (p. 7).

Student Survey

The table below presents the results of an internal survey administered to students enrolled in Africana Studies courses and related courses to gauge potential interest in the proposed degree program.

The survey was administered online, with 31 responses from November 2021 to January 2022, 66 responses in November and December 2022, and 1 response in March 2023.

Prompt: “The College of Liberal Arts has recently proposed the establishment of an undergraduate degree program in Africana Studies. Please indicate below whether you would add Africana Studies as a major if this program were available.”

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Response	Number	Percentage
Yes	67	68.37%
Probably	18	18.37%
Probably Not	9	9.18%
No	4	4.08%
Total	98	100%

Course Enrollments

The tables below – based on unofficial, internal analysis of Banner data – indicate course enrollments in Africana Studies since 2019 and compare these with course enrollments in two disciplines with active degree programs during the same period. Course enrollments in Africana Studies have remained strong during this period and are broadly comparable with enrollments in Political Science.

Africana Studies

Year	Introduction to Africana Studies	Other Lower-division Courses	Upper-division Courses	Total
2019–2020	420	26	228	674
2020–2021	317	30	246	593
2021–2022	318	43	246	607
2021–2023	492	35	253	780

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Political Science

Year	Introduction to Political Science	American National Government	Other Lower-division Courses	Upper-division Courses	Total
2019–2020	161	241	70	369	841
2020–2021	139	204	65	323	731
2021–2022	159	241	47	262	709
2022–2023	376	369	79	294	1,118

Sociology

Year	Introduction to Sociology	Other Lower-division Courses	Upper-division Courses	Total
2019–2020	765	103	953	1,821
2020–2021	786	106	769	1,661
2021–2022	912	107	745	1,764
2022–2023	1,499	89	642	2,230

Letters of Support

Four appended letters of support have been provided by a graduate of the University's previous Africana Studies degree program, a graduate of the History program, and two faculty colleagues in similar programs at other institutions. These letters attest to the importance and vitality of Africana Studies as a discipline, the educational and career opportunities of graduates, and the commitment of academic and community partners to support the program.

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10. Program Costs/Revenues

Because Africana Studies exists as a robust, productive program, the major can be launched with the existing tenured/tenure track faculty members supplemented with a qualified full-time temporary instructor who will be hired from the Decentralized Budget that covers general education and other needs. Given the projected growth of the major, the program is expected to be self-sufficient by the fourth year.

A completed THEC Financial Projection Form for the program is appended.



Feasibility of a B.A. in Africana Studies

Program Feasibility Study Completed for
Tennessee State University
December 2021

Market Insights Brief

Credential Design and Curriculum Analysis

- Knowledge and Skills Heatmap
- Profiled Program Review

Market Pulsecheck

- Labor Market Intelligence
- Competitive Intelligence

B.A. in Africana Studies

Caylie Privitere

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Market Insights Manager

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I. Recommendations and Considerations

Research Challenge

The partner institution requested a program feasibility study to:

- Validate market demand for new program
- Identify top employers and in-demand job knowledge and skills
- Evaluate peer programs
- Provide curricular guidance

A full list of research questions appears in the appendix.

Recommended Next Steps

- *Request a market opportunity scan* for help identifying more promising new program subjects
- [Develop outcomes-focused recruitment messages](#) when beginning program recruitment

Create Expansive Curriculum, Experiential Learning, and Professional Development Opportunities to Differentiate in a Challenging Landscape

Executive Overview

Employer demand trends indicate low-to-moderate need for Africana studies program graduates. Across November 2018 to October 2021, demand for bachelor’s-level Africana studies professionals outpaced employer demand for bachelor’s-level professionals overall regionally and locally. However, employers advertised a low number of relevant job postings in the last 12 months in both regions, suggesting program graduates may enter an unfavorable labor market.

A challenging competitive landscape poses a threat to successful program launch. The number of institutions reporting relevant degree completions increased each year on average regionally while remaining relatively stable locally. Further, the top three regional and local institutions collectively reported 79.41% and 82.05% of degree completions, respectively, during the 2019-20 academic year. These trends point to stable and growing competition alongside market concentration, potentially challenging program launch for Tennessee State University.

Offer interdisciplinary and expansive class offerings to align with profiled programs. Profiled programs’ curricula includes coursework across multiple disciplines (e.g., research, law and policy, feminist theory). Further, profiled programs’ coursework offer both historical and contemporary perspectives on Africana studies. To align with nearby and strong competitor Africana studies programs, utilize courses from the existing [Africana studies minor](#) at Tennessee State University as the basis for program launch. In addition, consider incorporating resources from the existing [history major](#) and [women studies minor](#) at Tennessee State University to enhance the scope of the proposed Africana studies program.

Consider offering employer partnerships as an opportunity to differentiate the proposed program from competitors. No profiled programs advertise employer partnerships, despite EAB [research](#) suggesting prospective students show increased interest in program marketing that emphasizes returns-on-investment through graduate employment outcomes. Advertising employer partnerships on the program webpage demonstrates a pathway between program completion and potential employment opportunities, therefore appealing to career-minded students.

Design a diverse set of experiential learning opportunities beyond a capstone or seminar class to set the proposed program apart from competitors. Four profiled programs require a culminating capstone, seminar class, or cooperative internship while one program offers a service-learning trip. Unique experiential learning may elevate the proposed Africana studies program at Tennessee State University within a challenging competitive landscape.

II. Credential Design and Curriculum Analysis

Section Includes:

- Profiled Program Review
- Knowledge and Skills Heatmap
- Curriculum Analysis

Credential Design

Develop an intersectional African Studies curriculum to align with the expansive course offerings of competitor programs. This analysis identified trends within [profiled programs' coursework](#) (e.g., law and policy, feminist theory, the African Diaspora). Further, profiled programs' coursework offers both historical and contemporary perspectives on Africana studies. Utilize courses from the existing [Africana studies minor](#) as a basis for new program launch in addition to incorporating resources from the [history major](#) and [women studies minor](#) at Tennessee State University to help reduce launch costs.

Reference this EAB [New Program Launch Guidebook](#) for further information.

Curriculum

Require research methods coursework to align with competitors and enable students to develop desirable social science skills. Three profiled programs require research methods coursework. Further, employers demonstrated sustained demand for "data collection" skills across November 2018 to October 2021. Offering research-based coursework will align with competitor programs while better preparing graduates for the job market.

Consider requiring students to take classes within multiple concentrations. Three profiled programs require students take courses within each of the offered program concentrations (e.g., "cultural studies," "social studies"). Only Georgia State University offers distinct concentration areas (e.g., "pre-education," "social justice and community empowerment"), requiring students specialize in just one area of interest. Consider aligning with competitors and designing an expansive Africana studies curriculum with sub-fields and concentrations, facilitating students' exposure to multiple perspectives within the discipline. Full profiled programs' curricula attached in [Appendix A](#).

Marketing

Integrate testimonials and advertise potential graduate outcomes on the program webpage to attain program enrollments. Three profiled programs promote potential graduate outcomes (e.g., career paths, potential job titles) while one profiled program highlights current student testimonials on the program webpage. EAB [research](#) finds that integrating testimonials (e.g., student, faculty, alumni) across all marketing materials (e.g., brochures, webpages) projects a cohesive, outcomes focused value proposition to prospective students. Further, including labor market data and graduate outcomes may improve click-through rates and ultimately, attract more program enrollments.

Professional Development

Consider offering employer partnerships to emphasize the program’s return-on-investment value. No profiled programs advertise employer partnerships, despite EAB [research](#) suggesting prospective students show increased interest in program marketing that emphasizes returns-on-investment through graduate employment outcomes. Further, EAB [research](#) indicates contract-based projects with local employers help students learn critical skills while improving post-graduate employment opportunities. Advertising employer partnerships on the program webpage demonstrates a pathway between program completion and potential employment opportunities, therefore appealing to career-minded students. For more information on securing employer partnerships, reference [this EAB guide](#).

In addition to employer partnerships, incorporate professional development coursework within the curriculum to better prepare students for graduation. Kennesaw State University offers professional engagement classes (e.g., “Careers in African and African Diaspora Studies”), exposing students to potential career paths before graduating. Offering professional development-oriented coursework may better prepare program graduates for the job market.

Experiential Learning Requirements

A standout Africana Studies program should feature an experiential learning or internship opportunity beyond a capstone or seminar requirement. Four profiled programs require a culminating capstone or seminar class. However, the University of Tennessee Knoxville stands out against profiled competitors by offering a summer-long service trip to South Africa for students. Additionally, the University of Louisville requires a cooperative internship with a relevant public agency or organization. Reference [this EAB infographic](#) for more information on developing experiential learning opportunities for the proposed program.

Analysis of Profiled Program Design

Profiled programs require between 27 and 36 credits for the B.A. in Africana studies, while the University of Tennessee Knoxville requires 30 credits for completion of the concentration. Students attend face-to-face courses. In-state, profiled programs cost on average \$66,820, higher than the estimated in-state total program cost of [\\$33,980](#) at Tennessee State University. Similarly, profiled programs cost on average \$132,001 out-of-state while the out-of-state tuition at Tennessee State University is an estimated [\\$66,000](#).

Profiled Program Characteristics

Comparator Africana studies programs located near Tennessee State University

	Georgia State University B.A. in Africana Studies	Kennesaw State University B.A. in African and African Diaspora Studies	University of Louisville B.A. in Pan-African Studies	Middle Tennessee State University B.A. in Africana Studies	The University of Tennessee Knoxville B.A. Africana Studies concentration
<i>Title</i>					
<i>Modality</i>	Face-to-face	Face-to-face	Face-to-face	Face-to-face	Face-to-face
<i>Credits</i>	33 major area courses	27 major area credits	36 major area courses	36 major area courses	30 concentration courses
<i>Advertised Tuition¹</i>	<ul style="list-style-type: none"> In-state: \$4,474 per semester Out-of-state: \$13,993 per semester 	<ul style="list-style-type: none"> In-state: \$185.40 per credit hour³ Out-of-state: \$654.33 	<ul style="list-style-type: none"> In-state: \$6,087 per semester Out-of-state: \$14,260 	<ul style="list-style-type: none"> In-state: \$9,306 per semester Out-of-state: \$28,606 per semester 	<ul style="list-style-type: none"> In-state: \$13,244 per academic year⁴ Out-of-state: \$31,664 per academic year
<i>Estimated Total Program Tuition²</i>	<ul style="list-style-type: none"> In-state: \$35,782 Out-of-state: \$111,944 	<ul style="list-style-type: none"> In-state: \$22,200 Out-of-state: \$78,480 	<ul style="list-style-type: none"> In-state: \$48,696 Out-of-state: \$114,080 	<ul style="list-style-type: none"> In-state: \$74,448 per year Out-of-state: \$228,848 	<ul style="list-style-type: none"> In-state: \$52,976 Out-of-state: \$126,656

1) Advertised tuition indicates the tuition cost as presented on the program website. Program fees are not included given the significant variance in institutional fees.

2) Estimated total program tuition calculates the tuition for full program completion (e.g., across eight semesters).

3) Total tuition costs estimated by multiplying the cost per credit hour by 120 credits.

4) Total tuition costs estimated by multiplying academic year cost by four.

Experiential Learning

All profiled programs require a capstone or Africana studies seminar class. However, the University of Tennessee Knoxville stands out against profiled competitors by offering a [summer-long service trip to South Africa](#) for students. Additionally, the University of Louisville requires a cooperative internship with a relevant public agency or organization. Consider utilizing existing resources at the [Center for Service Learning & Civic Engagement](#) to build and elevate experiential learning opportunities for the proposed program and differentiate from competitors.

Capstone

All profiled programs require a culminating capstone or seminar class (e.g., "Africana Studies Seminar," "Africana Studies Capstone").

