



# Curriculum Vitae

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**Michael T. Ndemanu, Ph.D.**

Department of Educational Studies

Teachers College

Ball State University

Muncie, IN 47306

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## Education

2012 Ph.D. Indiana University at Bloomington

*Major:* Curriculum and Instruction- with a focus on multicultural education

*Area of specialization:* Curriculum Studies

*Minor:* Literacy, Culture, and Language Education

*Dissertation:* Exploring Preservice Teachers' Perspectives about Human Diversity: Experiences in Multicultural Education Courses

*Research interests:* Multicultural education, peace education, transformative education, international comparative education, cultural studies, social justice, teacher education, curriculum theorizing, culturally/globally responsive pedagogy, ELL pedagogy, translingualism, West African languages influence on Ebonics, and transnational education

2008 M.Ed. Langston University at Oklahoma

*Major:* English as a Second Language

2000 B.A. University of Yaoundé1 at Yaoundé, Cameroon

*Major:* English and French Studies & Applied Linguistics

1998 DIPES1 Ecole Normale Supérieure-University of Yaoundé 1

*Major:* Secondary Education (French and English studies)

1998-2006 Certified French & English teacher in Cameroon public schools at secondary level

## Language Proficiencies

- English (fluent)
- French (fluent)
- Ngwe (native)
- Kamtok (near native)
- Yemba (near native)

## Current/Permanent position

Department of Educational Studies

Teachers College

**Ball State University, Muncie, Indiana**

- 2019—Present *Associate Professor* of Multicultural Education and Social Foundations in Education. Teaching same courses listed below:

EDMU 205: Introduction to Multicultural Education

EDMU 206: Advanced Study of Ethnic and Multicultural Group Behavior

EDMU 370: Representation and Multiculturalism: Theory and Practice

EDMU 690: Independent Study in Multicultural Education

DISS 701: Dissertation Proposal

DISS 799: Dissertation supervision

## Fulbright position (2021-2023)

2022—2023: A Ten-month Fulbright Scholar at the University of Ngaoundere, Cameroon in the Faculty of Education

2021—2022: A Ten-month Fulbright Scholar at the University of Ngaoundere, Cameroon in the Faculty of Education.

MEV 141: Introduction to Syllabus Design

MEV 263: Issues and Challenges in the Teaching and Learning Process

PSY 335: Advanced Scientific Writing

MAQ 462: Inter-university and community partnership

MAQ 441: Methods for evaluating higher education institutions

- **2015—2019** *Assistant Professor of Multicultural Education* and Social Foundations in Education teaching the following courses:

EDMUL 205: Introduction to Multicultural Education

EDMU 302: Self and social construction of identity

EDMU 370: Representation and Multiculturalism: Theory and Practice

EDFO 420: Social, Historical, and Philosophical Education

EDFO 660: International Comparative Education

EDCU 601: Principles and Procedures of Curriculum Development

EDMU 670: Social and Cultural Minorities in American Education

EDMU 690: Independent Study in Multicultural Education (English Language Learner Pedagogy).

DISS 799: Dissertation Defense Supervision

- Director of Multicultural Education Minor
- Coordinator of Graduate Certificate in Diversity Studies

## **Previous position**

**University of Southern Indiana, Evansville**

**2012—2015** *Assistant Professor of Multicultural Education & English as a Second language*

EDUC 221 Diversity and Equity Issues in Education

EDUC 381 Language, Literacy, and Culture

EDUC 590 Literacy and Culture

## **OTHER COLLEGE TEACHING EXPERIENCE**

**Indiana University, Bloomington, Indiana**

*Undergraduate and graduate courses*

2009—2012 *Associate Instructor, E555: Human diversity in education*  
*Associate Instructor, E/M300: Education for a Pluralistic Society*

**Kelley School of Business-Indiana University, Bloomington, Indiana**

2009—2011 *French tutor to MBA students preparing for an internship in France*

**College of Hotel Management and Tourism (EHT-CEMAC), Ngaoundere, Cameroon**

2001—2006 *Adjunct instructor, English as a Foreign Language*

## **P-12 TEACHING EXPERIENCE**

**Santa Fe South High School, Oklahoma City, Oklahoma**

2008 *Substitute teacher*

**Government Bilingual High School Bamyanga, Ngaoundere, Cameroon**

2001—2006 *Teacher/chair, English as a Foreign Language*

**Commonwealth Language Institute, Ngaoundere, Cameroon**

2001—2006 *Part-time instructor and administrator, TOEFL program*

**Government Bilingual High School Maroua, Cameroon**

1998—2001 *Teacher/chair, French as a Second Language*

**Prosperity Bilingual Primary School, Dakar-Douala, Cameroon**

1994—1998 *3<sup>rd</sup> & 4<sup>th</sup> grade teacher* (combined class)

