**Individuals using assistive technology may not be able to fully access the information contained in this file.**

**For assistance, please send an e-mail to:** [**NRC-FLAS@ed.gov**](mailto:NRC-FLAS@ed.gov) **and include “508 Accommodation” and the title of the document in the subject line of your e-mail.**

Roots and Branches:

**Enhancing African Studies at UNC by Connecting People and Programs**

A PROPOSAL TO ESTABLISH A COMPREHENSIVE NATIONAL RESOURCE CENTER WITH FLAS IN AFRICAN STUDIES

AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CFDA # 84.015A and 84.015B 2022-2026



# Narrative Table of Contents

Criterion A: Commitment to African Studies 1

Criterion B: Quality of the Language Instructional Program 5

Criterion C: Quality of the Non-Language Instructional Program 11

Criterion D: Quality of Curriculum Design 14

Criterion E: Quality of Staff Resources 18

Criterion F: Strength of Library 22

Criterion G: Impact and Evaluation 25

Criterion H (NRC): Outreach Activities 32

Criterion H (FLAS): FLAS Awardee Selection Procedures 36

Criterion I (FLAS): FLAS Competitive Preference Priorities 38

Criterion I (NRC): Program Planning and Budget 38

Criterion J (NRC): Competitive Preference Priority 50

**Other Attachments**

1. Application for Federal Assistance (SF-424)
2. Department of Education Budget Information (ED-524)
3. Certification Regarding Lobbying
4. General Education Provisions Act (GEPA) Section 427 Statement
5. Department of Education Supplemental Information for the SF-424 Form
6. Department of Education Abstract
7. Budget Narrative
8. Other Attachments: Appendix 1. Area Studies and Language Course Lists
9. Other Attachments: Appendix 2. Position Descriptions
10. Other Attachments: Appendix 3. Curricula Vitae
11. Other Attachments: Appendix 4. Letters of Support
12. Other Attachments: NRC-FLAS Profile Form
13. Other Attachments: Diverse Perspectives and Areas of National Need
14. Disclosure of Lobbying Form (SF-LLL)
15. Detailed Timeline

# List of Acronyms

|  |  |  |  |
| --- | --- | --- | --- |
| AAAD | African, African American, & Diaspora Stds. | MOU | Memorandum of Understanding |
| AAM | Ackland Art Museum | MSI | Minority Serving Institution |
| ACTFL | American Council on the Teaching of Foreign Languages | NAA NALRC | New Art Africa  National African Language Resource Center |
| ALTA | African Language Teachers Association | NCA&T | NC Agricultural and Technical State Univ. |
| APLU | Association of Public and Land-grant Univ. | NCSS | National Council for the Social Studies |
| ASA | African Studies Association | OASIS | Organization for African Students in  Solidarity |
| ASC | African Studies Center, UNC | OF | Oak Foundation |
| ASOC | African Studies Outreach Council | PAL | Program in African Languages |
| CABA | Children’s Africana Book Award | PIRE | Partnerships in Intl. Research and Education |
| CAMP | Cooperative Africana Microform Project | SAO | Study Abroad Office |
| CAS | College of Arts and Sciences | SERSAS | South East Regional Seminar on African Stds. |
| CC | Community College | SEAN | South East Africanist Network |
| CCCW | Connecting Carolina Classrooms w/the World | SEALLF | South East African Language and Lit. Forum |
| CfK | Carolina for Kibera | SFS | School for Field Studies |
| CGEF | Chancellor’s Global Education Fund | SILS | School of Information and Library Science |
| CIRTL | Center for the Integration of Research, Teaching and Learning | SIT  SoE | School for International Training School of Education |
| COIL | Collaborative Online International Learning | STEM | Science, Technology, Engineering, and Math |
| CPPFD | Carolina Postdoctoral Program for Faculty  Diversity | TA  TP | Teaching Assistant  Transfer Project |
| D4I | Data for Impact | TRLN | Triangle Research Libraries Network |
| DEI | Diversity, Equity, Inclusion | UCS | University Career Services |
| DIMP | Diplomacy Initiative Mentorship Program | UCT | University of Cape Town |
| DPI | Department of Public Instruction, NC | UF | University of Florida |
| DUS | Director of Undergraduate Studies | UG | University of Ghana |
| DVC | Deputy Vice Chancellor | UNC-CH | UNC-Chapel Hill |
| EOO | Equal Opportunity Office, UNC | UNC-G | UNC-Greensboro |
| ESEA | Expanding Student Experience in Africa | UNCPM | UNC Project Malawi |
| EYPA | Enhancing Yoruba, Piloting Akan | USAID | US Agency for International Development |
| FAFSA | Free Application for Federal Student Aid | VITAE | Valuing Inclusion to Attain Excellence |
| FAO | Food and Agriculture Organization, UN | VPGA | Vice-Provost for Global Affairs |
| FLTA | Fulbright Foreign Language Teaching Asst. | WARA | West African Research Association |
| FSU | Fayetteville State University | WGST | Women’s and Gender Studies |
| GEC | FedEx Global Education Center | WSSU | Winston-Salem State University |
| GLBL | Curriculum in Global Studies | WV | World View |
| GSDI | Global Social Development Innovations |  |  |
| HBCU | Historically Black Colleges & Univ. |  |  |
| HC | Honors Carolina |  |  |
| IDEA | Identify, Discover, Evaluate, Act |  |  |
| IEW | International Education Week |  |  |
| IGHID | Inst. for Global Health & Infectious Diseases | **TITLE VI SPECIFIC ABBREVIATIONS:** | |
| ISSS | International Scholar and Student Services | AP | Absolute Priority |
| LAC | Languages Across the Curriculum | CPP | Competitive Preference Priority |
| LCTL | Less-commonly taught language | ED | Department of Education |
| LE | Language Exchange | FLAS | Foreign Language and Area Studies |
| LGBTQI | Lesbian, Gay, Bisexual, Transgender, Queer,  Intersex | IFLE  NRC | International and Foreign Language Education  National Resource Center |
| MEAC | Middle East and African Cultures Teacher  Fellows Program |  |  |

Criterion A (NRC/FLAS): Commitment to African Studies

In Feb 2020, the African Studies Center (ASC) hosted the Deputy Vice Chancellor (DVC) of the University of Cape Town (UCT) for a lecture on the Rhodes Must Fall movement, the student- led protest at UCT that led to the 2015 removal of a campus statue of Cecil Rhodes, sparking a global movement to remove public monuments to white supremacy and colonialism. UNC was still reeling from its own struggle to remove the confederate monument at the center of campus (“Silent Sam”). The Center proposed to bring the DVC for the lecture, and to meet with administrators, students, and faculty to share experiences, analyses, and aspirations for the continued drive to decolonize institutions of higher education. The events evoked impassioned discussion and testimony among administrators and students alike. ASC organized the program, the College and the Provost’s Office provided support, and the campus gained and shared new insights into the global context for our own experiences. African Studies matters at UNC.

UNC has made global programs—such as ASC—a top priority in its 2018 Strategic Plan. In 2021, UNC was named the Platinum winner of the Institutional Award for Global Learning, Research & Engagement from the Association of Public and Land-grant Universities (APLU), the highest-level award granted to a member institution in recognition of inclusive and comprehensive efforts to internationalize its campus. The Chancellor’s Global Education Fund (CGEF), which supports UNC’s strategic global priorities, attests to this institutional commitment, with more than $300K committed each year since 2018, and an additional $275K in 2021. UNC’s broad commitment to global teaching, research, and student engagement is reflected in institutional support for ASC programming, courses, research, and global partnerships. The study of African societies is central to UNC’s institutional vision, as attested to by the $524M in grant funds for research in Africa, the 257 language and non-language courses,

and expanding faculty and graduate programs, vividly illustrated by the 2022 inauguration of a graduate program in Africana Studies. Table A.1 indicates that UNC’s financial support to our Center exceeded $12m in 2020-21, providing a strong foundation for maintaining our many programs and embarking on the new initiatives in our proposal, entitled **“Roots and Branches: Enhancing African Studies at UNC by Connecting People and Programs.**”

**A.1. Institutional Support for African Studies:** UNC provides the ASC with physical infrastructure: 5 offices, an outreach lending library, office equipment and supplies, as well as shared classrooms, meeting rooms, and a 250-seat auditorium, all with state-of-the-art

technology for in-person and virtual gatherings. The FedEx Global Education Center (GEC) houses all 7 area studies centers, Study Abroad, International Student and Scholar Services, the Curriculum in Global Studies, and the Vice-Provost for Global Affairs (VPGA), allowing for rich collaboration and giving UNC’s international programs an on- campus prominence reflective of their centrality to the university’s mission.