Service-Learning

The University of Tennessee Knoxville offers a month-long service-learning trip to South Africa. The focus of the program emphasizes social justice, examining South Africa while also engaging in community service.

Cooperative Internship or Research

The University of Louisville requires a cooperative internship, in which students are assigned to a relevant public agency or organization.

Regional Analysis of Job Postings' Skill Requirements for Bachelor's-Level Africana Studies Professionals

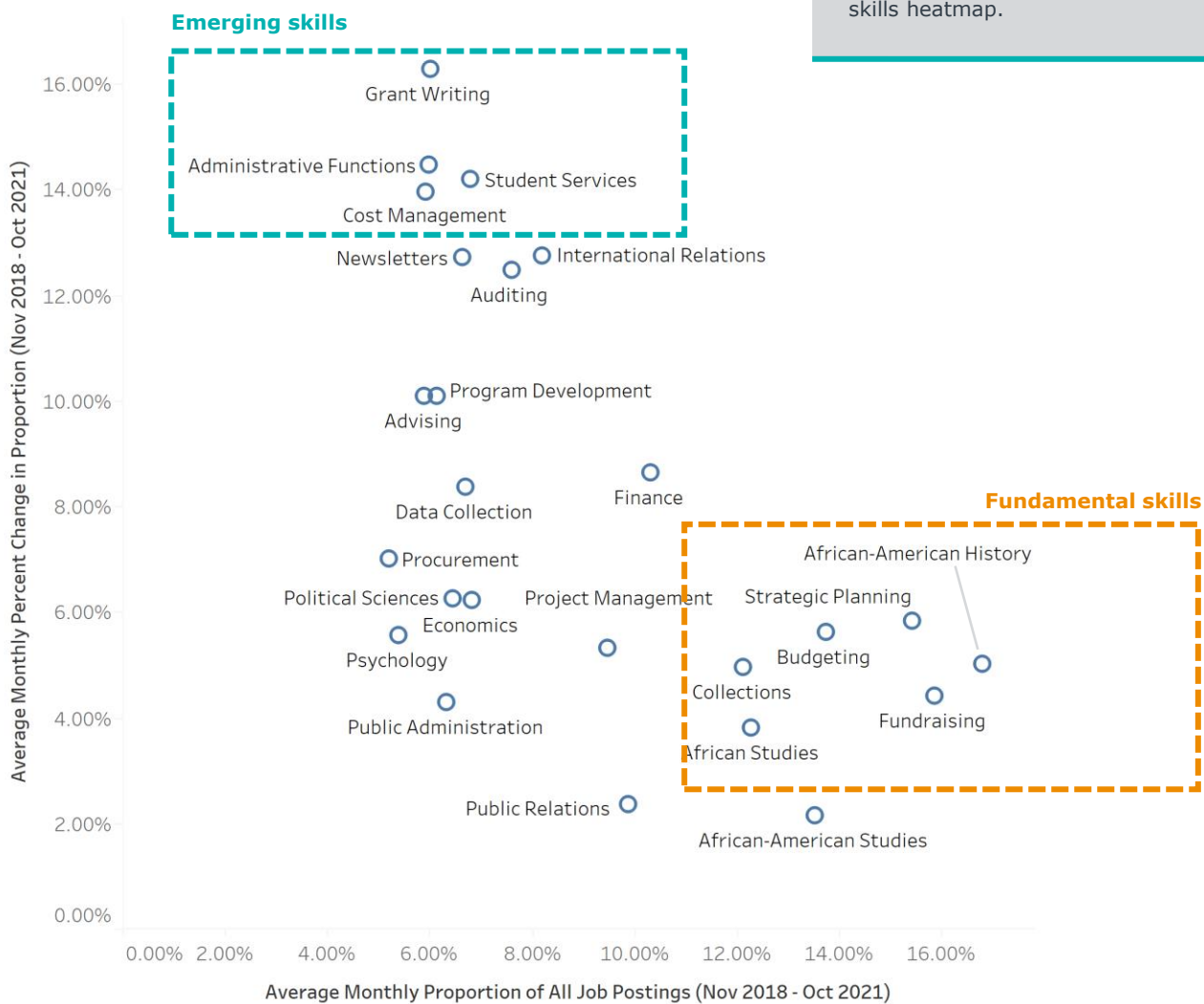
Across November 2018 to October 2021, employers demonstrated sustained demand for skills such as "African-American history" and "strategic planning." Emerging skills include "administrative functions" and "grant writing"; developing these skills will prepare graduates to meet today's employer needs.

Knowledge and Skills Heatmap for Bachelor-Level Africana Studies

November 2018 – October 2021, Regional Data

n= 2,603 job postings

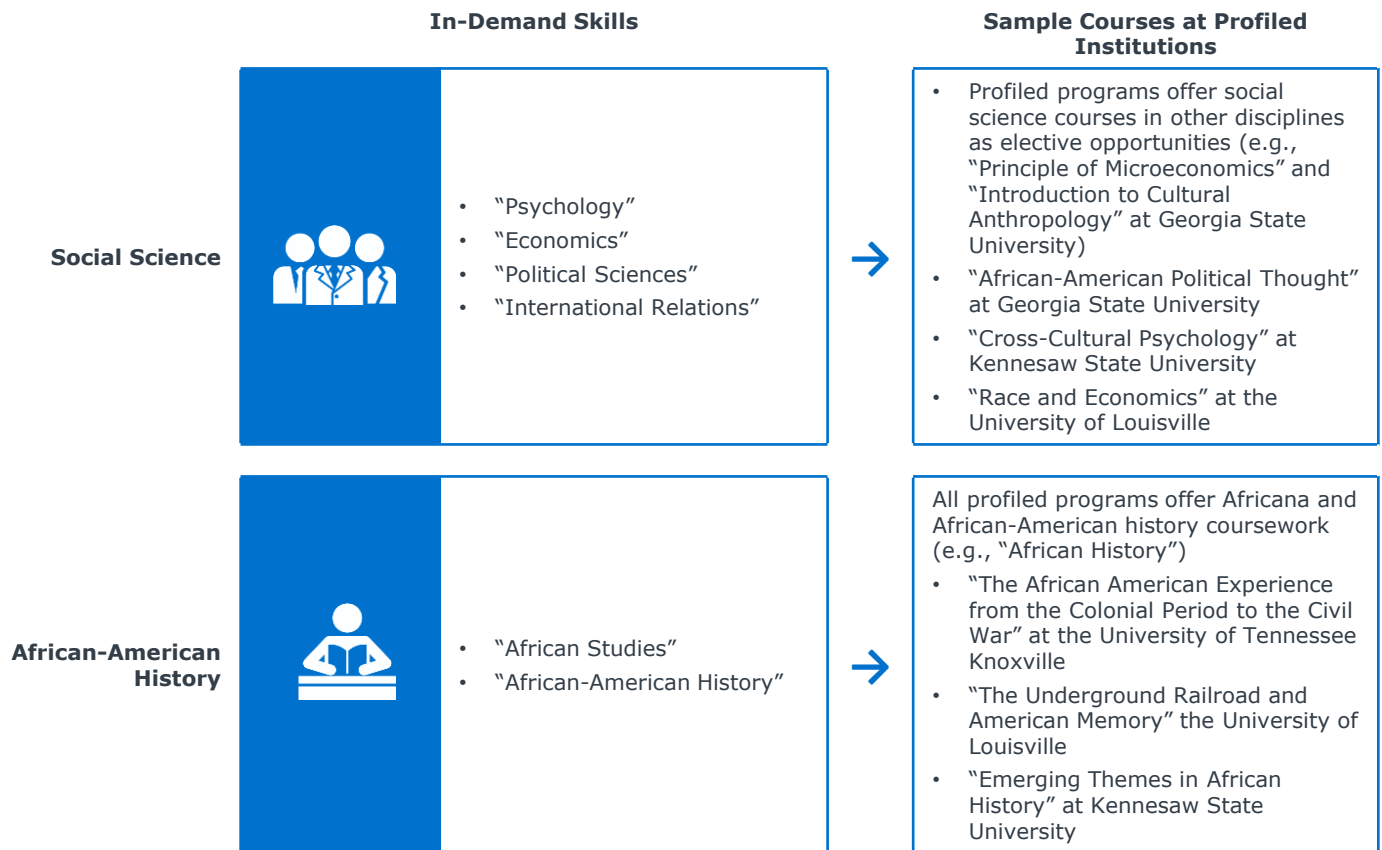
Due to a small value of relevant job postings across November 2018 to October 2021 in the local region, the Forum excluded the local region's knowledge and skills heatmap.



Source: EAB analysis. Emsi Analyst & Data Visualization from Tableau Public.

Alignment of In-Demand Skills to Profiled Programs' Curricula

Regional Market Data



Concentrations Offered in Profiled Programs' Curricula

In addition to courses that align with high-demand skills, our analysis found concentrations in the following areas across profiled programs.

Except for Georgia State University, profiled programs offering more than one concentration requires students take classes from all Africana studies concentrations and sub-fields (e.g., historical studies, arts and literature), opposed to specializing in one concentration. Consider aligning with competitors and designing an expansive Africana studies curriculum with sub-fields and concentrations, facilitating students' exposure to multiple perspectives within the discipline. Full profiled programs' curricula attached in [Appendix A](#).

Georgia State University	Kennesaw State University	University of Louisville	Middle Tennessee State University	The University of Tennessee Knoxville
<p>Students specialize in one concentration.</p> <ul style="list-style-type: none"> • Art and Aesthetics • Health and Human Development • Social Justice and Community Empowerment • Pre-Education 	<p>Students take a minimum of two courses in each of the three concentrations.</p> <ul style="list-style-type: none"> • Arts and Literature • History • Social Science <p>Additionally, coursework is organized into categories:</p> <ul style="list-style-type: none"> • Cultural Production & Expression • Social and Structural Analysis • Historical Investigation • Community and Professional Engagement 	<p>Students take a minimum of six credits from each sub-field:</p> <ul style="list-style-type: none"> • Historical Studies • Social Studies • Cultural Studies 	<p>Students must choose African Diaspora topic.</p>	<p>No concentrations offered.</p>

Trends in in Profiled Programs' Curricula

Profiled programs' curricula includes coursework across multiple disciplines (e.g., research, law and policy, feminist theory). Further, profiled programs' coursework offer both historical and contemporary perspectives on Africana studies. To align with strong competitor Africana studies programs, utilize courses from the existing [Africana studies minor](#) at Tennessee State University as the basis for program launch.

<p>Research Methods Coursework</p> <ul style="list-style-type: none"> • "Research Methods in Africana Studies " at Georgia State University • "Interdisciplinary Studies Research Methods" at Kennesaw State University • "Research Methods in Pan-African Studies" at the University of Louisville 	<p>The African Diaspora Coursework</p> <ul style="list-style-type: none"> • "The African Diaspora" by Georgia State University, the University of Tennessee Knoxville • "Issues in African and American Diaspora Studies at Kennesaw State University" • "African Diaspora in the Caribbean and Latin Literature" at the University of Louisville • "Music and the African Diaspora" at the University of Tennessee Knoxville 	<p>Law and Policy Coursework</p> <ul style="list-style-type: none"> • "Legal Lynching's: A Survey of Race, Law, and the American Justice System" at the University of Louisville • "Civil Rights Policy and Politics" at Middle Tennessee State University • "The Politics of Sub-Saharan Africa" at the University of Tennessee Knoxville • "Politics of the Middle East" at Kennesaw State University
<p>Racial and Social Justice Coursework</p> <ul style="list-style-type: none"> • "Social Movements and Social Change" at Middle Tennessee State • "Introduction to Diversity and Social Justice" at Kennesaw State University • "Black Activism" at Georgia State University 	<p>Geography Coursework</p> <ul style="list-style-type: none"> • "Geography of Africa" and "Geography of the Middle East and North Africa" at Middle Tennessee University, • "Geography of Sub-Saharan Africa" at Kennesaw State University 	<p>Feminist and Women's Issues Coursework</p> <ul style="list-style-type: none"> • "Race, Gender, and Class in Media" at Middle Tennessee University • "Black Feminism in Action" at the University of Louisville • "Black Women's Health" at Kennesaw State University

Profiled programs' full curricula can be found in Appendix A on [page 13](#).