**Graduate Student Research Experience**

**Indiana University at Bloomington**

2009—2012 *Dissertation research on Pre-service teachers' beliefs and attitudes about issues of human diversity*

2009—2011 *Research Assistant, Language immersion project at Ecole Kenwood Columbus, Ohio.*

**Langston University, Oklahoma**

2008 *Graduate Assistant, office of the Dean of Graduate programs*

**ACADEMIC AWARDS/RECOGNITIONS**

**Ball State University**

2017 Teachers College Outstanding Departmental Service Award

**University of Southern Indiana**

2015 *Recipient-* Lee Cooper's Core Curriculum Teaching Award

**Phi Delta Kappa International,**

2013 *Recipient-* Emerging Leaders' Award

**Langston University, Oklahoma**

2013 *Recipient-* Distinguished Service Award

**Indiana University at Bloomington**

2012 *Nominee-* Outstanding Associate Instructor's Award

**Curriculum and Pedagogy Conference - Akron, Ohio**

2011 *Recipient* - James T. Sears Award of Honorable Mention from Curriculum & Pedagogy for a paper on the influence of West African languages on African American Vernacular English.

**PUBLICATIONS AND WORKS IN PROGRESS**

**Scholarly Accomplishments at Ball State University**

***Refereed articles and chapters in print***

Ndemanu, M. T. (in press) Grade Deflation in Cameroon's Higher Education: Causes and Possible Solutions. *Journal of Negro Education*.

Ndemanu, M. T. & Roof, D. (in press). Unearthing unrelenting disenfranchisement of Black and

Brown voters: Preparing adult learners for critical consciousness and political resistance. *Dialogues in Social Justice: An Adult Education Journal*.

Regina J. Giraldo-García, Eva Zygmunt, Kristin N. Cipollone, Sheron Fraser-Burgess, Michael T. Ndemanu & John Ambrosio (2023) Missing the Mark: Assessing Dispositions and the Reification of Whiteness in Teacher Preparation, *Educational Studies*, DOI: [10.1080/00131946.2023.2248637](https://doi.org/10.1080/00131946.2023.2248637)

Ndemanu, M. T. (2022). Designing university syllabi for 21st century skills: Maximizing learning outcomes in higher education. *Global Journal of Transformative Education*, 3(1), 25-33. DOI: [10.14434/gjte.v3i1.33616](https://doi.org/10.14434/gjte.v3i1.33616)

Ndemanu, M. T. & Davis, C. (2019). Transformative pedagogies in multicultural education: Teaching sensitive topics in troubled times. In S. Raye, S. Masta, S. Cook, & J. Burdick (Eds.). *Ideating Pedagogy in Troubled Times: Approached to Identity, Theory, Teaching, and Research*. Information Age Press.

Roof, D. & **Ndemanu, M. T.** (2019). Resistance and Reconciliation: The Fight to End School Segregation in the United States and South Africa. In E.A. Ogechi (ed.). *Reevaluating the Black Experience in Higher Education in Africa and the United States*

Ndemanu, M. T. (2019). Transnational identity formation of second-generation Cameroonian youth in the United States: A perspective of a Cameroonian parent-educator. *African and Black Diaspora: An International Journal*.

Ndemanu, M. T. (2018). Traditional African religions and their influences on the worldviews of Bangwa people of Cameroon: Guidance for study-abroad students and professionals, *Frontiers: The Interdisciplinary Journal of Study Abroad*, 30(1), 70-84.

Ndemanu, M. T. (2018). Pre-service teachers' resistance to multicultural education courses: The binary fear of the familiar and the unfamiliar communities, *Multicultural Learning and Teaching*, 12(2).

Ndemanu, M. T. & Roof, D. (2018). Multicultural Education in the Context of Community: Assessing the Impact of Service Learning in Teacher Education. In T. Meidl & M. Dowell (Eds.). *Service-Learning Initiatives in Teacher Education Programs*. Hershey, PA: IGI Global.

Ndemanu, M.T. (2017). Education for a robust socio-economic and political transformation of Africa: Rethinking classroom spaces in public schools. In O. Ukpokodu & P. Ojiambo (Eds.), *Erasing invisibility: Equity, Social Justice and Educational Excellence of Africans in Diaspora*. Cambridge, UK: Cambridge Scholars Publishing.

Ndemanu, M. T. & Jordan, S. (2017). Culturally responsive pedagogy for African immigrant children in the U.S. P-12 schools. *Journal of Black Studies*, 49(1), 71-84.

Ndemanu, M. T. (2017). Antecedents of campus protests nationwide: Exploring Black student activists' demands, *Journal of Negro Education*, 86(3), 238-251.

Kigamwa, J. & **Ndemanu, M. T.** (2016). Translingual practice among African immigrants in the United States: Embracing the mosaicism of the English language, *Journal of Multilingual and Multicultural Development*, 38(5), 468-479.