|  |  |
| --- | --- |
| **Table A.1 Minimum Institutional Financial Support for African Studies 2020-21** | |
| **Area of Support** | **Amount ($)** |
| **Salaries and Fringes\*** |  |
| Languages and Literature Instruction | 530,895 |
| Non-Language Instruction | 8,007,533 |
| ASC Staff | 146,123 |
| Other Africa related staff | 310,457 |
| **Student Support** |  |
| Undergraduate internships, fellowships, and study abroad | 145,970 |
| Undergraduate financial aid | 1,012,564 |
| Graduate student support | 1,637,766 |
| **FLAS Top-ups** | 31,500 |
| **Other Expenditures** |  |
| Africa library acquisition | 308,000 |
| Faculty conference & research travel | 89,925 |
| Speakers, conferences, events | 45,570 |
| Outreach activities\*\* | 456,762 |
| **Total** | 12,723,065 |
| \* Based on actual salaries multiplied by 0.2 (affiliate),  0.4 (associated) or 1.0 (core faculty)  \*\* World View programs only | |

Table A.1 details the university’s annual contributions to ASC operations, academic activities, and outreach. Personnel support includes a stipend and course releases for the Co-Directors, and partial salary for the Associate Director, Assistant Director, and a full-time Business Manager (shared with the Center for Middle East and Islamic Studies). In addition, UNC provides

financial support for a Study Abroad staff of 12 who support programs in Africa and the 9- member staff of International Student and Scholar Services (ISSS), which provides immigration services, advising, and programming for international students, scholars, and faculty. Teaching

staff for subject area: UNC funds the salaries of 120 Africanist faculty, 18 of whom have joined

since 2018, for a net increase in faculty of 13% since 2018 (see BIOs in Appendices). Faculty receive travel funds for conferences and research from their departments and study leave (sabbaticals) from the College of Arts and Sciences (CAS); roughly 14 internal grant programs provide ample opportunities for professional development **(see Crit. E.1)**. Library resources:

UNC supports one of the most substantial Africa-related collections in the U.S., with nearly

$308,000 allocated annually for its support **(see Crit. F.1)**. A senior librarian leads a staff for Africana collections, including librarians for the Middle East and Africa, a cataloguer, and 2 librarian assistants. Linkages with institutions abroad: UNC supports partnerships with African

institutions through the Office of Global Partnerships and Programs (6 staff members), funding linkage-related travel, and convening a linkages and partnerships advisory board (chaired by the VPGA, both the ASC Co-Directors and Associate Director are members).

Pre-pandemic, the ASC regularly hosted African Fulbright or independent scholars who provide contacts for future linkages, a practice we look forward to resuming. See Table A.2 for a sample of UNC’s 40+ linkages in over 17 African countries developed by faculty in at least 7 different colleges and professional schools. Plans are currently underway for a new partnership with the University of Ghana (UG) **(see Crit. I.1)** with the support of the VPGA. Outreach Activities: In

addition to our NRC-funded ASC outreach staff, UNC funds World View (WV), a unit with 6 full-time staff who organize seminars, symposia, online courses, and group study abroad to provide international knowledge to NC K-16 teachers and administrators. ASC works with WV

to provide Africa-related programs on an ongoing basis, particularly the NC Global Distinction CC program. WV programs reach an average of 570 educators annually **(see Crit. H.1.b)**.

|  |  |  |
| --- | --- | --- |
| **Table A.2 Sample of UNC Institutional Linkages with Africa** | | |
| **Country** | **UNC unit/faculty** | **Partner** |
| Burkina Faso | C. West: Anthropology | Université de Ouagadougou. Collaboration on ecology and sustainability. |
| DRC | School of Medicine, IGHID | Congo Protestant University |
| Egypt | D. Steeb: Eshelman School of Pharmacy | Deraya University |
| Ethiopia | B. Muluneh: Eshelman School of Pharmacy | Addis Ababa University, School of Pharmacy |
| Ghana | G. Angeles: Maternal and Child Health | University of Ghana-Legon, Navrongo Health Research Center: Transfer Project |
| African Studies Center | University of Ghana (partnership in development) |
| Kenya | G. Chowa: Sch of Social Work | Kenyatta Univ., Univ. of Nairobi: Poverty reduction |
| Gillings School of Global Public Health | Carolina for Kibera |
| Malawi | I. Hoffman; D. Steeb; S. Maman, IGHID | Gov. of Malawi. HIV/STI research; training and technology transfers; patient care. Epidemiology, Dentistry, Nursing and SPH programs, incl. clinics in  Malawi with more than 300 employees; |
| C.Barrington: Health Behavior | Center for Social Research, University of Malawi: Transfer Project |
| Nigeria | C. Magee: Art | Nlele Institute/African Centre for Photography: develop best conservation and preservation practices. |
| Senegal | African Studies Center | Université Cheikh Anta Diop |
| South Africa | A. Pettifor: Sociology | MOU: Univ. of Witwatersrand, Reproductive Health and HIV Research |
| G. Chowa: Social Work | University of Cape Town, University of Johannesburg; Poverty reduction projects |
| Kenan Flagler Business School | University of the Witwatersrand: MBA Study Abroad |
| Uganda | R. Boyce: School of Medicine | Mbarara University of Science & Technology |
| Zambia | M. Emch: Geography | Copperbelt University, School of Natural Resources |
| S. Handa: Public Policy | Univ of Zambia Fac. of Agriculture: Transfer Project |
| S. Martin: Nutrition | University of Zambia School of Public Health |
| J. Stringer: Medicine | University of Zambia. Women’s Health Care |
| Zimbabwe | B. Entwisle: Sociology | Univ. of Zimbabwe. Partnerships in International Research and Education (PIRE) Project |

Students: Undergraduate and graduate students pursuing African studies receive substantial

financial support through more than 1000 scholarships, research grants, travel stipends, internships, and fellowships. UNC provides merit or need-based financial aid to 44% of undergraduate students (an average of $17,994 /student in AY 2020). UNC meets 100% of demonstrated financial need for all admitted students through innovative programs such as Carolina Covenant, which guarantees debt-free aid to students whose family income is below

200% of the poverty threshold (the first to do so nationally) and includes substantial funding for study abroad programs. The prestigious Morehead-Cain Scholarship, awarded to the most competitive students globally, funds internships and service projects in Africa, and 3 separate offices provide funding for undergraduates to conduct research in African countries. Graduate students are eligible for several hundred scholarships, fellowships, and research stipends. The Graduate School provides more than $15M in tuition remission, and over $6M in in-state tuition awards to graduate students; ASC students received more than $1.6M in support for 2020-21 (Table A1). Graduate students in Health Affairs receive funds for research and internships in countries such as Malawi, Tanzania, South Africa, Zambia, and DRC. FLAS Fellows: The

Graduate School guarantees tuition remission for all AY FLAS fellows studying African languages, a total of $31,500 in 2020-21.

**Criterion B (NRC/FLAS): Quality of Language Instructional Program**

The Program in African Languages (PAL) at UNC is unique and cutting-edge in its capacity to connect the study of African languages to existing research and educational initiatives across campus. For example, each spring nearly 30 students and faculty in Pharmacy, Medicine, Public Health and Dentistry study Chichewa before embarking on research and training internships in Malawi with UNC Project Malawi and the Institute for Global Health and Infectious Disease (IGHID). Similarly, our new initiative to introduce Akan is linked to a recent MOU with UG to develop a student exchange program beginning in spring 2023 **(Crit. I.1)**. The ASC has worked with the Department of African, African American and Diaspora Studies (AAAD) to make language instructors central to the intellectual and teaching mission of the department through greater inclusion of language faculty in department governance. ASC participates in the UNC System-wide Language Exchange (LE), which connects language instruction across all 16

constituent campuses. This structure allows students from any campus to enroll in language courses remotely via e-learning technologies. The LE was central to ASC’s development of Yoruba, the first level of which is taught by faculty at our partner MSI, Fayetteville State Univ (FSU).