Appendix A: Sample Africana Studies Curricula

Africana Studies B.A., Georgia State University

Major Area Required Courses (6 hours)

- Introduction to Africana Studies
- Introduction to African and African American History to 1865
- World language at the 1002 level or higher
- Research Methods in Africana Studies
- Seminar and Practicum in Africana Studies
- African Diaspora
- Concepts and Theories in Africana Studies
- African-American Political Thought

Select one:

- Black Feminist Thought
- Narrative of Race, Gender and Sexuality: Quare Readings

Select one:

- African-American Literature
- African-American Literature by women
- Caribbean Literature

Electives

- Africana Literature in the Americas
- Introduction to Cultural Anthropology
- Survey of Art III: Art of the Global South
- Principles of Macroeconomics
- Principles of Microeconomics
- Introduction to Gerontology
- Survey of World History to 1500
- Introduction to Philosophy
- Introduction to Human Development
- Introduction to Social Programs

Africana Studies B.A., George State University cont.

Concentration Options:

- History of African-American Music
- Rhythm 'N' Blues, Rock and Rap

Pre-Education Concentration (15 hours)

- Students must take three education courses (9 hours)
- Additional Courses: (9 hours)
 - Conceptions and Theories in Africana Studies
 - History of African-Americans in Georgia
 - Civic Engagement in Africana studies
 - African-American People
 - Enslavement and Resistance in North America
 - Women in Africa
 - African Rebellions

Arts and Aesthetics Concentration (15 hours)

- Students must take three courses engaging two of the three areas of the arts
- Performance Arts
 - Studies of Black Dance
 - African-American Theatre
- Visual and Popular Arts
 - Atlanta and Black Culture
 - African-Americans in Film
 - Black Visual Representation
 - African-American Popular Culture
- Musical Arts
 - Jazz History

Health and Human Development Concentration (15 hours)

Core Required classes

- Race & Health
- Issues in the African-American Community

Students must choose one course:

- African-American Relationships
- Black Women and Health
- African-American Anthropology
- Introduction to African-American Psychology

Social Justice and Community Empowerment Concentration (15 hours)

Social and Community Organization

- African-American Family
- Issues in the African-American Community

Politics and Activism

- Social Justice in Sports
- African-American Politics
- Politics of the Civil Rights Movement
- Black Activism

Gender and Sexuality in Social Change

- African-American Literature by Women
- African-American Lesbian and Gay Activism

[Bachelor of Arts in African and African Diaspora Studies](#), Kennesaw State University

Required Courses

- Introduction to African Diaspora Studies
- Issues in African and American Diaspora Studies
- Black Thought Matters
- Careers in African and African Diaspora Studies
- Introduction to Diversity and Social Justice
- Senior Seminar
- Interdisciplinary Studies Research Methods

Cultural Production & Expression (6 Credit Hours)

- Race and Technology
- Black Popular Culture
- Introduction to Hip Hop Studies
- Black Women Writers
- Major African American Writers
- Survey of African Literatures
- Topics in African American Literature
- Topics in African Diaspora Literatures
- Survey of African-American Music

Social & Structural Analysis (6 Credit Hours)

- Black Activism in Brazil
- The Black Woman
- Black Masculinities
- Black Women's Health
- Black Panthers
- Power, Privilege, and Policy
- Black Genocide
- Black Feminisms

Historical Investigation (6 Credit Hours)

- Black Biography
- African American History to 1865
- The Africans in the Diaspora
- African American History, 1865 to Present
- Africans in Asia
- Africans in Latin America and the Caribbean
- North Africa and Middle East in Modern Times
- History of West Africa

- History of Southern, Eastern, and Central Africa
- Emerging Themes in African History
- History of the Atlantic World

Community and Professional Engagement (3 Credit Hours)

- Study Abroad, Directed Applied Research, Interdisciplinary Studies Internship

Electives (6 Credit Hours)

- Trends in African and African Diaspora Studies
- Major Issues and Figures
- Directed Study in AADS
- Special Topics in African and African Diaspora Studies
- Cultural Diversity in the U.S.
- Anthropology and Africa
- Afro-Brazilian Culture and Politics
- African Art and Architecture
- Topics in Language, Literature, and Culture
- Geography of Sub-Saharan Africa
- African American Politics
- Urban Affairs and Problems
- Politics of the Middle East
- International Relations of Africa
- Cross-Cultural Psychology
- Ethnic Minority Psychology
- Race and Ethnicity
- Intersections of Race, Class, and Gender
- Emerging Social Issues in Africa

Bachelor of Arts in Pan-African Studies, The University of Louisville

Pan-African Studies Core

- Introduction to Pan-African Studies
- Research Methods in Pan-African Studies
- Pan-African Studies Capstone Seminar
- Cooperative Internship in Pan-African Studies

Pan-African Studies Subfield (6 credits each)

• **Cultural Studies**

- African-American Music
- Introduction to Indigenous Religions of Africa, the Americas and the Pacific Basin
- Survey of American Jazz
- Language, Protest and Identity
- Reggae Music & the Politics of Black Liberation
- The Rhythm and Blues Revolution and American Culture
- African-American Art I: From West Africa to 1920s
- Theatre of the African World
- African-American Religion
- Women in African-American Religion
- Black Women Novelists

• **Historical Studies**

- Introduction to Philosophy through Cultural Diversity
- Survey of American Diversity
- Legal Lynching's: A Survey of Race, Law, and the American Justice System

- African-American History I
- The History of the Civil Rights Movement, 1900 to Present
- Slave Trade and Slavery
- Survey of African-American Education
- African Diaspora in the Caribbean and Latin Literature
- Aesthetic in the Africana Community
- Civil Rights and the Law II
- Post-Colonial Voices: Writing Experience in African Literature
- The Harlem Renaissance

• **Social Studies**

- Race and Economics
- Black Lesbian Lives
- Museums, Culture and Nationhood
- Folklore of the African Diaspora
- Race, Culture, Identity
- Black Feminism in Action
- Black Heritage Preservation
- Pedagogy of African Studies
- Cultural Heritage, Tourism, and Globalization

[Africana Studies B.A.](#), Middle Tennessee State University

Major Courses (24 Hours)

- Introduction to African American Studies
- Themes in Literature and Culture: Survey of Afro-American Literature
- Themes in Literature and Culture
- Survey African American Perspective on Black Psychology
- Geography of Africa
- Sub-Saharan Africa
- Philosophy, Race, and Society
- African American Politics
- African Politics
- Contemporary African Politics

Africana Studies Electives

- People and Cultures of Africa
- African Art
- Intercultural Communication
- The Black Experience in Modern Afro-American Literature
- African American Literature
- Studies in Narrative
- Black Women as Writers
- Geography of the Middle East and North Africa
- Race and Place: The Struggle for Fair Housing Since 1900
- Contemporary African Literature and Film
- Race, Gender, and Class in Media
- History of Jazz
- History of Black Gospel Music
- Civil Rights Policy and Politics
- Social Movements and Social Change

Foreign Language Requirement (6 hours)

[B.A.- Africana Studies Concentration](#), The University of Tennessee Knoxville College

Sequence 1:

- Introduction to African American Studies

Or

- Introduction to African Studies

Select 24 hours:

- Introduction to African Literature
- Introduction to Caribbean Literature
- Major Black Writers
- The African Diaspora
- Caribbean Cultures and Societies
- Race and Ethnicity in American Literature
- Black American Literature and Aesthetics
- African Literature
- Caribbean Literature
- Race and Ethnicity
- Religion, Race, and Ethnicity in North America
- African History to 1880
- African History Since 1880
- African Religions
- The African American Experience from the Colonial Period to the Civil War
- The African American Experience from the Civil War to the Present
- History of South Africa
- Music and the African Diaspora
- Comparative Studies in African and African American Societies
- Comparative Poverty and Development
- Topics in Black Literature
- Issues and Topics in African American Studies
- The Politics of Sub-Saharan Africa
- Race, Ethnicity, Crime and Justice
- Art of Southern and Eastern Africa
- Art and Archaeology of Ancient Africa
- Arts of the African Diaspora
- African-American Art
- Civil Rights Movement
- African American Communities in Urban America
- African American Women in American Society

Appendix B: Research Process and Sources

EAB conducted a three-part analysis to determine the feasibility of a new program.

All workforce demand data was collected from Emsi, EAB's labor market intelligence partner. Competitive data was collected from the National Center for Education Statistics via the Emsi Analyst platform.

1

Step One: Labor Market Analysis

This report includes an analysis of external labor market needs to determine demand for program graduates. Researchers evaluate historical job postings and future employment projections to determine if the labor market supports program growth.

2

Step Two: Competitive Landscape Analysis

The volume and growth of degree conferrals serves as an indicator of student demand for the program being evaluated. Researchers use conferral data to determine if the selected program is facing a crowded market or if it may struggle to attract students due to declining student interest.

3

Step Three: Comparator Program Analysis

Researchers analyzed how the design and curricula of similar programs aligns with the program being audited. The researchers collect information publicly available on profiled programs' webpages.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.

A Guide to Institutions Profiled in this Brief

Comparator Africana studies programs located near Tennessee State University

Institution	Location	Approximate Institutional Enrollment (Undergraduate / Total)	Carnegie Classification
Georgia State University	South	28,787 / 36,360	Doctoral Universities: Very High Research Activity
Kennesaw State University	South	37,390 / 41,181	Doctoral Universities: High Research Activity
The University of Louisville	South	15,927 / 22,211	Doctoral Universities: Very High Research Activity
Middle Tennessee State University	South	19,188 / 22,080	Doctoral / Professional Universities
The University of Tennessee Knoxville	South	24,254 / 30,559	Doctoral Universities: Very High Research Activity

Profiled program webpages

- Georgia State University, B.A. in Africana Studies, accessed December 2021: <https://admissions.gsu.edu/program/africana-studies-ba/>
- Kennesaw State University, B.A. in African and African Diaspora Studies, accessed December 2021: https://radow.kennesaw.edu/isd/programs/ba_aads/aads/index.php
- University of Louisville, B.A. in Pan-African Studies, accessed December 2021: <https://catalog.louisville.edu/undergraduate/majors/pan-african-studies-ba/>
- Middle Tennessee State University, B.A. in Africana Studies, accessed December 2021: <https://www.mtsu.edu/programs/africana-studies/requirements>
- The University of Tennessee Knoxville, B.A- Africana Studies concentration, accessed December 2021: https://catalog.utk.edu/preview_program.php?catoid=26&poid=11055

Research Questions

The requesting partner asked:

- How has demand for graduates of my program evolved over time?
- In which industries should the program prepare students to work?
- What skills should the program teach to prepare students to meet employer demand?
- Which employers demonstrate the greatest demand for graduates?
- In which cities do employers demonstrate the greatest demand for potential graduates?
- How many students graduate from similar programs regionally, and how has this changed over time?
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What accreditation do similar programs hold?

Research Limitations

Due to the self-reported nature of data to the NCES, some comparable and competitor programs may report completions for a bachelor's-level Africana studies program under a less relevant CIP code not included in this analysis. Additionally, employer demand offers an imperfect measure of demand for area and cultural studies programs given the broad applicability of skills learned through the narrower subject focus; competitive landscape trends typically offer greater insight into program potential in these fields.