Ndemanu, M. T. (2016). Re-imagining study abroad for preservice teachers: Acquiring advanced multicultural education skills through transnational education. *Iowa Journal for the Social Studies*, 26(2), 3-25

Ndemanu, M. T. (2015). Unpacking the Invisible Knapsack of African-Born Professor's Identity in the U.S. Academe. In C. B. Hutchison (Ed.), *Experiences of Immigrant Professors: Challenges, Cross-Cultural Differences, and Lessons for Success*. New York: Routledge.

Ndemanu, M. T. (2014). Multicultural teacher education courses are not designed for all pre-service teachers: An African American student teacher's perspective, *Journal of Instructional Psychology*, 41(1), 1-15.

Ndemanu, M. T. (2014). Ebonics, to be or not to be: A legacy of trans-Atlantic slavery, *Journal of Black Studies*, 46(1), 23-43

Ndemanu, M. T. (2014). Faculty's Response to Globally Divergent Thinking in American College Classrooms: An Auto-ethnographic Reflection, *Journal of Learning in Higher Education*, 10(2), 14-17.

Ndemanu, M. T. (2013). *Exploring the historical foundation of diversity and equity courses in teacher education programs: History and areas of concerns in multicultural teacher preparation*. (Working Paper Vol.2) Bloomington, Indiana: Department of Literacy, Culture and Language Education at Indiana University.

Ndemanu, M. T. (2012). The Contribution of E-mail Exchanges to Second Language Acquisition: A case of cross-cultural communication between Africa and North America, *The Reading Matrix*, 12(1) 1-11.

### ***Editorially reviewed articles/book chapters***

Ndemanu, M.T. & Coronel-Molina, S. (2021). Transforming lives through education. *Global Journal of Transformative Education*, 2(1), 1-5.

Coronel-Molina, S. & Ndemanu, M.T. (2020). Transformative Education from Multiple Perspectives. *Global Journal of Transformative Education*, 2(1), 1-4.

Jordan, S. & Ndemanu, M. T. (2019) Welcoming African Immigrant Students into US K-12 STEAM Classrooms through Culturally Relevant Teaching. Information Age Publishing: Charlottesville, NC.

Ndemanu, M. T. & Coronel-Molina, S. (2019). Introduction: Proceedings of the World Conference on Transformative Education (WCTE) in Kakamega. *Global Journal of Transformative Education*, 1(1).

Ndemanu, M. T. (2015). British Southern Cameroons in Cameroun Republic: A Salad Bowl with unmitigating distinctive ingredients. In F. Achankeng (Ed.), *Nationalism & intra-state conflicts in a postcolonial World*. Lanham, MD: Lexington Books.

### **Accomplishment at Indiana University**

#### **Award-winning Peer-reviewed book chapter**

Ndemanu, M. T. (2011). The influence of West African Languages on African American Vernacular: Ebonics crisis in Oakland, California revisited. In C. Reilly, V. Russell, L. Chehayl, & M. McDermott (Eds.), *Surveying borders, boundaries, and contested spaces in curriculum and pedagogy*. Charlotte, NC: Information Age Publishing.

### ***Refereed articles and book chapters under review***

Laasi, S, Ndemanu, M.T., Bradley-Levine, J., Zygmunt, E., Ford, K., Khushal, K (Submitted). Preschool Teachers' Training for Social-Emotional Learning and Peacebuilding in Pakistan: A Quasi-Experimental Study *Journal of Early Intervention*

Samuels, A. & **Ndemanu, M. T.** (Resubmitted). Reframing the "Blame the Victim" Mentality in Teacher Education: Deconstructing the Effects of Race-Related Policy on the Educational Outcomes of Students of Color, *Equity and Excellence in Education*.

## **REFEREED CONFERENCE PRESENTATIONS**

Ndemanu, M. T. (2023). De-colonizing P-16 curriculum: A catalyst for transformative education across Africa. International Conference on Researching Education Decolonially: Towards Alternative Global South Epistemologies. University of Buea, July 7-8, 2023.