* 1. **Languages and Enrollments**[1](#_bookmark0): UNC offers instruction in six African languages: Arabic, Chichewa, Lingala, Swahili, Wolof and Yoruba (see Language Course List in Appendices), with plans for development of Akan as part of our new collaboration with UG—all of these are priority languages and LCTLs. Four of the 6 languages are taught on a regular basis while Chichewa is offered on demand and attracts an average of~30 participants. As Table B.1 shows, 546 students enrolled in African languages at UNC in 2020-21. High enrollments can be found in Swahili (96) and Arabic (392), and we are taking active steps to increase enrollment in Wolof by offering a course on contemporary Senegalese culture (AAAD 414). Yoruba enrollments are significant, given that this language was introduced in 2020. Its design is remarkable because the introductory level is taught at our partner MSI, with UNC students participating online. Subsequent levels are taught at UNC and available online to the entire UNC system. Arabic is offered on our campus in an intensive format both during the academic year and in summers. The ASC regularly receives twice as many highly qualified graduate FLAS applications as available fellowships, indicating high student demand for our languages. We expect this demand to increase with the addition of a new graduate program in AAAD. Every summer UNC students and FLAS recipients enroll in intensive African language programs offered by other providers in the U.S. and in African countries, pursuing training in languages such as Amharic, Hausa,

1 We choose not to foreground our Francophone or Lusophone credentials in this proposal, but African content is integrated into all levels of Portuguese instruction at UNC, with 3rd semester courses focusing exclusively on Lusophone content. Five instructors teach Portuguese to the advanced level, with enrollments in 2020-21 of 746.

Kinyarwanda, and Zulu. PAL and FLAS coordinators collaborate with all Africa NRCs to make African language instruction widely accessible while maintaining the highest standards of instruction. ASC proposes to expand Yoruba instruction to the intermediate level in collaboration

with our MSI partner, FSU, and to add an additional language (Akan) **(Crit. I.1)**[**2**](#_bookmark1).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B.1 Language Instruction Offered** | | | | | | |
| **Language** | **Levels** | **Courses** | **Faculty** | **TA** | **Enrolled 2020-21** | **Strategy to increase enrollment** |
| Arabic | 4 | 9 | 4 |  | 392 | 14% enrollment growth since 2016; minor offered; courses routinely fully subscribed. |
| Chichewa | 1.5 | 3 |  | 2 | 27 | Offered as 1-month workshop for students in Health Sciences preparing for Malawi internships; increase undergraduate study opportunities in Malawi with UNC Projects Malawi to stimulate demand for Chichewa |
| Swahili | 3 | 6 | 2 |  | 96 | Increase undergraduate study opportunities in Kenya with Carolina  for Kibera to stimulate demand; MOU in place with Mbarara University of Science & Technology (Uganda) |
| Lingala | 2 | 4 |  |  | 9 | Primary instructor left UNC in 2021; large UNC public health projects in DRC but travel for undergraduates not recommended currently due to civil unrest; ASC currently working with AAAD to  assess demand |
| Wolof | 3 | 6 | 1 | 1 | 10 | Offering course on contemporary Senegalese culture to increase interest in Wolof |
| Yoruba | 1 | 2 | 1 | 1 | 12 | Intermediate Yoruba to be approved in Fall 2022 and taught in 2023; partnership with FSU and teaching over the Language Exch. |
| Levels: 1 is elementary; 2 is intermediate; 3 and beyond are advanced language, culture, and literature. | | | | | | |

* 1. **Levels Offered**: Arabic, Swahili, and Wolof are taught to the advanced level, Lingala is taught to the intermediate level, Yoruba and Chichewa at the elementary level. In this proposal we plan to develop Yoruba as a regularly taught language to the intermediate level in collaboration with FSU, placing the classes on the LE for a wider reach. We will also introduce Akan as part of our multi-pronged collaboration with UG and are exploring the option of having an instructor from UG teach the class online. (**See Crit.I.2**)[3](#_bookmark2) **Courses in Other Disciplines:** UNC was the first U.S. institution to offer Languages Across the Curriculum (LAC) in African

2 Underlined text indicates initiatives to be undertaken by ASC in the upcoming Title VI grant cycle.

3 ASC has worked with UG Akan faculty to provide online instruction for FLAS students. We will draw on these existing relationships to secure a qualified faculty member to teach Akan online.

languages. The LAC program is a collaborative project of 6 UNC area studies centers that has become a national model. LAC courses are taught by qualified instructors in the target language, using content from outside the language curriculum. Our Swahili LAC addresses public health issues; our Arabic LAC includes North African refugee/immigrant issues; and our Portuguese LAC includes Lusophone African history and culture content.

* 1. **Faculty** ASC’s excellent language faculty—9 full-time language faculty, 2 adjunct instructors, and 4 teaching assistants—ensure we can meet student demand for high quality instruction. El Kerdany, Kauffman, Robinson, and Yaqub teach Arabic, Vernon and Taylor teach Portuguese in the LAC program, Camara teaches Wolof, Birya and Mwamzandi teach Swahili, Ajani (FSU) teaches Yoruba, and the Chichewa workshop is taught by Zimba. Camara and Mwamzandi have been promoted from “Instructor” to the more secure “Teaching Assistant Professor” rank. ASC collaborates successfully with the Fulbright Foreign Language Teaching Assistant (FLTA) program; in 2021-22 we are hosting Wolof and Yoruba FLTAs. These FLTAs provide support to regular instructors, and if qualified, teach their own course. They are required to take language pedagogy training, enhancing their professionalization and benefitting our students. We will apply for FLTAs for Yoruba and Wolof in Fall 2022 to continue

institutionalizing Yoruba through courses at the intermediate level, and to consolidate our

offerings in Wolof. **Pedagogy training:** All but one of our PAL faculty (Kauffman) are native

speakers and all have received pedagogical training in proficiency-oriented, performance-based instruction, including on-campus proficiency-based workshops facilitated by National African Language Resource Center (NALRC) and/or the American Council on the Teaching of Foreign Languages (ACTFL). PAL faculty participate in workshops or conferences on pedagogy and second-language acquisition, and have provided leadership in African language development

nationally. Over the past 3 years PAL faculty have presented more than 15 papers at ALTA, SERSAS/SEAN, SEALLF, ASA, and other academic conferences on language education and literature and we will continue to support their development. The LAC Coordinator, Gravatt, is trained in foreign language pedagogy, and works closely with PAL faculty and TAs. She leads an annual workshop for UNC faculty and students interested in developing LAC courses and provides one-on-one training and mentoring for faculty. Gravatt represents all NRCs in the system-wide UNC Language Assembly and is coordinating our involvement in the distance- based LE and represents UNC at the National Meeting of Directors of LAC.

* 1. **Quality of Language Instruction and Resources:** UNC ensures that our language programs are of high quality and conform to national standards. Pedagogically, our PAL promotes three combined approaches: communicative-oriented, student-centered, and content- based. As recommended by ACTFL, general goals are based on the “5 Cs” standards for foreign language learning: communication, culture, connections, comparisons, and communities. Standards are delineated for each element and are woven into each lesson and assessment. PAL faculty meet monthly to discuss improvements to instruction. Clearly defined performance-based instructional goals for each language instill cultural competence as well as productive and receptive proficiency in each of the four language skills: speaking, listening, reading, and writing. Instructors of elementary and intermediate language courses employ ACTFL proficiency standards when designing and implementing their courses. Interview-exams assess oral/aural proficiency, while communicative written tests require students to use the target language in authentic real-life contexts to determine writing and reading competency. Specific performance- based proficiency requirements are established for each language level, across all languages, and instructors and students engage in continuous assessment throughout the semester. Instructor

evaluation includes class visitations, instructor peer observation, and feedback based on classroom observations. Student evaluations include placement tests, final written examinations, and oral proficiency tests at the end of each semester. Student surveys are used annually to inform teaching enhancements. In all languages, evaluation and assessment incorporate the requirements for instructor-administered FLAS language assessments. **Resources:** When the pandemic moved classes to remote instruction, UNC began converting its classrooms into hybrid-flexible spaces that can support remote learning—over half of all classrooms have synchronous distance learning capabilities. These technologies advance our goals to expand access to African languages across the UNC system through the LE, and to support the development of Collaborative Online International Learning (COIL)[4](#_bookmark3) courses with African content. Our PAL faculty have created many resources for language instruction, including Chichewa resources for medical research and practice, and extensive audio-visual Wolof

instruction materials. All Arabic and Swahili LAC resources are available online to the public on demand. The Arabic Conversation Club, Arabic Calligraphy Club, OASIS, and weekly Swahili and Wolof language tables provide resources to PAL students. Each spring the PAL faculty and students host an African Languages Night that features presentations and performances in African languages. For students seeking language immersion, UNC’s Study Abroad Office (SAO) offers valuable information, and the ASC is working with the SAO to establish a program in Ghana to allow further opportunities for immersion. ASC proposes to develop the PAL

through partial support of Akan, Swahili, Yoruba, and Wolof instruction, LAC development,

support for the Chichewa workshop, and conference and research travel for PAL faculty.

4 UNC’s COIL program was launched in 2020-21, as part of the Connecting Carolina Classrooms with the World (CCCW) initiative by VPGA. COIL courses are taught in collaboration with a global partner university, bringing students and faculty together through online teaching technology.