Research Methodology

EAB's Market Insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from November 2020 to October 2021. To best estimate employer demand for bachelor's-level Africana studies professionals, the Forum analyzed job postings for bachelor's-level professionals with relevant skills (e.g., "African Studies," "diaspora studies," "African literature.")

Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Region" and "regional" refer to the following states: Alabama, Arkansas, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Virginia.

"Local" refers to the following MSAs: Memphis, TN; Nashville, TN; St. Louis, MO; Cincinnati, OH; Atlanta, GA; Birmingham, AL; Jackson, MS; New Orleans, LA; Dallas, TX; Indianapolis, IN; Detroit, MI; Chicago, IL; Charlotte, NC.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

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To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.



An evaluation of employer demand for graduates from the proposed bachelor's-level Africana studies program in both regional and local markets, and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Skills
- Top Employers
- Top Industries
- Top Cities
- Degree Completion Trends

The analysis considered demand in:

- Regional market (listed in [Appendix](#))
- Local (listed in [Appendix](#))

Low Employer Demand Paired with Market Concentration May Challenge Program Growth

Preliminary Program Outlook

Employer demand trends indicate low-to-moderate need for Africana studies program graduates. Across the November 2018 to October 2021, demand for bachelor's-level Africana studies professionals outpaced employer demand for bachelor's-level professionals overall (i.e., 2.74 vs 1.47 percent regionally and 9.19 vs 1.58 percent locally). However, regional and local employers advertised a low number of relevant job postings in the last 12 months (i.e., 403 and 99 job postings, respectively). The low number of job postings in both regions likely inflated the percent growth in demand for relevant professionals, suggesting program graduates will likely face a limited but growing labor market.

Declining student demand coupled with increasing competition and market concentration may challenge program launch regionally.

Across the 2015-16 and 2019-20 academic years, relevant degree completions declined 0.28 percent each year on average, signaling decreasing student demand. Additionally, the number of institutions reporting relevant completions increased 5.52 percent each year on average across the period, suggesting rising competition. Further, the top three regional institutions collectively reported 79.41 percent of degree completions during the 2019-20 academic year. These trends point to growing competition alongside declining student demand and market concentration as threats to program launch.

Similar to the regional market, market concentration may hinder program growth despite increasing student demand locally.

Across the 2015-16 and 2019-20 academic years, relevant degree completions increased 8.61 percent each year on average, indicating growing student demand, while the number of institutions reporting relevant completions remained stable. While these trends may point to favorable market conditions for program launch, the top three institutions collectively reported 82.05 percent of local degree completions during the 2019-20 academic year. Taken together, the low number of institutions increasing reported degree completions, combined with the low mean and median number of completions per reporting institution, indicate Tennessee State University should expect small class sizes.

Regional Analysis of Job Postings for Bachelor's-Level Africana Studies Professionals

Regional employer demand trends indicate low-to-moderate demand for program graduates. Employers advertised a low number of relevant job postings in the last 12 months (i.e., 403 job postings). While relevant employer demand experienced high growth from November 2018 to October 2021, outpacing employer demand growth for bachelor's-level professionals overall (i.e., 2.74 vs 1.47 percent), the growth rate is exaggerated by a low number of job postings. Overall, program graduates will likely face a limited job market.

+2.74%

72 job postings

403 job postings

Average Monthly Demand Growth

November 2018 - October 2021, Regional Data

- Average monthly growth of two postings.
- During the same period, demand for all bachelor's-level professionals grew 1.47 percent.

Average Monthly Demand

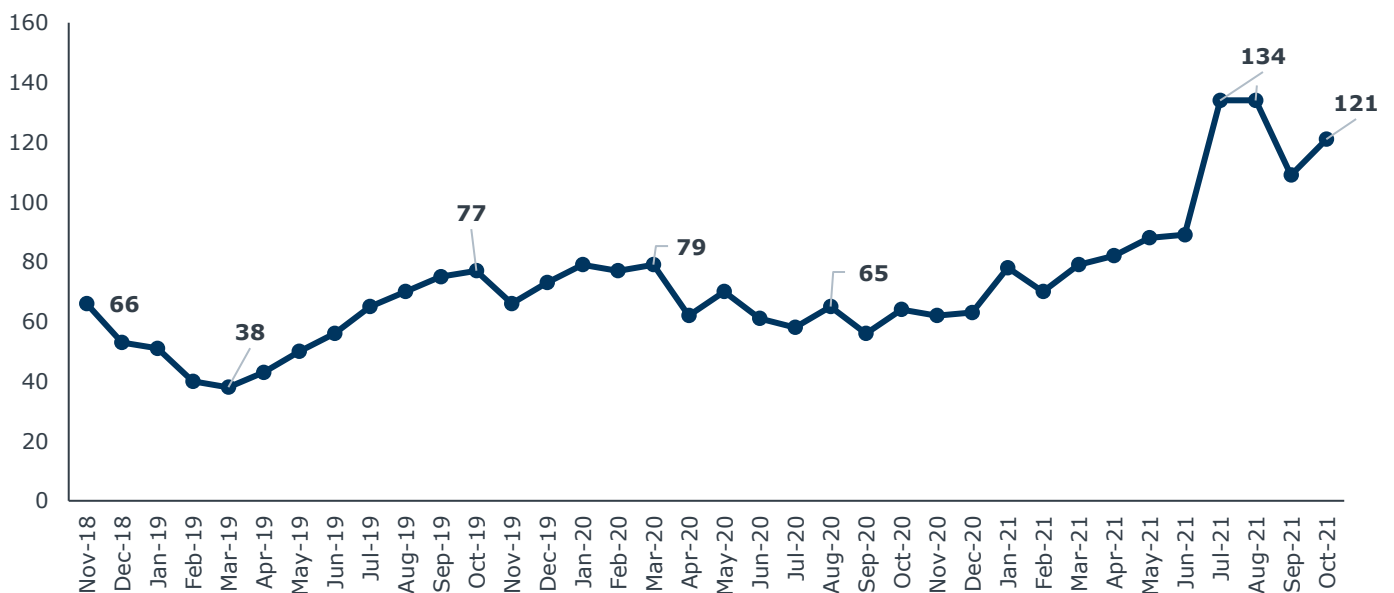
November 2018 - October 2021, Regional Data

Relevant Jobs Posted in the Past Year

November 2020 - October 2021, Regional Data

Job Postings for Bachelor's-Level Africana Studies Professionals over Time

November 2018 - October 2021, Regional Data



Source: EAB analysis. Emsi Analyst.

Analysis of Job Postings for Bachelor's-Level Africana Studies Professionals in Local MSAs

Similar to the regional market, local employer demand trends indicate low-to-moderate moderate demand for bachelor’s-level Africana Studies program graduates. Employers advertised a low number of relevant job postings in the last 12 months (i.e., 99 job postings). Relevant employer demand outpaced employer demand growth for bachelor's-level professionals overall (i.e., 9.19 vs 1.58 percent), although the low number of job postings exaggerates the relevant percent growth in demand. The low number of relevant job postings indicates program graduates may face a labor market with few relevant openings.

+9.19%

17 job postings

99 job postings

Average Monthly Demand Growth

November 2018 - October 2021, Local Data

- Average monthly growth of zero postings.
- During the same period, demand for all bachelor's-level professionals grew 1.58 percent.

Average Monthly Demand

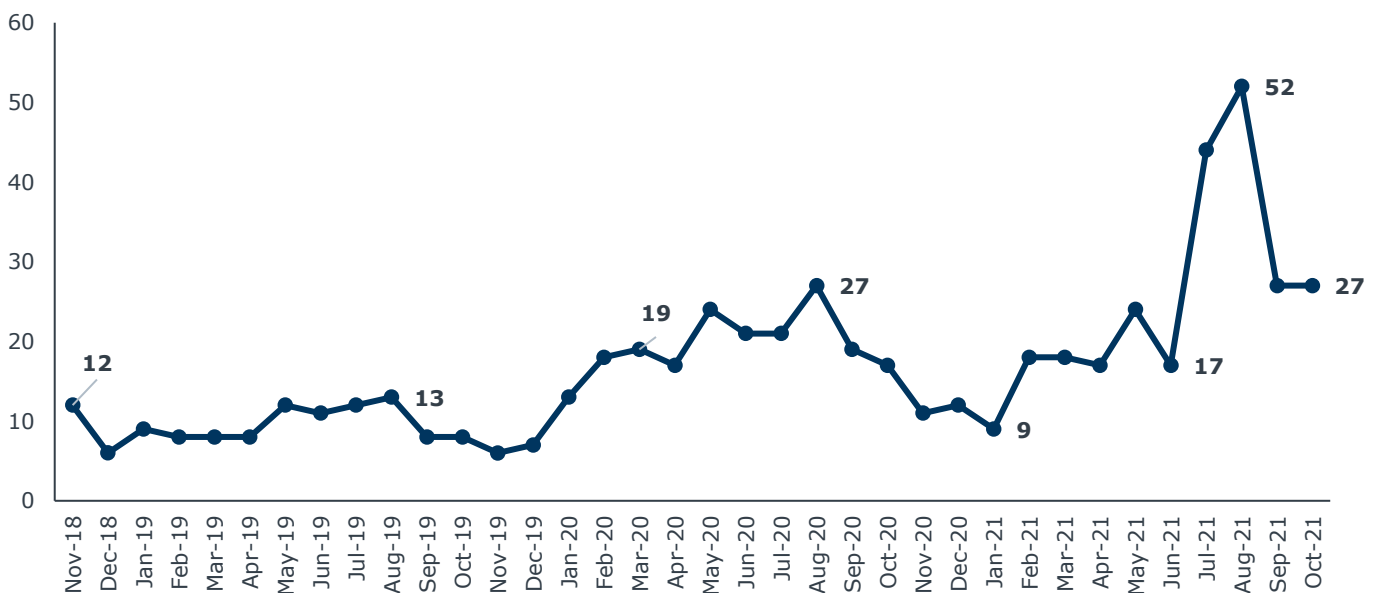
November 2018 - October 2021, Local Data

Relevant Jobs Posted in the Past Year

November 2020 - October 2021, Local Data

Job Postings for Bachelor's-Level Africana Studies Professionals over Time

November 2018 - October 2021, Local Data



Source: EAB analysis. Emsi Analyst.

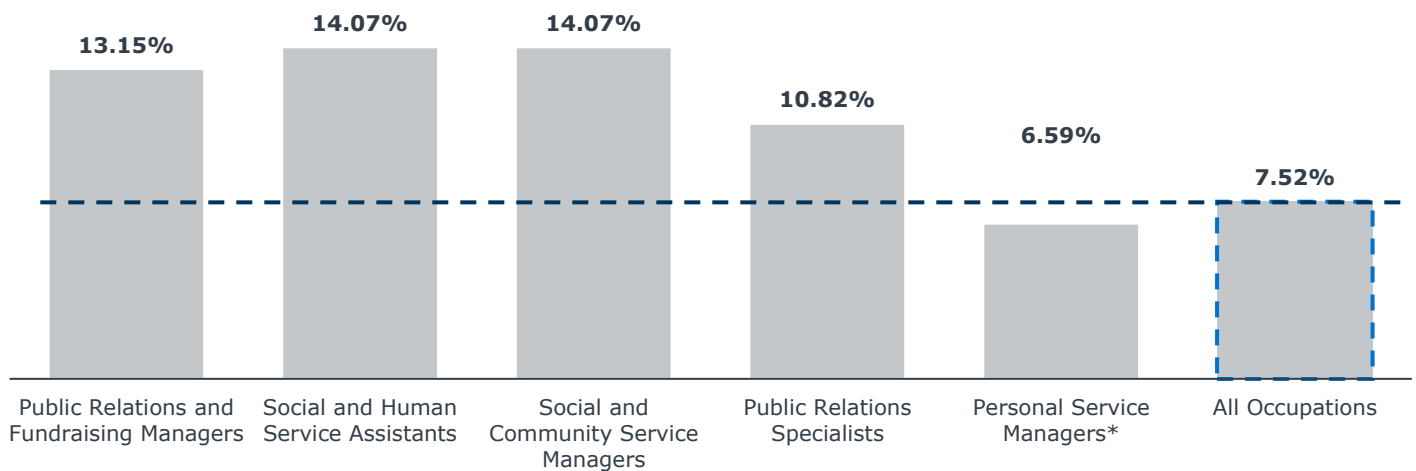
Analysis of Employment for Africana Studies Professionals

Regional employment is projected to increase faster than average in four of the five top occupations while local employment is projected to increase faster than average in three of the top occupations across 2021 to 2031. This indicates employment opportunities for graduates could increase in coming years.