Ndemanu, M. T. (2023). The economics of university sports in the United States: What transformative lessons for Cameroon? Symposium on university sports, Ngaoundere-Cameroon

Abua, A. D., Ndemanu, M. T., Zainulabdin, S. (2023). Tackling Violence in Cameroon's Secondary Schools: The need for conductive and peaceful learning settings. Cohen Peace Conference, Ball State University, Muncie, IN April 2023

Ngetsop, E. T., Ndemanu, M. T., Roof, D., Abua, A. D., Laasi, S. (2023). Structural Violence as the Cause of Physical Violence in South Cameroons. Cohen Peace Conference, Ball State University, Muncie, IN April 2023



- Abua, A. D. & Ndemanu, M. T. (2023). The effects of culturally responsive curriculum on learners' attention in multi-cultural Cameroonian secondary schools. World Conference on Transformative Education (WCTE), Cape Coast, Ghana, May 2023.
- Ndemanu, M. T. Coronel-Molina, S., Baron, D. (2023). Reimagining the Vision, Mission, and Activities of the Global Institute for Transformative Education. World Conference on Transformative Education (WCTE), Cape Coast, Ghana, May 2023.
- Warren, K., Ndemanu, M. T., Tait, G., Rutter, E. (2023). Decolonizing the Mind: Shifting the Thinking in African Universities and at Predominately White Institutions of Higher Education in the United States. World Conference on Transformative Education (WCTE), Cape Coast, Ghana, May 2023.
- Roof, D. & **Ndemanu, M. T.** (2022). Black Voters & American Democracy: Adult Education As A Response To Voter Suppression. AERA. San Diego, CA.
- Ndemanu, M. T. & Roof, M. T. (2021). "Voter Suppression in the South: Relentless disenfranchisement of Black Voters" has been accepted for presentation at the "Benjamin V. Cohen Peace Conference: Building a Beloved Community" to be held via Zoom on April 9 & 10, 2021.
- Roof, J. D. & Ndemanu, M. T. (2021). "Structural Violence and the Disenfranchisement of Black Voters: Preparing Adult Learners for Critical Consciousness and Resistance" *American Educational Studies Association (AESA)* Portland, OR (November, 2021).
- Ndemanu, M. T. (fall, 2020). Activism of Black Lives Matter on the wake of George Floyd's murder: A march toward the consolidation of the Civil Rights of 1964. Virtual Paper Presentation at Curriculum and Pedagogy Annual Conference.
- Ndemanu, M. (2020) Value-based Education: Reconceptualizing Civics Education for a Common Good. World Conference on Transformative Education in Cape Coast, Ghana (presentation postponed due to COVID-19).
- Roof, D. & **Ndemanu, M. T.** (spring 2019). Liberation and Redemption: The Impact of School Segregation in the U.S. and South Africa. AERA. Toronto, Canada
- Ndemanu, M. T. (fall, 2019). Identity Formation of Second-Generation Youth of Cameroonian Descent in the United States. Paper presentation at Curriculum and Pedagogy Annual Conference in McAllen, Texas.
- Ndemanu, M. T. (fall, 2019). Revitalization of West African Pidgin (Creole) English. Paper presentation at Revitalicao de Linguas Indigenas e Minorizadas, Brasilia, Brazil.
- Ndemanu, M. T. McConnell, T., Mucherah, W., & Mbogori, T. (fall, 2018). Re-imagining Education in the African Context. Panel at Global Connection Conference, Muncie, IN.



Ndemanu, M. T. Cain, R. Miller, J. (fall, 2018). Ball State University and U.S. Department's Pan-African Youth Leadership Program. Presentation at Global Connection Conference, Muncie, IN.

Ndemanu, M. T. (fall, 2018). Curriculum Overhaul in Cameroon: Education for Political and Socioeconomic Empowerment Curriculum Theorizing and Practice Conference Bergamo, OH.

Ndemanu, M. T. (summer, 2018). Indigenization of P-12 curriculum: A catalyst for transformative education. Presentation at World Conference on Transformative Education, Kakamega, Kenya.

Ndemanu, M. T. (summer, 2018). Re-imagining Education in the African Context. Plenary Panel at World Conference on Transformative Education, Kakamega, Kenya.

Roof, D. & **Ndemanu, M. T.** (spring 2018). Service-Learning, Diversity, and Preservice Teachers: Researching the Benefits and Challenges of Service Learning for Multicultural Education. Presentation at the AERA, New York.

Ndemanu, M. T. (fall, 2017). Rethinking Classroom Spaces in K-12 Schools in Africa Presentation at the Curriculum and Pedagogy Conference, New Orleans, Louisiana.

Samuels, A. & **Ndemanu, M. T.** (fall, 2017). The origins of achievement gap between White and Black students: End or no end in sight? Curriculum Theorizing and Practice Conference Bergamo, OH.

Roof, D. & **Ndemanu, M. T.** (spring, 2017). No Singular Revelation: The Black Struggle for Educational Opportunity and Access in the United States and South Africa" Accepted for presentation at the 2017 AERA Annual Meeting in San Antonio, TX.

Ndemanu, M. T. (fall, 2016). Transnational teacher education as the most transformative study abroad model for U.S. International Conference on Transnational Education and Learning Society at The University of Memphis in Memphis, TN.

Ndemanu, M. T. (fall, 2016). Legitimizing or delegitimizing campaign rhetoric in school curricula? Curriculum Theorizing and Practice conference Bergamo, OH.