Criterion C (NRC/FLAS): Quality of Non-Language Instructional Program

* 1. **Quality and extent of Course Offerings:** UNC courses illuminate all regions of Africa in a vast range of disciplines and at every level; 232 non-language courses are regularly taught (see Course List in Appendices), an increase of 15% since 2017-18. In 2020-21, 37 departments (24 in CAS; 13 in Professional Schools) offered 129 non-language courses with at least 25% Africa content; professional schools include Public Health, Law, Social Work, Education and Business. A total of 492 graduate and professional students and 6067 undergraduates enrolled in African studies courses in 2020-21. The numbers of ASC courses and students enrolled have increased each year, a trend we aim to continue through our maintenance of successful programs and by fostering new initiatives such as ASC faculty participation in new team-taught courses **(Crit.C.4.a)**. Offerings are particularly strong in AAAD, Art History, Anthropology, History, Public Policy, and Public Health fields. ASC courses in CAS and in professional schools reflect our strengths in the African expressive arts, development, and the health sciences (the “Roots” from which our new initiatives or “Branches” grow—see **Crit. I**).
  2. **Depth of Course Coverage:** ASC faculty offer specialized Africa courses from undergraduate surveys to graduate seminars (see Course List in Appendices). Several faculty members offer First Year Seminars on Africa (numbered below 100 in Course List). One hundred and twelve advanced or specialized courses are offered to undergraduates (300-699 in Course List) and 114 such courses to graduate students across the university (400-999), representing an increase in the number and diversity of courses. **(**see Table C.1)

**Depth of specialized course coverage in one or more disciplines**: As indicated in Table C.1 and in our course list, UNC has extensive specialized course coverage in a number of disciplines,

with particular depth in AAAD (44 courses), Anthropology (17), Art History (17), Environment, Ecology and Energy (8), Public Health fields (29), and History (19).

|  |  |
| --- | --- |
| **Table C.1 Sample of Advanced or Specialized Courses** | |
| **African Studies in AAAD** | **History** |
| AAAD 303: Islamic Cultures in Contemporary Africa AAAD 312: Terrorism in Africa  AAAD 315: Political Protest and Conflict in Africa AAAD 387: HIV/AIDS in Africa & the Diaspora AAAD 400: Contemporary African Politics AAAD 414: Senegalese Society and Culture | HIST 312: France and Algeria  HIST 340: Ethics and Business in Africa  HIST 535: Women and Gender in African History HIST 719: Readings in African History  HIST 815: The African Past: From Micro- to Macrohistories (Topics in African History) |
| **Art History** | **Public Health** |
| ARTH 353: African Masks and Masquerade ARTH 453: Africa in the American Imagination ARTH 488: Contemporary African Art  ARTH 555: Urban Africa and Global Mobility ARTH 957: Creativity, Classification, Resistance:  Art & Colonial Histories (Seminar) | EPID 690: HIV in Developing Countries  ENVR 525: Water, Sanitation, Hygiene & Global Health MHCH 680: Global Sexual & Reproductive Health NUTR 745: International Nutrition  PUBH 712: Global Health Ethics  PUBH 718: Systems for Global Health Implementation |

* 1. **Non-Language Faculty, Teaching Assistants, and Instructional Support:** Eighty ASC faculty teach Africa content courses; virtually all courses are taught by permanent faculty and numerous ASC faculty have received awards for teaching excellence. Resources that support both faculty and graduate student teaching include the Center for Faculty Excellence, which offers pedagogical training and resources for both graduate student instructors and faculty members, and the Center for the Integration of Research, Teaching and Learning (CIRTL), which provides opportunities that combine local, on-campus pedagogy workshops with on-line pedagogy training. In 2020-21, 115 graduate and professional students participated in CIRTL TA institutes and other professionalization opportunities. The Graduate School also offers the Preparing International Teaching Assistants Program to ensure that international graduate students have the pedagogical and cross-cultural communication skills needed for interacting with UNC undergraduates. The Graduate School has a dedicated Assistant Dean of Graduate Student Professional Development who conducts trainings and acts as a resource to all graduate

and professional students. Our LAC program assists faculty and graduate teaching assistants in integrating foreign languages into non-language area studies courses through an annual LAC workshop, online resources, and one-on-one mentoring **(see also Crit. B.1)**.

* 1. **Extent of Interdisciplinary Offerings**: The two undergraduate degrees focused on African Studies, in AAAD and Global Studies (GLBL), are inherently interdisciplinary, their majors and minors required to take Africa content courses across numerous departments **(Crit. D.1.a)**.

|  |  |
| --- | --- |
| **Table C.2: Examples of Interdisciplinary Courses with African Studies Content** | |
| **Title and Course Number** | **Disciplines** |
| AAAD 101: Introduction to Africa | Anth, Art, Econ, Hist, Lit, Music, Poli Sci, WGST |
| AAAD 487: Intellectual Currents of African Studies | Sociology, Econ, History, Literature |
| GLBL 210: Global Issues | Anth, Geography, History, Poli Sci |
| IDST 190 What is Art? | Art History, Anth, Literature |
| PUBH 510: Interdisciplinary Perspectives in Global Health | History, Anth, Nutrition, ENVR, Health Behavior |
| PUBH 420: AIDS: Principles and Practices | Economics, Poli Sci, Public Health, Sociology |
| PWAD 364: Post-Conflict and Peacebuilding | Poli Sci, Economics, History, Anth |

Certificate programs in WGST, Global Health, and—most notably—the new Graduate Minor in AAAD, ensure that graduate students also engage with Africa content from an interdisciplinary perspective (see Table C.2). Interdisciplinary courses are also available to UNC students through LAC, which offers students the opportunity to study African issues using Arabic, Swahili, and other languages in several disciplines (**Crit. B.2**). African content is also taught in the new Triple-I (Ideas, Information, and Inquiry) team taught interdisciplinary courses, which will be required for first-year students as part of the newly instituted General Education Curriculum (launching in fall 2022). ASC faculty members are teaching courses including “The Idea of Race” and “What Is Art?,” both of which incorporate substantial Africanist scholarship. The ASC is encouraging faculty to explore Triple-I collaborations with colleagues across campus.

ASC aims to reach as many students as possible with African content, delivered by our faculty across the whole of UNC’s campus.

Criterion D (NRC/FLAS): Quality of Curriculum Design

* 1. **Incorporation of African Studies into Undergraduate Degree Programs:** UNC offers 2 degree options for undergraduate students majoring in African Studies, one in AAAD and the other in GLBL, and African Studies students enroll in Africa-content courses in many other departments in CAS (see Course List in Appendices). AAAD offers an interdisciplinary major and minor with a concentration in African Studies. AAAD Africa majors take 10 courses including 2 introductory courses, an advanced research seminar, a capstone course on African and diaspora intellectual traditions, and 6 other elective courses. Students pursue one of 2 (cultural/aesthetics or socio-political/historical) 4-course tracks in African Studies. AAAD majors are encouraged to fulfill their foreign language requirement with an African language. Most AAAD majors double major or minor, thus gaining a broad understanding of Africa and a depth of interdisciplinary focus. AAAD has been one of the fastest growing majors in the College, with 45 majors currently, up from 33 in 2016-17, and an additional 88 minors. A second option for undergraduate students is the GLBL concentration in Africa. GLBL majors take 10 courses, including 1 gateway course; 2 disciplinary approaches courses; 4 courses on a selected theme (politics, economics, health, or culture); and 3 regional courses on Africa. GLBL majors complete 6 semesters of a foreign language relevant to Africa.

Faculty breadth in African Studies across CAS enables students in other departments to integrate African Studies into their majors and minors (see Course List). Each year hundreds of UNC students graduate with at least 15 hours of Africa content, and GLBL has traditionally been one of the largest majors in CAS. In 2020-21, 36 students graduated with specified degrees in African Studies through AAAD and GLBL. **Incorporation of African Studies into graduate student training:** 72 African Studies students are currently pursuing MAs and PhDs. Since

2018, 52 Africa-focused graduate students have received degrees in Anthropology, Art History, Comparative Literature, Ecology, Environmental Studies, Geography, History, Public Policy, and Religious Studies, as well as in the professional schools of Law, Social Work, and Public Health. Students can gain specialized knowledge of Africa through 114 graduate level Africa content courses (see Course List in Appendices). Many world-renowned Africa-focused faculty supervise dissertations and theses (see BIOs in Appendices).