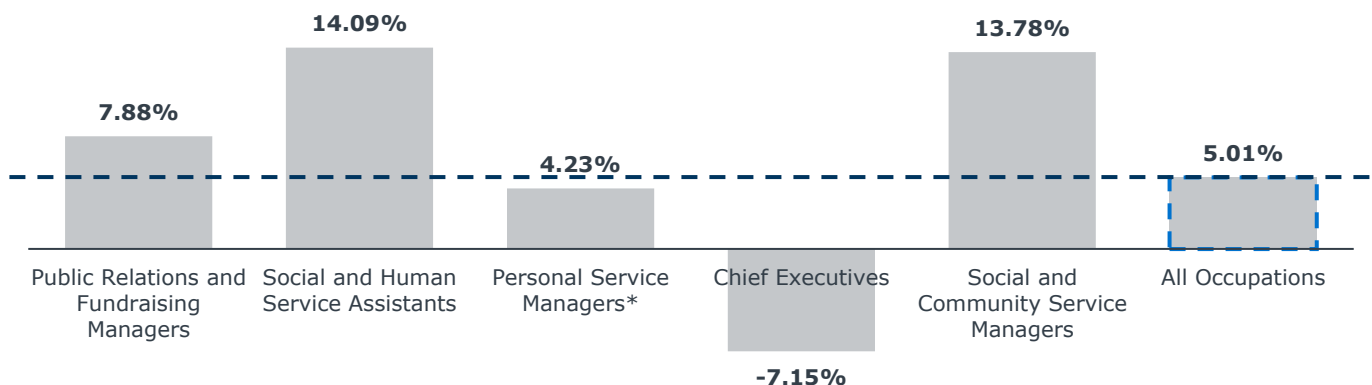
While these occupations represent the most common occupations appearing in job postings for bachelor’s-level Africana studies professionals, the projected employment data considers all jobs within an occupation at all degree levels. Further, administrators should note, the projections below are for broad occupational categories and not necessarily for jobs directly requiring Africana studies skills. These projections provide insight into future growth for occupational categories where graduates with Africana studies skills may find employment.

Projected Employment in Top Occupations¹

2021-2031, Regional Data



2021-2031, Local Data



Label abbreviations:
 • "Personal Service Managers*" – Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other

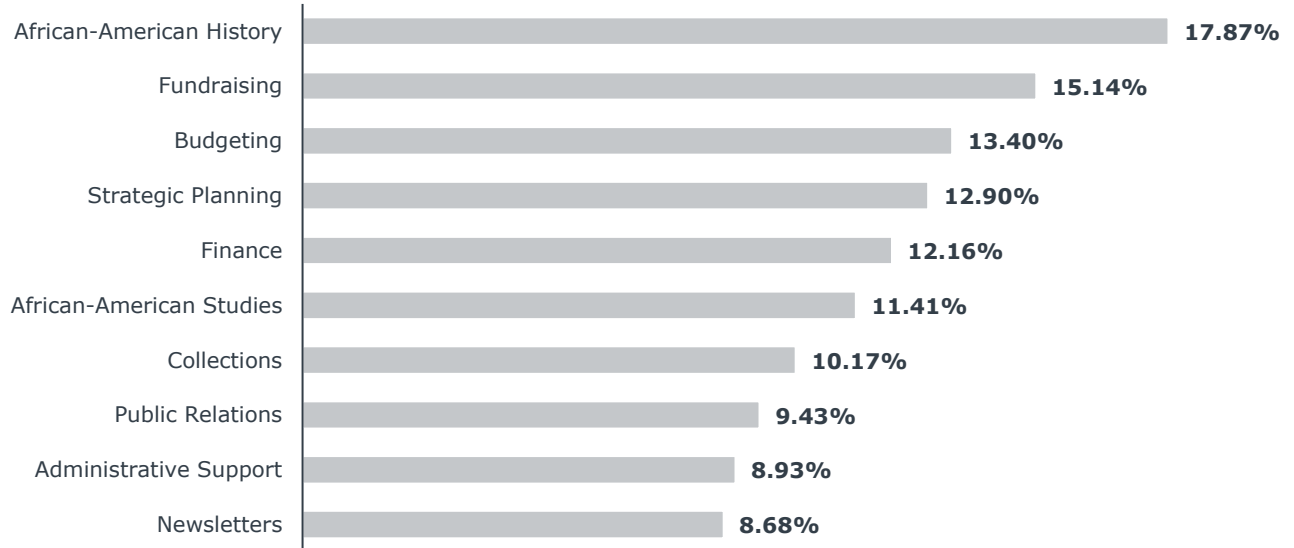
--- The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Top Skills Requested of Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Regional Data

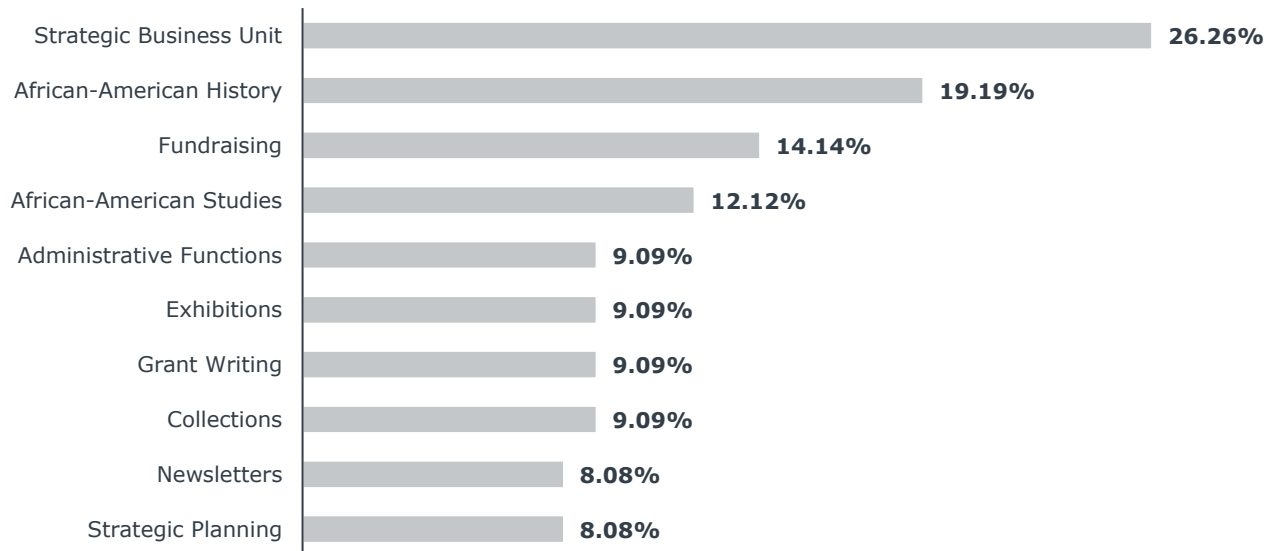
n = 403 job postings



Top Skills Requested of Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Local Data

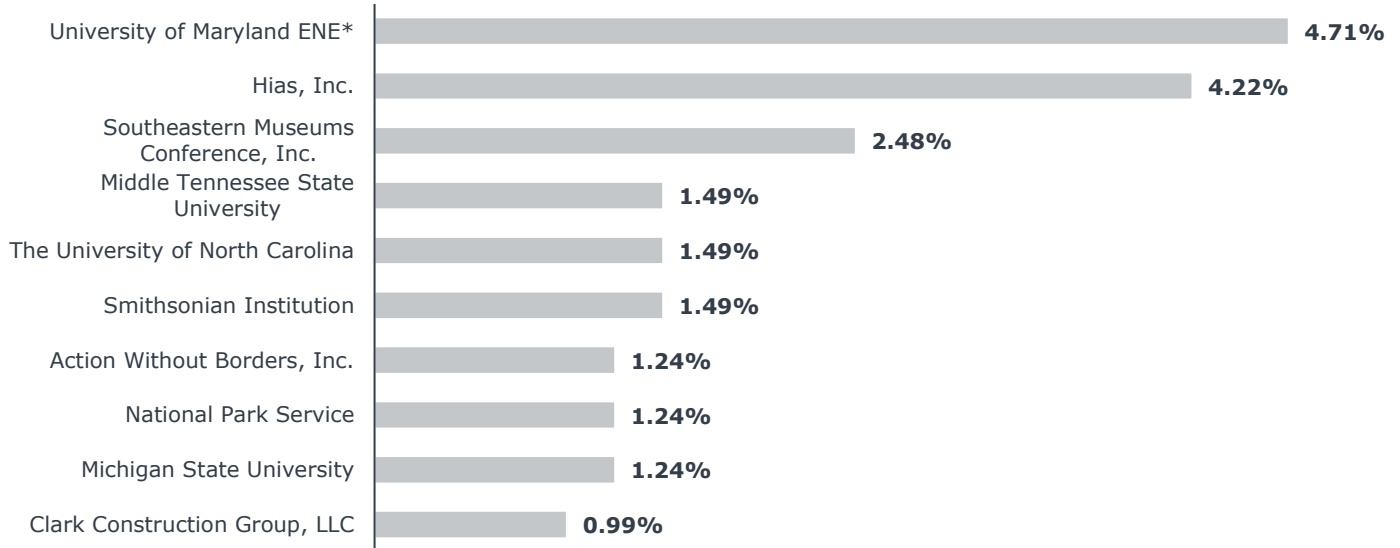
n = 99 job postings



Top Employers Seeking Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Regional Data