Ndemanu, M. T. (fall, 2016). "It is a difficult course to teach": Doctoral students teaching a multicultural education course at the undergraduate level. Curriculum and Pedagogy Conference in Cleveland, OH.

Ndemanu, M. T. (spring, 2016). Curriculum Analysis in elementary schools for peace-building and educational transformation in Nigeria and Cameroon. Benjamin V. Cohen Peace Conference at Ball State University, Muncie, Indiana.

- Ndemanu, M. T. (fall, 2015). Problematizing racial/ethnic identity classification: A critical reflection on a transformative instructional practice in a multicultural education course, Presentation at Curriculum and Pedagogy Conference (C&P), Cleveland, Ohio.
- Ndemanu, M. T. (fall, 2015). Education for a robust socio-economic and political transformation of Africa. Presentation at International Association of African Educators (IAAE), Lawrence, Kansas.
- Ndemanu, M. T. (fall, 2015). Curriculum theorizing in a contemporary conflict-ridden world. Presentation at the 36<sup>th</sup> Annual Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio.
- Ndemanu, M. T. (fall, 2015). Names as important identity Presentation at the 3rd Annual Conference in Adult, Community, and Higher Education (ARCACHE), Muncie, Indiana.
- Ndemanu, M. T. & Kigamwa, J. (fall, 2014). Anatomy of Ethnic Conflicts in Africa varying ethnic identities in pre- and post-colonial Africa. Presentation at the African Studies Association (ASA), Indianapolis, Indiana.
- Ndemanu, M. T. (fall, 2014). Ebonics and Standard English: Dismantling the Ideology of Conformity. Presentation at the National Association of Multicultural Education Conference (NAME), Tucson, Arizona.
- Ndemanu, M. T. (fall, 2013). Pre-service teachers' resistance to multicultural education courses: The binary fear of the familiar and the unfamiliar communities, *Urban Education*. Presentation at the Curriculum and Pedagogy Conference, New Orleans, Louisiana.
- Ndemanu, M. T. (fall, 2013). Erasing the misperceptions of Ebonics; embracing its African origin; and envisioning new pedagogic dimensions. Presentation at the National Association of Multicultural Education Conference, Oakland, California.
- Ndemanu, M. T. (fall, 2013). Schools as breeding grounds for democratic or dictatorial leaders: Cameroon as a case in point. Presentation at the African Studies Institute Conference, The University of Georgia, Athens, Georgia.
- Ndemanu M. T. (spring, 2013). Faculty's Response to Globally Divergent Thinking in American College Classrooms: An Autoethnographic Reflection" *Journal of Learning in Higher Education*. International Conference on Learning and Administration in Higher Education, Nashville, Tennessee.
- Ndemanu M. T. (spring, 2013). "Ebonics, 'To Be or not To Be?': A Legacy of Trans-Atlantic Slave Trade. Presentation at the Society of Applied Anthropology, Denver, Colorado.
- Ndemanu M. T. (fall, 2012). Multicultural teacher education courses are not designed to prepare all preservice teachers for diversity: Experiences of an African American preservice teacher. Presentation at the Curriculum and Pedagogy Conference, New Orleans,

Louisiana.

Ndemanu M. T. (2012). Cross-cultural exigencies of African immigrant students in US public schools. Presentation at African Studies Institute International Conference on Africa and its Diaspora, Athens, Georgia. Fall 2012.

Ndemanu M. T. (2009). The Contribution of E-mail Exchanges to Second Language Acquisition: A case of cross-cultural communication between Africa and North America. Presentation at the Curriculum and Pedagogy Conference, Atlanta, Georgia.

Ndemanu M. T. (2010). The History of Multicultural education and the influence of Afrocentrism on its original goals. Presentation at the Organization of Educational Historians (OEH) conference, Chicago, Illinois.

Ndemanu M. T. (2010). Ideas for a supportive education for African immigrant students in the US schools. A paradigm of inclusiveness. Presentation at the National Association of Multicultural Education (NAME) Conference, Las Vegas, Nevada.

Ndemanu M. T. (2010). The influence of West African Languages on African American Vernacular: Ebonics crisis in Oakland, California revisited: Presentation at the Curriculum and Pedagogy Conference, Akron, Ohio.

Ndemanu M. T. (2011). Curriculum and pedagogy for teachers and students in the wilderness: African Immigrants and school adaptability in the United States. Presentation at the Curriculum and Pedagogy Conference, Akron, Ohio.

Ndemanu M. T. (2012). The impact of transactional pedagogy on preservice teachers' resistance in multicultural education courses. Submitted for presentation at the SPE (Society of Professors of Education) meeting during the AERA conference in Vancouver, Canada.