The most important recent curricular development is the fall 2022 launch of the MA and PhD degrees in Africana Studies, housed in AAAD. This represents a major addition to the representation of African Studies in the graduate curriculum, in addition to being the first such graduate program in the state. Africa is one of three regional specializations (along with African Diaspora and African America); students will also declare 2 thematic concentrations, and a second regional specialization as their minor. AAAD graduate students will bring a new constituency to Africa-focused graduate courses across campus. The new curriculum also provides for graduate minors at both MA and PhD. levels, an exciting development that enables Africanist graduate students to officially declare this aspect of their academic identity. To earn the minor, students in other programs have the opportunity to complete 9 (MA) or 15 (PhD) hours of African Studies coursework. Together, these degrees will increase the supply of Africanist specialists in areas of national need and increase the demand for African languages at UNC, in addition to enhancing the cohesion of our Africanist community. Other graduate and professional schools offer a wide range of high-quality African Studies training options. The School of Public Health offers a graduate certificate in Global Health through which students can specialize in Africa. The IGHID offers surgical and OB-GYN residency programs in Malawi and Zambia, and dentistry and pharmacy students conduct research every year in Malawi and

Uganda. The Kenan-Flagler Business School offers Global Immersion Electives in 6 African nations, as well as student exchange programs in South Africa (University of Cape Town and University of Witwatersrand). History has established an African History PhD, accepting its first cohort in Fall 2018. Art History has a robust doctoral program devoted to the study of African Art. Anthropology trains Africa-focused students in the human ecology and sociocultural tracks, and 8 of the 29 current Public Policy PhD students are Africanists. GLBL has an MA program that includes the opportunity for students to study Africa from the perspective of one of 3 global themes: politics, institutions, and societies; economy; and migration and labor rights.

* 1. **Academic and Career Advising:** Undergraduates at UNC are advised by 51 assistant deans, full-time advisors, and part-time faculty advisors. Students are also advised by departmental Directors of Undergraduate Studies (DUS) and other faculty, and by advising teams in the CAS Academic Advising Office. The effectiveness of this advising is reflected in UNC’s 85% 4-year graduation rate, compared to the 41% national rate.

Low student-faculty ratios in AAAD result in close-student faculty relationships, which facilitate the work of the DUS. Africa students in the GLBL major are assigned a faculty advisor. The ASC staff all actively advise students, providing mentoring and academic guidance to students and serve as advisors for several Africa-focused campus organizations. African Studies students can take advantage of extensive career counseling, libraries, workshops, testing, on- campus recruiting fairs, internship programs, and online job search resources provided by University Career Services (UCS). UCS regularly brings public and private sector international recruiters to campus and hosts two annual international career day events and a Peace Corps career night. This year, ASC is enhancing its graduate career development with the launch of “Africa Across the Disciplines: New Research at Carolina,” an annual graduate symposium that

invites Africanist students from across the university to present their research to an interdisciplinary audience. ASC also presents an annual government careers orientation for FLAS fellows. UNC social networking sites promote government service and non-profit careers.

Beginning in spring 2022, UNC’s Diplomacy Initiative Mentorship Program (DIMP) dramatically expands all area studies students’ exposure to and mentorship for careers in areas of national interest. Each year, graduate and undergraduate students will have direct access to 5

senior career international affairs practitioners, who will provide guidance to students interested

in exploring careers in diplomacy, intelligence, the military, or related national security fields.

Created by VPGA, the DIMP exemplifies UNC’s high-level attention to training students for careers in areas of national need.

* 1. **Research and Study Abroad**: Pre-pandemic, more than 2,000 students per year engaged in more than 400 UNC and non-UNC study abroad programs in over 70 countries. Study Abroad students are supported by a staff of 17 who assist them in selecting suitable programs. To provide global experiences despite the disruption of Covid-19, UNC Global launched Connecting Carolina Classrooms with the World (CCCW), a series of virtual study abroad/ exchange programs. These include a Kenan Flagler Business School Global Immersion Elective on strategy and sustainability that brought students virtually together with local business leaders, entrepreneurs, government officials and experts in South Africa and Zimbabwe. Another online venue for global experience, the COIL program, offered synchronous courses with African partner institutions including Healthcare in the Age of Covid (with Strathmore University, Kenya) and Business in Africa (with Stellenbosch University, South Africa). The Study Abroad Office (SAO) has designed a new risk assessment matrix to analyze Covid-19 information for each country in order to safely reengage in international travel. Looking beyond the pandemic,

the SAO has enhanced and expanded Study Abroad resources to rebuild and expand global opportunities. The newly instituted First in Flight program will provide educational and financial support for First Generation students who are also first-time travelers.

Pre-pandemic, each year approximately 65 students studied in African countries such as Egypt, Ghana, Kenya, Madagascar, Malawi, Morocco, Namibia, Rwanda, Senegal, South Africa, Tanzania, and Uganda. UNC has an Honors program (Cape Town) and a Business School summer program (Cape Town/Johannesburg) in South Africa, programs in Tanzania and Senegal, and a new program in Malawi. UNC offers service learning in Namibia, Burch field projects in Botswana and Rwanda, as well as programs from outside providers such as SIT, SFS and other similar programs. At least 35 students engage in research and internship projects in Africa annually; we will augment this number through our Expanding Student Experience in

Africa (ESEA) initiatives that enable undergraduates to receive competitive fellowships for

summer internships with UNC-affiliated organizations in Kenya and Malawi **(Crit. I.2)**. Since

2018, ASC students have used competitive UNC funds to conduct research in Ghana, Kenya, Malawi, Senegal, South Africa, and Tanzania.[5](#_bookmark4) Since 2018, graduate students have received Fulbright awards to conduct research in Niger, Rwanda, South Africa, Senegal, Tanzania, and elsewhere in Africa.

Criterion E (NRC/FLAS): Quality of Staff Resources

* 1. **Faculty and Professional Staff**: UNC’s Africanist faculty and staff are the source the ASC’s success, fueling our ability to serve as a national resource for teaching and research on African languages and African Studies across myriad disciplines, including rich programming

5 These UNC research funding competitions include: Summer Undergraduate Research Fellowships, Class of 1938 Scholarships, Robertson Scholarships, and Morehead Cain Discovery Fund.

and teaching on Africa-related issues in world affairs. African Studies at UNC has grown significantly since 2018, adding 13 tenured and tenure track and 5 term faculty members. ASC successfully leveraged NRC funds and institutional support to grow interest and expand African Studies. ASC currently lists 120 faculty members in African studies. Of these 10 are language faculty, 43 are core non-language faculty, 26 are associated, and 41 are affiliated (see BIOs in Appendices); 96% of these faculty hold doctoral/terminal degrees in their fields, 80% are tenured or tenure-track, 19 hold distinguished/named professorships, and 5 serve as Chair of department. Many of these faculty are nationally renowned scholars and educators who have received prestigious awards for their publications and teaching. UNC scholars have received $524M in external grants for research in Africa since 2018. In the same period, African Studies faculty have published over 3140 scholarly articles and books. **Professional Development**: UNC supports faculty development through travel funds for conferences and regular research and study assignments (sabbaticals), including for projects abroad. Faculty may also apply for a variety of internal research awards.[6](#_bookmark5) Programs such as Burch Research and Honors SA in Cape Town provide faculty with the opportunity to lead Africa programs in which students and faculty work together on a research project. UNC encourages faculty to pursue external research funds; ASC faculty have secured research support from the National Humanities Center, Hewlett Foundation, National Endowment for the Arts, USAID, Guggenheim Foundation, Bill and Melinda Gates Foundation, National Endowment for the Humanities, and the National Institutes of Health, among others. African Studies faculty are supported by ASC to organize and participate in regional, national, and international conferences, and to organize symposia in their

6 These include fellowships at the Institute for Arts and Humanities, and for Senior Faculty Research and Scholarly Leaves, University Research Grants, Junior Faculty Development Awards, and Faculty Awards for Global Excellence.

areas of research. NRC funds augment these substantial UNC resources; we propose to continue

these award competitions for course development, travel, and research funds, especially for

early- and mid-career ASC faculty **Teaching, Supervision, and Advising**: ASC faculty offer

extensive teaching and advising support to students. Faculty supervise graduate and undergraduate students, and serve on undergraduate honors, masters, and doctoral thesis committees. In addition to ASC teaching faculty, researchers in the professional schools (such as Law, Public Health and Medicine) serve as dissertation/thesis advisors, engage students in their research projects in Africa, and foster linkages with African institutions on behalf of UNC.

* 1. **Center Staffing and Oversight Arrangements:** The center is staffed by two Co-Directors, an Associate Director, an Assistant Director, and a Business Manager. The Co-Directors, Victoria Rovine and Sudhanshu Handa, oversee all ASC activities, including long-range planning and staffing. Co-director Victoria Rovine is Professor of Art History in the Department of Art and Art History and Adjunct Faculty in AAAD. She is an expert in the clothing and textiles of Africa, has authored two books on the subject, and serves on the editorial boards of several leading publishers and journals in her field. Co-director Sudhanshu Handa is Kenan Eminent Professor in the Department of Public Policy and Associate Director of Research at the Carolina Population Center. He is co-PI of the Transfer Project, a research consortium with UNICEF that works with national governments in Africa to improve evidence-based decision making in social protection and family policy.