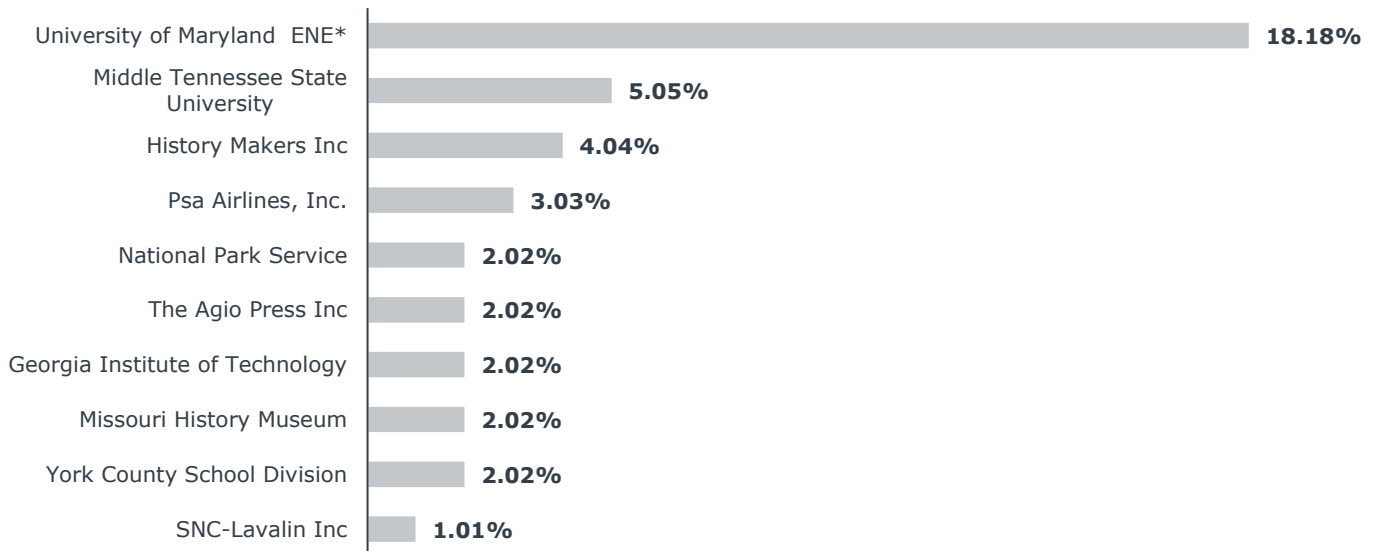
n = 403 job postings



Top Employers Seeking Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Local Data

n = 99 job postings

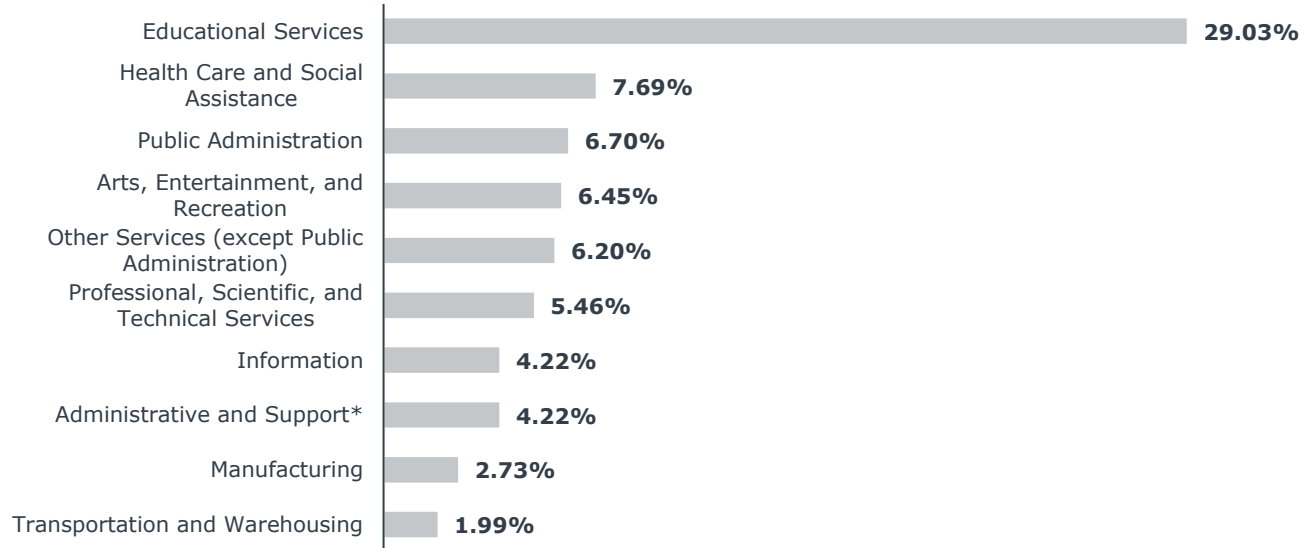


Label abbreviations:
 • "University of Maryland ENE"
 – University of Maryland Center For Environmental Science

Top Industries Advertising Bachelor's-Level Africana Studies Job Postings

November 2020 - October 2021, Regional Data

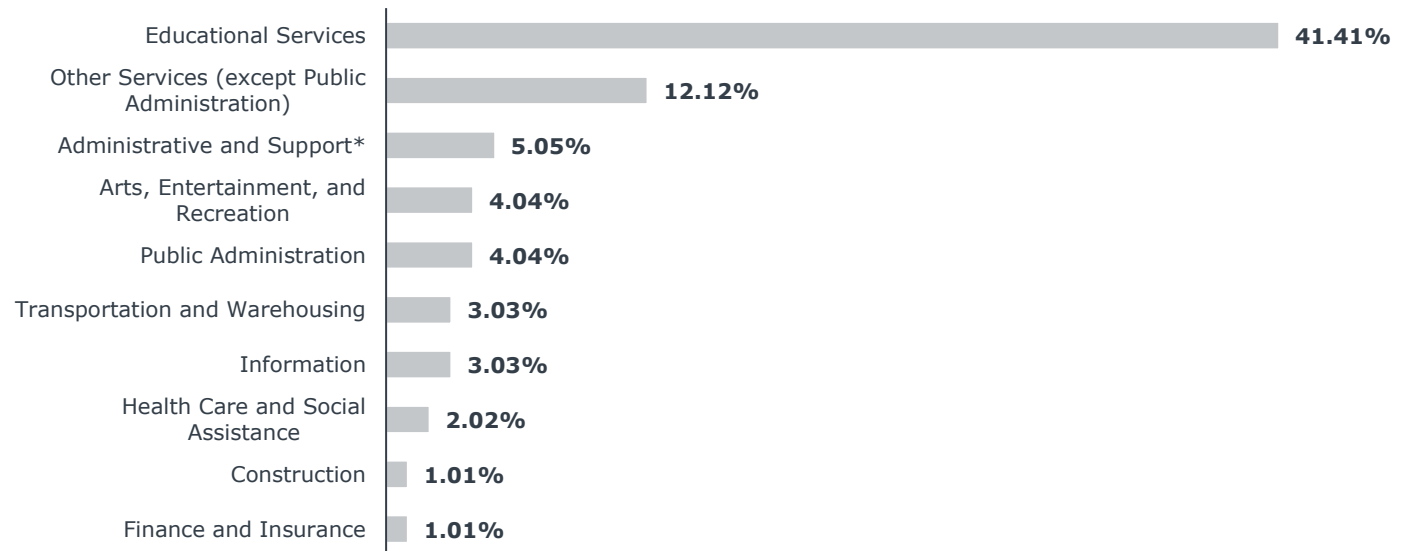
n = 403 job postings



Top Industries Advertising Bachelor's-Level Africana Studies Job Postings

November 2020 - October 2021, Local Data

n = 99 job postings

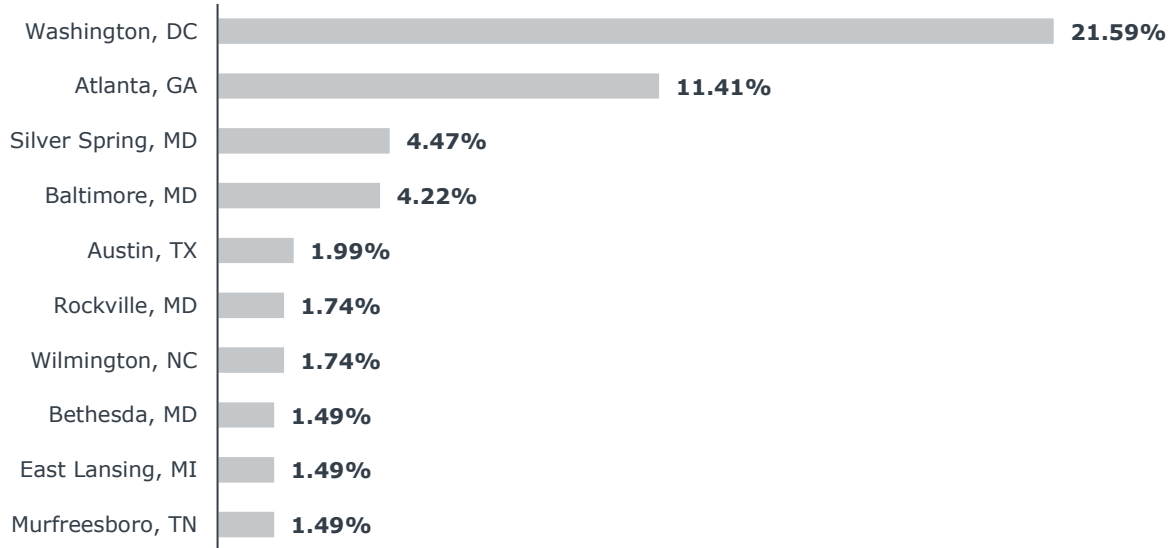


Emsi Analyst often classifies job postings from staffing companies under the category "Administrative and Support and Waste Management and Remediation Services," shown here as "Administrative and Support.*"

Top Cities Seeking Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Regional Data

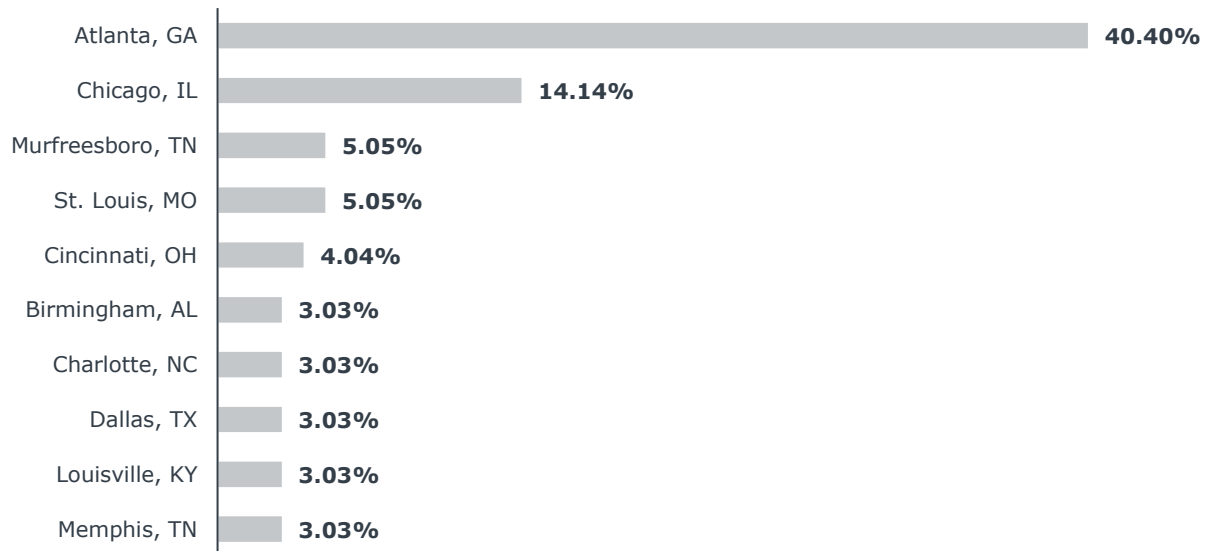
n = 403 job postings



Top Cities Seeking Bachelor's-Level Africana Studies Applicants

November 2020 - October 2021, Local Data

n = 99 job postings

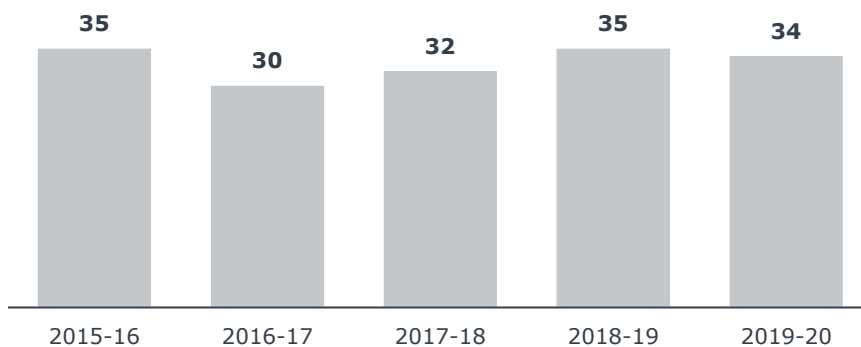


Regional Analysis of CIP Code 5.0101 ("African Studies" Bachelor's-Level Completions)

Relevant degree completions remained stable between the 2015-16 and the 2019-20 academic years, (i.e., a net decline of just one completion), while the number of institutions reporting relevant completions grew each year on average (i.e., 5.52 percent) during the same period. These trends indicate competition grew at a faster rate than student demand, suggesting an unfavorable competitive landscape for new program launch. Additionally, institutions report very few completions on average, with fewer than two conferrals as the mean in the 2019-20 academic year.