### **Books under review**

1. *African immigrant children in the United States: Challenges, Resilience, Achievements, and Lived Experience*. Routledge
2. *The Future of Africa and the role of Transformative Education for sustainable development*. Bloomsbury

### **Articles under Review**

Ndemanu, M. & Roof, J. D. (2021). Structural violence: Relentless disenfranchisement of Black voters. *Dialogues in Social Justice: An Adult Education Journal*.

Markelz, A. & Ndemanu, M. (2021). Parental Involvement Across Cultures: Perspectives of Two Experienced International Educators. Submitted to the *Multicultural Learning and Teaching Journal*.

Ndemanu, M. (2021). Activism of Black Lives Matter on the wake of George Floyd's murder: A march toward the consolidation of the Civil Rights of 1964. *Multicultural Perspectives*

### **Invited Public/Keynote Speaking**

Ndemanu, M. T. (2023). Understanding Transformative Education in the Era of Professionalization, December 13, 2023. University of Ngaoundere.

Ndemanu, M. T. (2021). Clean School policy as a response to school violence. International Symposium on School Violence in Cameroon. Invited by Minister of Secondary Education. December 22, 2022.

Ndemanu, M. T. (2021). Operationalization of professionalization of university programs. University of Ngaoundere, December 9, 2021. Organized by the Association of Adamawa Students.

Ndemanu, M. T. (2021). Twenty-first century university pedagogies: concepts and methods. University of Ngaoundere, October 29, 2021. Organized by the Provost of the University of Ngaoundere in Collaboration with the Faculty (School) of Education

Ndemanu, M. T. (2021). Higher education in the United States: System and opportunities. University of Ngaoundere, October 17, 2021. Organized by the Faculty (School) of Education

Ndemanu, M. T. (2021). Transformative pedagogies: Concepts and approaches. University of Ngaoundere, October 20, 2021. Department of Measurement and Evaluation of the Faculty (School) of Education.

Ndemanu, M. T. (2021). Studying in the United States: Opportunities and admission process. University of Ngaoundere, November 17, 2021. World International Education Day organized by U.S Embassy in Yaounde, Cameroon.

Ndemanu, M. T. (2020). Teaching about race and racism in the classroom. Indiana Bar Foundation. The Fall Professional Development (Virtual), September 30, 2020.

Ndemanu, M. T. (2019). Black student protest on predominantly white campuses. Responding to the screening of *Agents of Change*. Ball State University, November 13, 2019.

Ndemanu, M. T. (2019). Peace Education at all Levels of Education in Africa. Conference of Rectors, Vice Chancellors, and Presidents of African Universities (COREViP), Cairo, Egypt.

Ndemanu, M. T. (2013). Community support for children's education as a possibility for nurturing academic resilience and higher achievement among youths. **Keynote speaker** at the *Ira D. Hall and Rubye Hibler Hall endowed Heritage Lecture Series*, Langston University, Oklahoma.

Ndemanu M. T. (2013). African Artifacts: Implications for understanding diverse perspectives and world cultures. Presentation for the African Diversity Cultural Showcase, USI (spring 2013)

Ndemanu, M. T. (2010). *Getting you into Indiana University*. Hudson-Holland Scholars Program's (HHSP) first Annual LEAD Conference, Bloomington, Indiana.

Ndemanu, M. T. (2009). *Graduate Students' lives in IU*. Men and Women of Color Leadership Conference, Bloomington, Indiana.

Ndemanu, M. T. (2008). *The use of proverbs in African societies*. Indiana University African Studies Outreach Program. Presented at Medora High School, Indiana.

### **Professional Development Workshops**

- Instructional strategies for online teaching at Ball State University
- In spring 2020, I spent 5 weeks in the University of Delhi, India facilitating workshops on curriculum and pedagogy for junior Afghan faculty. The project was sponsored by U.S. Department of State.
- Summer 2020, Webinar: Zoom training in preparation for fall semester.

### **Books under review**

- *African immigrant children in the United States: Challenges, Resilience, Achievements, and Lived Experience*. Routledge
- *The Future of Africa and the role of Transformative Education for sustainable development*. Bloomsbury

## **GRANTS AND FELLOWSHIPS**

### **External Grant Submission**

2023 Spencer Foundation Vision Grant titled, *Transforming education systems in Africa to meet UN's sustainable development goals* (Submitted September 14, 2023, **under review**).  
**\$75000- Lead PI**

2023 U.S. Department of State's U.S. Embassy in Cameroon's Public Affairs Grant titled, *Enhancing Competency-Based Approaches to University Pedagogies in Cameroon through Professional Development Workshops*. (**Funded- 2023-2024**) **\$24,950- Lead PI**