Associate Director Ada Umenwaliri manages the Center’s programs and operations, including grant writing, administration, and reporting. Umenwaliri joined ASC in 2019 after 17 years in international development focused on Africa. Umenwaliri has an MSC in Public Policy and Management from the University of London, and a Master of International Development

Policy from Duke University. She coordinates FLAS, communications, supports outreach, provides academic advising to graduate and undergraduate students, and mentors African student groups. Web management, program implementation, and K-12 outreach are overseen by Assistant Director Stacey Sewall. Sewall supervises part-time students and interns. ASC finances are overseen by Business Manager Marie Fholer in coordination with the College’s Business Center staff. The ASC, in collaboration with other UNC NRCs, employs highly qualified staff to coordinate our LAC and LE (Gravatt). With the exception of salary support proposed in the budget, salaries and benefits for ASC staff are covered by UNC. **Oversight of Center**: ASC is supported by a multi-disciplinary Advisory Board. that includes representatives from AAAD (Claude Clegg, Chair; Michael Lambert, former ASC Director), professional schools (Thomas Kelley, Law; Gina Chowa, School of Social Work), Health Affairs (David Steeb, Pharmacy; Suzanne Maman, Dean, Global Public Health; Ross Boyce, Medicine), other research and program centers focused on Africa and its diaspora (Joseph Jordan, Stone Center for Black Culture and History and Vice Provost for Academic and Community Engagement), the Library System (Joanneke Elliott, African Studies and West European Studies Librarian), and the CAS (Aalyia Sadruddin, Anthropology). The Board meets at regular intervals to assess progress, programming, and evaluation, and to determine strategic goals.

* 1. **Nondiscriminatory Employment Plan:** UNC aggressively pursues applications from persons from underrepresented groups and the hiring of quality faculty of diverse backgrounds through at least two methods. 1) The Carolina Postdoctoral Program for Faculty Diversity (CPP) offers scholars from underrepresented groups a 2-year research postdoc with research support and mentorship. CPP’s goal is to transition postdocs into tenure-track faculty positions. 2) The VITAE Hiring Program (Office of the Provost) fosters faculty diversity by attracting

accomplished and talented new faculty members from underrepresented groups for tenure track appointments at UNC. A former ASC Director and several of our ASC faculty have been recruited through these programs. The University Office for Diversity and Inclusion supports minority faculty, staff, and students. In 2021, CAS created a new Associate Deanship for Diversity, Equity and Inclusion, who leads the implementation of a new diversity plan. UNC ranks 1st among 13 peer schools in minority faculty with 13% (defined as Black/African American, American Indian, and Hispanic, but not Asian heritage).

UNC’s Equal Opportunity and Compliance Office (EOO) monitors departmental hiring procedures and activities to ensure fair consideration of all candidates regardless of race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity, or gender expression, and to ensure that all position searches are done in accordance with the principles and objectives of UNC’s equal opportunity plan.

Accommodations are made for any applicant voluntarily self-identified as disabled. Nineteen units (61%) have appointed diversity liaisons to advance the University’s diversity goals.

Criterion F (NRC/FLAS): Strength of Library

* 1. **Strength of Library Holdings and Institutional Support**: The University Libraries at the University of North Carolina at Chapel Hill ranks 17th among North American university libraries in terms of total volumes in the collection, and 25th in terms of total library investment in collections, staff, and other operating expenditures, according to the Association of Research Libraries. Annual total library expenditures total approximately $43M, with over $16M spent annually on expanding collections..

Coverage of African Studies scholarship is achieved through a combination of consortia agreements, demand-driven acquisitions, and approval plans. While campus libraries collect core

resources for Africa in all relevant subjects, UNC divides responsibilities for specialized research materials with Duke University libraries. UNC focuses on West Africa, Duke on East and Southern Africa, and both libraries acquire resources on North Africa. Together their Africana holdings are by far the most extensive in the Southeast and rank among the top dozen in the country. Membership in the Cooperative Africana Microform Project (CAMP) provides users with additional Africa-related specialized materials.

UNC has systematically built exceptionally strong collections on francophone Africa. Library holdings also encompass strategic subjects of outstanding national importance, such as unparalleled holdings of 19th-20th century Belgian imprints on the Congo, the most extensive collection of documentary films on North Africa in French and Arabic, and comprehensive holdings of books, reports and journals on population/demography related to the continent that few, if any, North American libraries can match. More recently, UNC libraries have aggressively expanded collecting resources on Africa related to public health and infectious diseases. UNC Libraries have used special funds to expand their collections in regional languages; there are 1,695 titles in 13 African languages and 10,731 Africa titles in French.

In addition to Africana print collections, UNC-CH Libraries provide access to a wide range of databases and electronic resources to support research and instruction in African studies in the humanities and social sciences. During the last 4 years a number of high value research databases were added, including *al-Manhal* (the largest collection of e-books in Arabic), as well several major digital collections of documents and publications, such as *Confidential Print: Africa,*

*1834-1966*, and *Slavery, Abolition and Social Justice*. African studies librarians have created and maintained the UNC “Africa Home Guide,” a web portal that provides easy access to subscription based and open accessed materials including print material.

Since 1980, UNC libraries have had a designated librarian specifically supporting African Studies. In addition to support staff who handle the acquisitions from and about Africa, campus libraries also have professional staff with requisite linguistic knowledge to catalog non-English language publications acquired to support its Africana collections. The African Studies Librarian supports students studying Africa, faculty research and outreach programs, including a public service program to assist Community College teachers in North Carolina in expanding their African Studies collections.

* 1. **Inter-institutional Access and Availability of Library Resources**: The libraries belong to consortia that provide access to resources beyond the campus. UNC is one of four members of the nation’s oldest academic library consortium—Triangle Research Libraries Network (TRLN)—which, for over a century, has built a combined collection of unique titles that few libraries in the US exceed. TRLN consortium members also have direct borrowing privileges at member libraries. The University Libraries invests in open access scholarship and sponsors several major open access projects, including the Center for Research Libraries’ Global Press Archive, and Knowledge Unlatched, which negotiates open access publications from major academic publishers. UNC libraries have a deep commitment to serving broad and varied audiences beyond campus. The university libraries have undertaken targeted outreach programs to both K-12 and community college populations through active participation in and support of the WV program as well as ventures such as model United Nations, which both include Africa. The libraries share resources with other units in order to support economic development and improvements in medical care of patients in sub-Saharan Africa. Walk-in users have access to tangible collections and nearly all of the e-resources are available to campus faculty and students. We are requesting Title VI funds to continue support for library acquisition.

Criterion G (NRC/FLAS): Impact and Evaluation

# Criterion G (NRC/FLAS): Impact and Evaluation

* 1. **Impact**: UNC has awarded more than 368 PhDs and MAs in African Studies in the last 35 years, a clear indication of the significant and sustained impact of the ASC on the university, community, region, and nation. In 2020-21, 7274 students enrolled in 153 courses and 2193 of those students enrolled in advanced/graduate level courses. Since 2018, 61 undergraduates, 17 MA students, and 35 doctoral students have graduated in African Studies in fields as diverse as Art History, Ecology, Geography, Education, Epidemiology, and Public Policy.

|  |  |  |
| --- | --- | --- |
| **Table G.1 Impact of ASC Activities 2018/19-2020/21** | | |
| **Activity** | **Goal/Objective** | **Indices since 2017-18** |
| Matriculation of undergraduates and graduate students | Increase supply of specialists in African Studies  **Impact: Region/Nation** | 113 graduates; 85% employed in education, business or government |
| UNC African Studies Instruction and course development grants  Dedicated grants for collaborative online international learning (COIL) | Increased # of courses and enrollments, especially to advanced/graduate level  Four new COIL classes with African universities **Impact: Institution/Region** | 32 new area studies courses  162 advanced UG/graduate courses (300-999), a 25% increase since 17/18  2193 students enrolled at advanced UG/ graduate level courses in 2020-21.  110 UNC students engaged in COIL with students in Kenya, South Africa and Uganda |
| ASC Faculty publications | Enhance, expand, and improve the study of Africa | 3140 books, chapters, articles published by African Studies faculty |
| ASC sponsored events | Increase engagement in and knowledge of African contemporary issues from diverse perspectives  **Impact: Nation/Community** | 100 events; 11,038 participants (all open to public) |
| Career counseling & placements of ASC students, esp. FLAS fellows | Increased supply of experts in areas of national need **Impact: Region/Nation** | 91% of FLAS alumni employed in education, private non-profit or government |
| ASC Outreach Kits, Boxes and Lending Library shipped throughout North Carolina | Enhance K-12 teaching about Africa through resources **Impact: Region** | 140+ resources to 19,132 NC educators and students; 50% at Title I schools (economically challenged) |
| MSI and Community College | Expanded access and | 10 new and revised courses; 5 new |
| partnerships | capacity for teaching and | linkages in Africa; 15 new instructional |
| Conferences for Languages and for | research about Africa | resources created |
| Area Studies | **Impact: Region/Nation** | 6 conferences in VA, GA, NC, FL, SC |

Enrollment numbers have grown by 21% from four years ago; this increased supply of specialists in Africa reflects both UNC’s commitment to globalizing the curriculum and the specific initiatives of the ASC funded through Title VI.