Completions Reported over Time

2015-16 to 2019-20 Academic Years, Regional Data



-0.28%

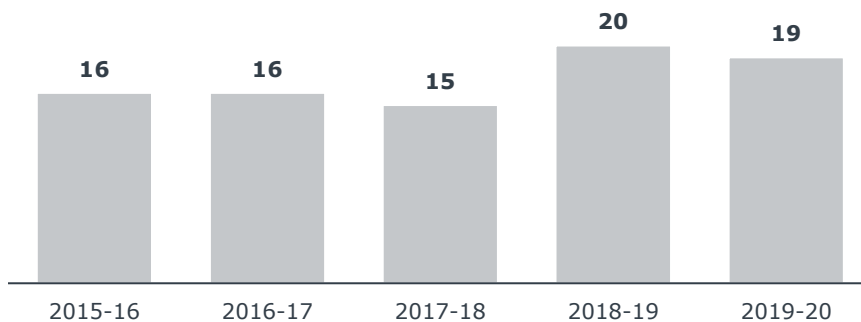
Average Annual Completions Decline

2015-16 to 2019-20 Academic Years, Regional Data

- Average annual 5.52 percent growth in number of institutions in the same period.

Institutions Reporting Completions over Time

2015-16 to 2019-20 Academic Years, Regional Data



0%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-20 Academic Year, Regional Data

1.79

Mean Completions per Institution Reporting

2019-20 Academic Year, Regional Data

- A decrease from the 2.19 mean completions reported in the 2015-16 academic year.

0

Median Completions per Institution Reporting

2019-20 Academic Year, Regional Data

- A decrease from the 1.50 median completions reported in the 2015-16 academic year.

Regional Analysis of CIP Code 05.0101 ("African Studies") Bachelor's-Level Completions

The top three programs held 79.41 percent of the market during the 2019-20 academic year, indicating a concentrated market. Further, the top three regional programs were the only programs that experienced an increase in the number of relevant degree completions they report across the 2015-16 and 2019-20 academic years. These trends suggest student existing large programs capture student demand, indicating potentially hostile market conditions for Tennessee State University's proposed program.

Institutions with Most Reported Completions

2015-16 to 2019-20 Academic Years, Regional Data

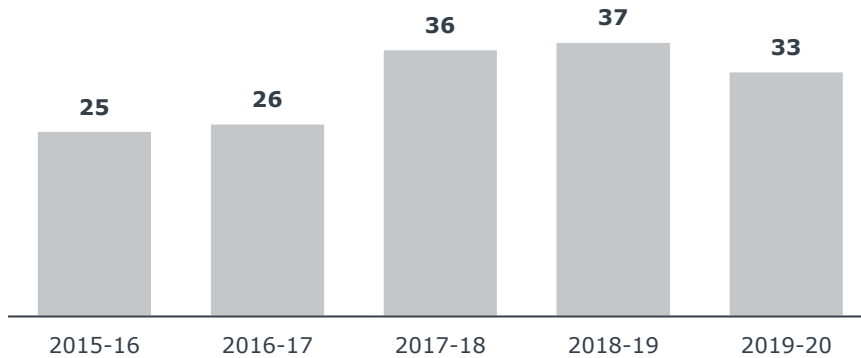
Institution	Reported Completions, 2015-16 Academic Year	Market Share, 2015-16 Academic Year	Reported Completions, 2019-20 Academic Year	Market Share, 2019-20 Academic Year
Davidson College	2	5.71%	12	35.29%
Duke University	7	20.0%	9	26.47%
Kennesaw State University	5	14.29%	6	17.65%
Agnes Scott College	3	8.57%	2	5.88%
Emory University	3	8.57%	2	5.88%
Tulane University of Louisiana	2	5.71%	2	5.88%
Bowling Green State University-Main Campus	1	2.86%	1	2.94%
Howard University	2	5.71%	0	0.00%
George Washington University	1	2.86%	0	0.00%
Claflin University	Not Offered	Not Offered	0	0.00%

Analysis of CIP Code 05.0101 ("African Studies" Bachelor's-Level Completions in Local MSAs

Relevant degree completions increased each year on average between the 2015-16 and 2019-20 academic years (i.e., 8.61 percent), while the number of institutions reporting relevant degree completions remained constant. Increasing student demand and stable competition indicates a favorable market landscape for program growth; although, the mean (i.e., 3.76 average completions per institutions) suggest small class sizes for African studies programs.

Completions Reported over Time

2015-16 to 2019-20 Academic Years, Local Data



+8.61%

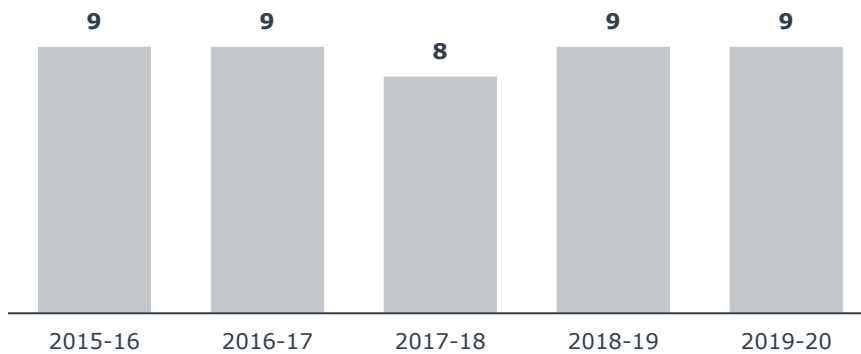
Average Annual Completions Growth

2015-16 to 2019-20 Academic Years, Local Data

- Average annual 0.35 percent growth in number of institutions in the same period.
- This percentage represents a net **change** of zero institutions across the period.

Institutions Reporting Completions over Time

2015-16 to 2019-20 Academic Years, Local Data



0%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-20 Academic Year, Local Data

3.67

Mean Completions per Institution Reporting

2019-20 Academic Year, Local Data

- An increase from the 2.78 mean completions reported in the 2015-16 academic year.

2.00

Median Completions per Institution Reporting

2019-20 Academic Year, Local Data

- No change from the two median completions reported in the 2015-16 academic year.

Analysis of CIP Code 05.0101 ("African Studies") Bachelor's-Level Completions in Local MSAs

Similar to the regional market, during the 2019-20 academic year the top three institutions held 82.05 percent market share collectively, signaling market concentration. Further, between the 2015-16 and 2019-20, only one of the top nine institutions increased their market share while only three of the top nine institutions increased the number of degree completions they report. The low number of institutions increasing reported degree completions, combined with the low mean and median number of completions per reporting institution, indicate Tennessee State University should expect small class sizes.

Institutions with Most Reported Completions

2015-16 to 2019-20 Academic Years, Local Data

Institution	Reported Completions, 2015-16 Academic Year	Market Share, 2015-16 Academic Year	Reported Completions, 2019-20 Academic Year	Market Share, 2019-20 Academic Year
Davidson College	2	8.00%	12	36.36%
University of Chicago	8	32.00%	9	27.27%
Kennesaw State University	5	20.00%	6	18.18%
Agnes Scott College	3	12.0%	2	6.06%
Emory University	3	12.00%	2	6.06%
Tulane University of Louisiana	2	8.00%	2	6.06%
Northwestern University	1	4.00%	0	0.00%
Loyola University Chicago	Not Offered	0.00%	0	0.0%
Oakland University	0	0.00%	0	0.00%



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FOR SOCIAL RESPONSIBILITY**

June 28, 2022

Dear Dr. Wosene Yefru,

Greetings. I am writing this letter to express support for the proposal to reinstate Africana Studies (AFAS) as a Bachelor Degree program at Tennessee State University. While it has been good that AFAS was able to remain as a “program” over the last several years, there seems to be a void at TSU without a freestanding department. In fact, I would argue that the socio-political climate that we currently find ourselves in, AFAS is needed now more than ever.

As a TSU alum (Class of 2000), I attribute much of my professional success to the foundation I received from the Bachelor Degree I received from the AFAS department. The intellectual and research based rigor of the AFAS prepared me for the Master of Public Policy degree program at the University of Michigan (Class of 2002). While there, I held my own with colleagues who attended so called “Top Tier” schools like Harvard, University of Michigan, UCLA, Texas, etc. I took pride in not only representing TSU and HBCUs, but also the unique lens that someone coming from the Africana Studies discipline receives.

Fast forwarding some 20 years later, I have built a career in non-profit leadership and youth development work. I currently am the Vice-President of School Age Services at the YMCA of Middle Tennessee. I oversee a \$14 million dollar department that has 350 staff and serves 6000 kids annually in the Middle Tennessee area. In addition the youth development work, I have been actively involved in Diversity Equity and Inclusion (DEI) work at the YMCA locally and nationally. Once again, I would unequivocally say that my AFAS degree has equipped me to become a leader in this work.

I strongly believe in the mantra of Africana and/or Black Studies discipline: Academic Excellence and Social Responsibility. As such, I would love to have some additional conversations about how a revived Africana Studies Department could create an intern track with the YMCA of Middle Tennessee in order to expand our DEI work here. We are also actively engaged with a local HBCU alliance (TSU, Fisk, Meharry, ABC) that is working on some initiatives in North Nashville in conjunction with the Northwest YMCA branch. These are two areas I could easily see where we could create some very meaningful experiences and ones that would offer an array of data driven and community engagement work.

Please accept this letter as an unconditional and enthusiastic endorsement of this proposal to re-institute the AFAS Department at TSU. In addition, please know that I am more than willing to provide an avenue for students to meaningfully apply theory with practice at the YMCA. Keep me posted on what else I can do to help.

Sincerely,

Rico X, M.P.P.
Vice President, School Age Services
YMCA of Middle TN
rx@ymcamidtn.org

HOWARD UNIVERSITY

Graduate School
Office of the Dean

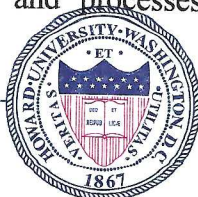
July 8, 2022

TO: Dr. Wosene Yefru, Coordinator of Africana Studies

RE: TSU B.S. Degree in Africana Studies

I have read with great enthusiasm the proposal to re-establish a B.S. degree in Africana Studies at Tennessee State University (TSU) and I offer my highest support to this effort. The mission of Africana Studies is to provide rigorous training in both disciplinary and interdisciplinary approaches to Africana Studies in order to produce graduates prepared to make important contributions in teaching, research, and community involvement in a wide range of occupations that seek persons with the unique skill-set that the Africana Studies degree provides. In order to help students achieve content mastery and command of the disciplinary and interdisciplinary frameworks and methodologies that will be needed to inform their research and prospective careers, TSU has created three substantive concentration areas in Africana Studies: 1) Africana Community and Family Studies; 2) African Cosmology, Ontology, and Psychology; 3) Africana Political Thought and Social Justice. The disciplinary grounding of students will be developed through 21 credit hours of core departmental courses and their interdisciplinary lens will be further developed within the context of the concentration areas. The TSU Africana Studies curriculum has optimal breadth and depth, seeking to train students to not only think in broad, synthetic, and comparative ways about Africana cultural and social forms, discourses, institutions, and practices in global, regional, and local contexts, but also to explore how they dynamically relate to and inform one another in myriad ways from antiquity to the present in ongoing struggles for freedom and social justice.