2021 **Civic Renewal through Education for Agency, Tolerance, and Engagement (CREATE)** project, submitted for the American History and Civics Education, National Activities (AHC-NA) through the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education. Authorizing Legislation: Elementary and Secondary Education Act of 1965, as amended (ESEA) section 2233 (20 U.S.C. 6663) "National Activities." (**Funded- ongoing**). **\$1,140,780.00- Co-PI**

2021 Fulbright Scholar award to Cameroon (from 2021 to 2023) **Funded, PI**

2020: Spencer Foundation grant (\$500,000) application submitted under the title, *Proximate Determinants of Female School Dropout in African Universities (Unfunded)*

2019 and 2020 Department of State Grant for Afghan Faculty Forum for Enrichment, Collaboration and Training (AFFECT) worth \$270,000 (**Funded**). U.S. Department of State. **Co-PI**

2018 & 2019 Meridian International Center Grant for Pan-Africa Youth Leadership Program worth \$248,488.00 (**Funded**). Funder: U.S. State Department, **Co-PI**

2016 American Educational Research Association Grant worth \$5000.00 (**unfunded**)

2016 The Partnership to Strengthen Innovation and Practice in Secondary Education Grant worth \$600,000.00 (**unfunded**)

### **Internal Grant Submission**

2020—Teachers College Summer Assessment Grant: Educator Dispositions Assessment for fall 2019 & spring 2020 (Funded)

2018 Department of Educational Studies Research Funding (IDC) Award Rethinking Classroom Spaces in Kenyan K-12 Schools worth \$2000 (funded).

2015 New Faculty ASPIRE Grant worth \$3000 (unfunded)

2017 Summer Assessment Grant worth \$6000 (funded) by the BSU Office of Institutional Effectiveness

### **University of Southern Indiana, Evansville**

2013 *Recipient*, Summer Research Fellowship worth \$7000.00

2013 *Co-recipient*, African Cultural Diversity Showcase grants worth \$8000.00

### **Indiana University at Bloomington**

2011 *Recipient*, Daisy Jones Dissertation Fellowship worth \$4000.00

2009—2010 *Recipient*, Equal Opportunity Fellowship to cover the difference between in-state and out-of-state tuition.

## **SERVICE**

### ***Department service***

2023—*Present Member, Research Committee*, Department of Educational Studies

2023—*Present Secretary, P&T Committee*, Department of Educational Studies

2023—*Present Member, Curriculum Committee*, Department of Educational Studies

2023—*Present Member, Graduate Committee*, Department of Educational Studies

2020—2021 *Chair of P&T Committee*, Department of Educational Studies

2016—2019 *Member, Salary Committee*, Department of Educational Studies

2017—2018 *Secretary, Curriculum Committee*, Department of Educational Studies

2017—present *Member, Graduate Programs Committee*, Department of Educational Studies

2017—2018 *Member, Diversity Committee*, Department of Educational Studies

2017—2021 *Member, EPP Committee*, Department of Educational Studies

2015—2016 *Organizing committee member* of the 4<sup>th</sup> Annual Research Conference in Adult, Community, and Higher Education (ARCACHE)



**Dissertation Service (Ph.D. Defenses)**

<b>Doctoral student's name</b>	<b>Role on the Committee</b>	<b>Graduation Year</b>
Ms. Seema Zainulabdin	Dissertation Chair	Fall 2020 (graduated)
Ms. Cynthia (Cindy) Cash	Member	Fall 2018 (graduated)
Ms. Camea Davis	Mentor -outside the committee	Spring 2018 (graduated)
Mr. Bennett Osei Bediako	Dissertation Chair	spring 2024
Mr. Tommy Brittain	Dissertation Chair	Spring 2024
Ms. Becky Clark	Member	ongoing
Ms. Veronica Starrett	Member	ongoing
Mr. Michael Gebreslassie University of California, East Bay	Member	Graduated Dec. 2023
Ms. Katie Welch	Member	
Ms. Martina Schiavo	Member	

***College service***

- 2023 *Organizer* of the 2023 World Conference on Transformative Education, University of Cape Coast Cape Coast, Ghana.
- 2019—*participant* at State Colloquium on internationalization of Schools of Education at IUPUI
- 2019—*participant at* Educational Dialogue on Charter Schools in Bloomington
- 2017—present *Principal Investigator*, Pan-African Youth Leadership Program (PAYLP)
- 2016—present *Member*, Salary Committee
- 2017— 2018 *Co-organizer* of the 2018 World Conference on Transformative Education, Masinde Muliro University of Science and Technology, Kakamega, Kenya
- 2017--Dean's Appreciation letter for my Participation at CAEP Onsite Visit
- 2015— *Co-organizer* of the 2017 World Conference on Transformative Education, University of Yaoundé 1, Cameroon, BSU.
- 2014—2015 *Member*, Pott College Innovation Grant Committee
- 2014—2015 *Member*, Science, Engineering, and Education Research Grant Awards (SEERGA) Committee
- 2013—2015 *Member*, Pott Foundation Faculty Award Committee, USI
- 2011—2012 *Member*, International Program Committee for Indiana University School of Education.