Indeed, ASC has achieved or exceeded all its targets over the last four years including developing new courses and languages, attracting new faculty, strengthening collaboration with MSIs, CCs, and K-12 instructors, and reaching under-represented students. Table G.1 provides a sample of ASC’s activities and associated impacts. Our collaboration with MSIs, CCs, and K-12 institutions has enhanced the capacity of all educators in our state to teach and conduct research on Africa. And while the pandemic brought challenges related to student and faculty travel abroad, our successful pivot to a webinar format enabled us to include more diverse perspectives from speakers and reach a wider audience (our participant numbers tripled with the move to online programming). Examples of webinar speakers we were able to present virtually, post Covid-19, include Dr. Raymond Gilpin, Chief Economist of the UNDP’s Regional Bureau for Africa, Dr. Peter Waiswa of the Department of Health Policy at Makerere University, and members of Senegal’s *Y’En a Marre* activist movement. We will take advantage of the mainstreaming of webinars during the pandemic and continue to invite a diverse set of speakers based in Africa as part of our programming during the next grant cycle. Indeed, the pandemic’s impacts have revealed the resilience and adaptability of UNC’s key Africa-focused programs and departments, allowing us to sustain our achievements and magnify our impacts. These include 3 health and development-related projects that have inspired our **Roots and Branches** initiative described in **I.2**: UNC Project Malawi (UNCPM), the Transfer Project (TP), and Carolina for Kibera (CfK). Beyond these projects, UNC researchers lead several other longstanding and highly successful African health and development projects: Data for Impact (D4I), a USAID-

funded initiative that works in 5 African countries to train counterparts to collect, analyze, and use data to inform public policies and programs; Global Social Development Innovations (GSDI), a School of Social Work-based program that aims to advance youth well-being through studies of workforce development, economic security, and women’s entrepreneurship in 4 African countries. All of these and other UNC research and implementation projects in Africa have expanded their programs to address Covid-19, producing publications and publicly available data sets.

UNC’s Africa-focused research in the social sciences and humanities, and particularly in the study of African expressive cultures, is equally vital, since 2018 producing approximately 450 academic publications on African visual arts, music, history, anthropology, cultural studies, religious studies, and other disciplines. This innovative research includes Camara’s (AAAD) analysis of Senegalese rap music illuminating the nation’s distinctively Muslim national identity; Magee’s (Art & Art History) study of Nigerian photography’s distinctive aesthetic of urbanity; and the analysis of post-genocide architecture and urban planning by Hudani (AAAD). These diverse programs and research represent the deep roots of Africanist expertise at UNC, and they drive new programs that draw these seemingly distant branches together **(Crit. I)**.

* 1. **: Post-Graduate Placement:** As indicated in Tables G.1 and G.2, ASC’s record of placing students into post-graduate employment, education, and training is excellent. Our recently conducted alumni survey showed that 85% of our graduates are employed in higher or K-12 education, government services (where a significant proportion work in the United Nations), and in the private sector (Table G.2). We call on these successful alumni each year to host career workshops for our students that include information and networking opportunities. To increase

the number of students that go on to careers in areas of national interest, we are collaborating

with DIMP to offer mentoring to undergraduates from Dept of State practitioners (including

foreign service and military) who are part of the American College of National Security Leaders.

Each semester 5 former National Security officers will meet with students to discuss careers across all aspects of national security, diplomacy, and international development, and to provide hands-on guidance in internship and career opportunities.

|  |  |  |
| --- | --- | --- |
| **Table G.2 Current Employment of UNC African Studies Alumni** | | |
| **Profession/National Need** | **Percent** | **Sample of Locations** |
| Faculty/staff in Higher Ed | 26% | University of Buffalo, UNC-Asheville, Penn, UNC-CH, NC A&T, Duke, UCLA, University of Kwazulu Natal, Clark  Atlanta, James Madison Univ, US Military Acad West Pt, Copenhagen Bus Schl, Bowdoin Coll |
| Government | 25% | State Dept., CDC, World Bank, NIH, UNICEF, FAO, IOM, WFP, NYC Dept. of Health, Teton County Health Dept., Peace Corps, Am. Brookings Institute, Defense, NC State Gov’t |
| Private Sector, including non-profit organizations | 30% | Appian, 3IE, Wildlife Conservation Society, McKinsey, RTI International, ELMA Philanthropies, FHI 360, IPAS, Partners in Health, Refugees International, Booz Allen Hamilton |
| K-12 education | 4% | NC |
| Where undergrad alumni are currently in graduate school |  | Duke, Cornell, Columbia, Tulane, UNC-CH, UC-Santa Barbara, City University NY |
| Where alumni have been working and conducting research |  | Burkina Faso, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Rwanda, Senegal, South Africa, Tanzania, Zambia |

**G.3 (NRC Only). National Needs and Dissemination:** As indicated in Tables G.1 and G.2, and in **Crit. A.1.**, virtually all of the ASC’s activities address national needs with 6 priority languages already in place and a 7th (Akan) to be added in this cycle. Faculty and staff have disseminated information to the public through publications and events reaching thousands of people each year, including U.S. government officials. ASC maintains social media publicity for the campus and wider public, and a newsletter for educators; all resources are free to the public and most are available on our web site. Over 80% of ASC’s 100 activities in 2018-21 addressed issues of conflict, sustainability, business, and Covid-19 in Africa; these events were online and open to the public and more than 11,000 people participated. **Roots and Branches** refines the direction of this important work for the next four years by scaling our collaboration with UNC

health, environment, poverty, and business. Other activities supporting national need and diverse perspectives highlight issues on security, and climate change, such as a planned series on conflict and security in Africa with UNC alumnus Dr. Jason Warner, a West Point faculty member.

**G.3 (FLAS Only). FLAS Awards Address National Needs:** In 2020-21, 100% of our FLAS awards were made in priority languages. ASC actively promotes FLAS fellowships to students who intend to work in areas of national need, and every year FLAS fellows receive mentoring and information on employment in government, education, and the private sector. Based on our Alumni Survey, recipients of FLAS fellowships in African languages report that 59% are employed in higher education, 23% are with the federal government, 9% are in the private sector (all in NGOs), and 9% are enrolled in further graduate study; 84% of our FLAS alumni report using their knowledge of Africa in their professional work on a regular basis, and 54% of our former FLAS fellows indicated that they have produced resources (publications, websites, courses, etc.) focused on Africa. Clearly, the ASC’s FLAS awards are addressing national needs.

**G.4. Evaluation Plan**: The ASC will participate in a joint evaluation initiative with the other UNC Area Studies Centers, led by J. Montana Cain, PhD, an independent external evaluator specializing in Education Measurement and Evaluation (see **bios**). This comprehensive and objective evaluation plan is action-oriented and designed to provide outcome data to assess progress toward anticipated outcomes that will lead to the achievement of all absolute and competitive priorities for the NRC and FLAS. An *outcome evaluation* will be conducted to measure the extent to which the anticipated outcomes are achieved and a *process evaluation* to better understand the facilitators and barriers to success. An evaluation framework has been established that outlines the outcomes, indicators, and data sources. Table G.4 provides the evaluation framework with activities slated for each year with a slightly different focus, to cover