TSU has a long and unique historical legacy of nurturing and promoting Black intellectual work in all domains of knowledge and this tradition helped to influence the initial development of Africana Studies as a major. The re-establishment of this major would immediately signal the fact that the university is preparing to extend its legacy in this area and to play a major role among the nation's leading universities in providing both high quality research and leadership in articulating the diversity of Africana thought and culture and empowering scholars to keenly address contemporary social and political problems and issues through the unique disciplinary and interdisciplinary lens of the field. Developing a strong Africana Studies major at TSU which examines the historical, political, economic, social, and cultural background of African peoples and their modern efforts to resist oppression and fight for liberation in the context of complex national and global forces and processes will make a critical contribution in



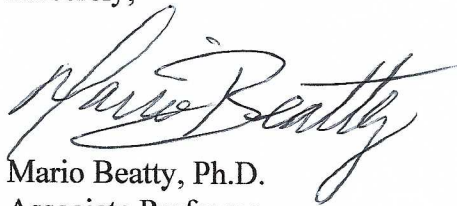
presenting new knowledge that informs public discourse around democratic principles and cultural and social values to ensure the advancement of the cause of social justice and equality.

As we enter the third decade of the 21st century, Africana Studies is strong and its institutionalization, visibility and growth as an established academic discipline are evident on many fronts. Increased opportunities to pursue graduate training in Africana Studies exist at the nation's top universities. Currently, eleven (11) institutions offer doctoral training in Africana Studies and twenty-five (25) universities offer a MA degree. Similarly, undergraduate Africana Studies programs have witnessed a parallel growth. Currently, over 300 institutions list Africana Studies as an option for a major, and TSU's B.S. in Africana Studies will strongly prepare students to take advantage of graduate school opportunities if they so choose.

The Africana Studies degree provides students with a unique skill set that empowers them to be desirable from a wide array of professional occupations. Careers in Africana Studies cover a number of fields including, but not limited to, teaching (secondary schools, community colleges, colleges and universities), as well as government, foreign affairs, journalism, museum services, social work, and international relations. Specific areas of employment interest for graduates, especially those with graduate training, include public policy occupations and jobs addressing social justice inequities both nationally and internationally. Africana Studies majors are systematically trained and uniquely positioned to think deeply about how to improve the lives of Africana and other marginalized communities- locally, regionally, statewide, nationally, and globally in whatever area they choose to pursue.

Scholarship in the 21st century critically needs a bold effort in the matter of knowledge acquisition and distribution in the service of both theoretical and practical efforts to promote ideas of respect for human diversity and identity, freedom and social justice. This proposal will inevitably make significant contributions to such efforts and TSU will reestablish its rightful place in the cohort of institutions that are committed to transformational scholarship and activism in the U.S. and the world.

Sincerely,



Mario Beatty, Ph.D.
Associate Professor
Department of Afro-American Studies
Howard University

08/31/2022

To: Dr. Wosene Yefru, Coordinator of Africana Studies
Department of History, Political Science, Geography & Africana Studies
Tennessee State University

From: Victor O. Okafor, Ph.D. 
Professor & Head, Department of Africology and African American Studies

Subject: My Letter of Support for TSU's Bachelor of Science Degree in Africana Studies

I write in support of your effort to enhance the operational agency of Black Studies at Tennessee State University through your TSU's Academic Affairs' decision to revive your Africana Studies major. Given your track record and plans, I expect that graduates with a B.S. degree in Africana Studies from your program should be well prepared to apply for admission to the M.A. program in Africology and African American Studies at Eastern Michigan University. Our own successive alumni surveys have shown that EMU's AAAS graduates are employed in sundry public and private sector organizations. You can also navigate the following web file for additional national case studies and examples of careers that are possible through majoring in Africana Studies.

In fact, at the present time period, there appears to be a trend, within the United States, towards enhancement of the operational agency of Black Studies academic projects. The following are notable examples:

St. Louis University: <https://unewsonline.com/2021/03/african-american-studies-to-become-a-department/>

Louisiana State: <https://www.jbhe.com/2021/01/louisiana-state-university-elevates-black-studies-to-departmental-status/>

Stanford: <https://news.stanford.edu/today/2021/03/22/departmentalizing-african-american-studies-aaas-program/>

Bowdoin College: <https://bowdoinorient.com/2021/03/12/africana-studies-program-becomes-full-department/>

Michigan State University: <https://statenews.com/article/2021/03/new-aaas-department-share-plans>

Washington University: <https://www.jbhe.com/2016/11/black-studies-achieves-departmental-status-at-washington-university-in-st-loui>

I have found most fitting, a rationalization for the ongoing departmentalization of AAAS across the United States provided recently by Dr. Claude Steele, the Lucie Stern Professor in the Social Sciences at Stanford University. Here's how he framed it:

First, it has become abundantly clear that African and African American studies have become, especially over the last 40 years or so, a large, revelatory and high-quality area of research and scholarship with implications for, and relationships to, many other important areas of research and scholarship. Its strength supports strength in many disciplines. Almost all of our peer institutions have now departmentalized African and African American studies. And many colleagues at these institutions testify to the benefits of departmentalization – to the richness of academic life on their campuses, to meeting a growing student appreciation of the importance of this area of knowledge to their education and eventual work lives, to the recruitment and retention of Black and minority faculty, and more. It also became clear that departmentalization is critical to building academic strength in this area. While the development of this field benefits in major ways from work in many humanities and social sciences disciplines especially, it is clear that strengthening this area on campus will require faculty whose primary focus is in this area of work and program development. Thus departmentalization, and the ability it confers to make faculty appointments (either half-time, especially early in the department's development, or full-time), is the most straightforward way of accomplishing this. It is also clear that the ability to make such appointments in a department of African and African American studies is critical to recruiting and retaining strong faculty in this and related areas.ⁱ

Notable also is a development within the discipline that occurred over two years ago at Michigan State University. Taking a cue from EMU's department of Africology and African American Studies (AAAS), in 2019, Michigan State University (MSU) elevated its erstwhile program for African American and African Studies to a department with a chairperson who reports directly to that university's Dean of the College of Arts and Letters.ⁱⁱ This advancement from a program to a department headed by a chairperson that reports directly to the Dean was accompanied by an approval of a search for multiple tenure-track faculty members that would help form the core of what's expected to operate as an autonomous entity for the instruction, research and service on the African American and African world's experiences. This move by MSU came in the wake of a challenging phase for MSU's AAAS' doctoral program. MSU's bold steps towards the strengthening of its AAAS academic project is in tandem with a current trend within the discipline in the United States whereby notable universities are moving in a direction to strengthen their AAAS academic projects, specifically the advancement of their erstwhile AAAS programs or centers to full-fledged academic departments with direct reporting lines to the Deans of their respective colleges.

I hope that this letter of support would prove helpful towards your own institution's quest to revitalize its major in Africana Studies. Please, don't hesitate to contact me if you have any questions or need further assistance.

ⁱ Steale, Claude. Stanford Report, March 22, 2021.

<https://news.stanford.edu/report/2021/03/22/departmentalizing-african-african-american-studies-aaas-program/>.

ⁱⁱ Department of African American and African Studies. "History." August 30, 2022. <https://aaas.msu.edu/history/>

Monday, September 11, 2023

Dr. Williams,

It has been brought to my attention that there is a possibility for the return of the Africana Studies major at Tennessee State University! Along with this being amazing news for the students and staff, this decision would also be extremely beneficial to the community of historians and museums that surround Tennessee State University. As a proud alumna of the Tennessee State University History department and now an accomplished socio-cultural, public-historian, I greatly understand the necessity of a program that directly and specifically focuses on the journey of African people from the continent of Africa, to where we as Black American descendants of American chattel enslavement are today, and throughout the diaspora as a whole. As I am sure that you are aware, a thorough understanding of the plight of Africans and their Black American brothers and sisters could aid us as we have continuing conversations on the history and influence of Black culture on America and the world. Furthermore, majors such as Africana Studies can assist students and faculty alike as we work to better look at the world through the lens of diversity, equity, accessibility, and inclusion.

Also, as we work in spirit of Sankofa, it is imperative to also utilize the Africana Studies major to give students a better understanding of the traditions and cultures originated in Africa, that made up colonial and later antebellum America and their influences on enslaved culture; as it is these cultural exchanges that modern Black culture and overall popular culture is made of. With all of this said and in mind, you all have my full support for the revival of the Africana Studies major and I look forward to assisting you and the program upon its' return!

All the best,

Brigette J. Jones

Brigette J. Jones

Assistant Executive Director

Arabia Mountain National Heritage Area Alliance

Tennessee Higher Education Commission
Appendix A: THEC Financial Projections Form
Tennessee State University
Bachelor of Science in Africana Studies

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures								
A. One-time Expenditures								
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ 5,000	\$ 10,000	\$ 5,000	\$ -	\$ -
Equipment	\$ -	\$ -	\$ 4,500	\$ -	\$ 3,000	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ 5,500	\$ 6,000	\$ 14,000	\$ 6,000	\$ -	\$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty								
Salary	\$ -	\$ -	\$ 57,693	\$ 58,558	\$ 59,437	\$ 60,328	\$ -	\$ -
Benefits	\$ -	\$ -	\$ 20,193	\$ 20,495	\$ 20,803	\$ 21,115	\$ -	\$ -
Sub-Total Faculty	\$ -	\$ -	\$ 77,885	\$ 79,053	\$ 80,240	\$ 81,443	\$ -	\$ -
Support Staff								
Salary	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ 10,500	\$ 10,500	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ 40,500	\$ 40,500	\$ -	\$ -
Graduate Assistants								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating								
Travel	\$ -	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ -	\$ -
Printing	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,500	\$ 1,500	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Operating	\$ -	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,500	\$ 3,500	\$ -	\$ -
Total Recurring	\$ -	\$ 2,000	\$ 80,885	\$ 82,053	\$ 124,240	\$ 125,443	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ -	\$ 2,000	\$ 86,385	\$ 88,053	\$ 138,240	\$ 131,443	\$ -	\$ -

*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue								
Tuition and Fees ²	\$ -	\$ 21,680	\$ 43,360	\$ 86,720	\$ 173,440	\$ 173,440	\$ -	\$ -
Institutional Reallocations ³	\$ -	\$ -	\$ 43,025	\$ 1,333	\$ (35,200)	\$ (41,997)	\$ -	\$ -
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ -	\$ 21,680	\$ 86,385	\$ 88,053	\$ 138,240	\$ 131,443	\$ -	\$ -

Notes:

(1) Provide the funding source(s) for the new or renovated space.

Because this is an existing minor, renovations will be occur after the launch of the major and can be requested as regular budgetary requests.

(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.

Tuition and fees are based on 2021-2022 costs calculated for full-time in-state students (250-mile radius increases this number).

1st year equivalent of 5 full-time students, 2nd year 10 students, 3rd year 20 students, 4th year and 5th years 40 students (given the expected graduation in the 4th year).

(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

The program is expected to be self sufficient by year 4.

(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

None expected in first 5 years.

(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

None confirmed.

(6) Provide information regarding other sources of the funding.

Not applicable.