***Service to the University***

- 2020-2022 *Member*, Campus Internationalization Task Force
- 2019-2021 *Member*, High Impact Practices (HIP) Task Force
- 2019—2020 *Chair*, Global Engagement Committee
- 2017—present *Member*, Global Engagement Committee
- 2016—present *Mentor*, Ph.D. Pathways mentoring program
- 2014—2015 *Member*, Annual Nelson Mandela's life and legacy Celebration Committee
- 2014—2015 *Member*, African Studies Program Committee, USI
- 2013—2015 *Co-founder*, African Diversity Annual Cultural Showcase, USI



- 2012—2015 *Member*, exploratory committee of a soon-to-be Master's degree program in Second Language Teaching and Policy, USI.
- 2012—2015 *Advisor*, African Students Union
- 2014—2015 *Member*, Faculty Search Committee for Diversity and Equity position, USI
- 2014—2015 *Co-chair*, Teachers' Disposition Committee, USI
- 2012—2015 *Member*, Curriculum Committee, Teacher Education Department, USI.
- 2011 *Member*, Search committee for Associate instructors of multicultural education courses.
- 2009—2011 *Member*, Diversity Emissary Program for Indiana University's Graduate Schools

### ***Service to the Profession***

#### **Article reviewed for academic journals in 2018-2023**

- 3 for Journal of Second and Multiple Language Acquisition – JSMULA
- 2 for Urban Education Journal
- 3 for International Journal of Multicultural Education
- 2 for Journal of Negro Education
- 4 for Journal of Black Studies
- 31 Global Journal of Transformative Education (GJTE)

#### **1 Book review 2016-2023**

- Handbook of Caribbean and African Education
- School Inspectorate and Pedagogical Piloting in Cameroon and Africa by Mona
- SUN MeDIA Stellenbosch (Publishing house)

#### **2 Book chapter reviews 2017-2018**

- IGI Global publishing

#### **52 Conference paper reviews**

- Curriculum and Pedagogy conference
- National Association of multicultural education
- World Conference on Transformative Education (WCTE)

#### **Community/International Service**

- 2018—2023 *CEO*, Lebialem Cultural and Development Association (LECDA-Inc.)
- 2015—2019 *Secretary*, Lebialem Highway Commission
- 2013—2015 *Board member*, Habitat for Humanity, *Evansville*
- 2013—2019 *CEO*, Nwametaw Cultural and Development Organization (NWACUDO-Inc.)
- 2007—2013 *Vice CEO*, Nwametaw Cultural and Development Organization (NWACUDO-Inc.)
- 2013—2015 *Coordinator*, Passport Club - international students at USI meet with students of West Terrace Elementary School and University of Southern Indiana 's Children's Learning Center bimonthly to learn about different cultures, Evansville.
- 2012 *Member*, Bloomington City Commission on the Status of Black Males.

2010—2013 *CIO*, Lebialem Cultural and Development Association (LECDA-Inc.)

**PROFESSIONAL MEMBERSHIP/SERVICE**

2018—present Editor-in-chief, Global Journal of Transformative Education

2016—2018 *Member of the Governing Council*, Curriculum and Pedagogy Conference (C&P)

2017—present: Member, Black Faculty and Staff Association

2015—present *Member*, Conference on Curriculum Theory and Classroom Practice, Bergamo, OH.

2014—present *Co-Founder*, Global Institute for Transformative Education (GITE)

2015—present *Secretary*, International Association of African Educators

2013—present *Member*, African Studies Association

2013—present *Member*, Pi Delta Kappa

2013—2015 *Member*, International Educator's Conference (NAFSA)

2012—present Member, African Studies Institute Conference (ASI)

2010—present *Member*, National Association of Multicultural Education (NAME)

2013—present *Member*, International Conference on Learning and Administration in Higher Education

2008—present *Member*, American Educational Research Association (AERA)

2009—present *Member*, Curriculum and Pedagogy Conference (C&P)

2013—2015 *Member*, Society of Applied Anthropology

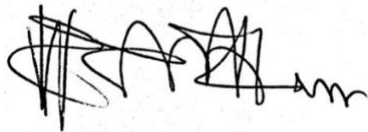
2010—2012 *Member*, Organization of Educational Historians (OEH)

2010—2012 *Board member*, Indiana Evaluation Association (IEA)

2009—2014 *Member*, American Evaluation Association (AEA)

1999—2006 *Member*, Cameroon English Language Teachers' Association (CAMELTA)

Signed by Dr. Michael T. Ndemanu

A handwritten signature in black ink, appearing to read 'Michael T. Ndemanu', with a stylized flourish at the end.