the range of programming. The joint evaluation plan is a cost-effective strategy that leverages the longstanding collaboration among Area Studies Centers and strengthens the collective impact across the represented regions. Dr. Cain will oversee the development of data collection tools and support data collection and analysis to ensure credibility and validity. **How past evaluations have been used to improve programs:** Prior evaluations, including interviews with key informants, produced recommendations that have informed our new initiatives and delivery modes for traditional activities. For example, UNC Area Studies Centers jointly established a teacher advisory council to provide feedback on K-12 outreach. A mid-cycle focus group discussion with the advisory council in 2019-20 recommended that principals and administrators be targeted by the Centers in order to encourage their support of teacher engagement with the Centers and the introduction of new content into the curriculum. As a result, the Centers have jointly designed a new program “Expanding Language Learning in North Carolina” that targets administrators and department heads in K-12 to increase demand for our outreach activities. We also jointly conducted an evaluation of our CC outreach and learned that CC faculty would benefit from ongoing engagement and support from an expert, an initiative we will implement in this cycle. Instructors also requested more expertise beyond the Humanities, since CC curricula and students are very workforce oriented—we have actively broadened our programming to include an annual series entitled *Business in Africa*. The PAL is evaluated every four years and results incorporated into improving language instruction. Students expressed the desire for more opportunities to practice language skills and integrate language into their education, motivating our activities in this cycle to increase opportunities for study abroad (UG) and expand support for LAC. Graduate students have similarly expressed the need for more opportunities to present their work in interdisciplinary fora, inspiring our new pan-UNC graduate symposium on Africa.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table G4: ASC Evaluation Framework--Comprehensive NRC and FLAS** | | | |
| **Objective** | **Illustrative Activities** | **Illustrative Indicators** | **Data Sources** |
| Prepare language specialists and experts in areas of national need (AP1.2) | * Support African language instruction * Link language instruction to study abroad and exchange programs to increase demand for area studies courses * Establish new and innovative career advising and mentoring programs | * # of students enrolled in African languages and # enrolled at advanced level * # of students enrolled in African Studies courses * % of students aware of career advisory services * % of alumni serving in areas of national need * % of alumni using language in their current job | * UNC registrar course enrollment system * Quantitative survey of area studies students * Alumni survey * Process evaluation: Focus group discussion with students of color and Carolina Covenant Scholars on ways to increase participation   in Africa Studies courses and career services |
| Generate debate on Africa from diverse perspectives (AP1.1) | * Webinars and seminars on contemporary African issues with panelists from academia, practice, private sector, non-profits, government, and civil society groups * Interdisciplinary grad. research symposium. | * # of participants attending webinars and seminars by type and location (UNC, USA, foreign) and % satisfied with content * # of PhD students presenting at symposium; # of different academic departments and schools represented | * Quantitative evaluations from webinars/seminars * ASC records from graduate symposium * Quantitative survey of Area Study students * Formative study: Focus group with African Student Association to learn about topics of interest |
| Train K12 teachers so they can provide African content in their classrooms (AP2) | * Professional development for teachers on Africa * Development of online resource kits for use by K12 teachers | * # of teachers reached and % satisfied with content * # of kits developed and # of kit downloads | * World View records on teachers trained * Quantitative evaluation results from professional development events * Process evaluation: Focus groups with K12 teachers to understand barriers to take-up and how to improve service delivery |
| Collaborate with MSIs and CCs in order to incorporate African content into their curriculum (CPP) | * Support to Global Distinction faculty and students at CCs * Expand teaching of Yoruba through collaboration with FSU * Increase number of African languages offered through the Language Exchange * Establishment of faculty resource person for CC instructors to support content integration | * # of CC faculty applying for and # receiving Global Distinction grants * # of new courses with African content made available on World View website * # of new African languages offered on Language Exchange * # of students from MSIs taking African. languages through Language Exchange * # of instructors participating in faculty resource groups | * World View records on CC awards, new courses * Language Exchange records on new language courses and course enrollments by institution * Process evaluation: Focus groups with CC faculty to understand barriers to take-up and how to improve service delivery |
| FLAS:  Prioritize students with financial need (CPP1); all awards for modern LCTLs (CPP2) | * Engage with Carolina Covenant, AAAD and other campus groups to raise awareness of FLAS opportunities * Support students of color and financial need in FLAS appl. process | * % of African Studies students aware of FLAS * # of FLAS applicants by language * % of FLAS recipients on financial aid * % of FLAS recipients who are students of color | * Quantitative survey of African Studies students * ASC records * Selection criteria |

**G.5. Equal Access**: UNC has a long tradition of success in creating a diverse and inclusive campus, including provisions for the elderly and persons with disabilities. ASC continues to actively recruit and support students and participants who are members of traditionally underrepresented groups; we have made opening and expanding access to underrepresented



**Figure G.3: Percent of Students in African Studies Courses Who**

**Receive Financial Aid**

70

60

50

40

30

20

10

0

2017

2018

All UNC Undergrads

2019

Area Study Courses

2020

Lang. Courses

groups an explicit ASC initiative. For example, we have a successful relationship with the Carolina Covenant Scholars program for students from low socioeconomic backgrounds that allows us to recruit underrepresented and

financial need students to participate in internship opportunities in Africa and other ASC activities **(**see **Crit. I.2)**. ASC Associate Director Umenwaliri actively supports underrepresented and financial need students in seeking FLAS fellowships. As shown in Figure G.3, one indication of our success in this recruitment is that students enrolled in our classes, particularly our language classes, are more likely to be on financial aid compared to all UNC undergraduates. This cycle we will further our efforts to reach diverse populations by expanding our course

development grants to include faculty proposals to teach credit-bearing courses through UNC’s

Correctional Education program to students in prison.

Criterion H (NRC): Outreach Activities

The ASC maintains outreach programs that have a significant and measurable regional and national impact, providing training and information to K-12, postsecondary, and public

constituencies. ASC faculty participate in ASC outreach programs annually. Africa-related public events at UNC average 33/year with an average number of 3,679 participants, including the general public. Despite the pandemic, these attendance numbers represent an increase from the previous grant cycle because of our successful pivot to webinars in spring 2020. Between 2018 and 2021, 59 ASC outreach activities served more than 2,119 educators. In addition, the ASOC outreach site reached 5,719 unique visitors in 2020-2021. See Table H.1 for samples of our K-12, post-secondary, and other Outreach activities with participation rates.

ASC’s outreach activities are very cost-effective; many are implemented in collaboration with other UNC centers, and we receive substantial institutional support for outreach, now enhanced by a grant from the Oak Foundation (OF). We have continuously improved our outreach program in consultation with our teacher advisory council **(Crit. G.4**).

* + 1. **Elementary and Secondary Schools**: In 2021, precisely because of its stature as a preeminent NRC, ASC received a significant grant from the OF to deepen its K-5 online curricular materials on contemporary Africa. [7](#_bookmark6) By creating high-quality, digitized, up-to-date, accessible, and interactive resources, tied to our **Roots and Branches** initiative, ASC is building on a strong foundation of excellence in K-12 outreach. The ASC Outreach Office maintains a free lending library, free online resources, and a digital Outreach Newsletter. NC educators receive training to teach contemporary Africa through WV, a UNC public service program that provides professional development in global education. WV programs reach K-12, CC faculty, and K-14 administrators throughout most of NC’s 100 counties, including a high percentage of low-income counties.

7 This is an innovative online K-5 curriculum project on contemporary African arts, music, and social studies created through a multilevel collaboration with 3 content teams, each of which includes a UNC subject specialist, a resources expert from UNC's library school (SILS), a Sch of Ed pedagogy specialist, and a K-5 subject teacher.

|  |  |  |
| --- | --- | --- |
| **Table H.1. Outreach Activities with Usage Indicators** | | |
| **K-12 OUTREACH: STATE AND NATIONAL** | | **Participants** |
| **K-5 digital curricula project**:  Art, Music, Social Studies. Collaboration with UNC-CH School of Education | Oak Foundation Grant beginning 2/22 Resources to be nationally available | 5,512  students  anticipated by 2025 |
| **International Education Week** (IEW) Collaboration with all UNC Area Studies Centers and with NCDPI | Teacher training on contemporary issues  (eg: Sustainability; Food and Water in E. Africa) | 2020-21: 88  educators |
| **Teacher Advisory Council** Collaboration with all UNC Area Studies Centers | K-12 educators throughout NC advise Centers on teacher and student needs | 15 current members |
| **Expanding Language Learning in NC**  Collaboration with UNC Area Studies Ctrs | K-12 & UNC/higher ed. faculty discuss strategies to support language instruction in NC | 2020-21: 150  educators |
| **Middle East and African Cultures** (MEAC) Collaboration with UNC Center for Middle East & Islamic Studies) | Teacher Fellows gain experiential knowledge in 9-month program via group study trips and  virtual travel (Ex: African refugee resettlement program in Greensboro, NC) | 15 MEAC  Fellows per  session |
| **ASC Lending Library** | 140+ resources; used on average 100 times/year by 250 educators/year. | 250  educators/yr |
| **World View Programs** (WV) Large UNC collaboration reaching 99 of NC’s 100 counties | Seminars, Symposia, group studies (virtual and live) for K-12 teachers and administrators,  designed to increase area studies content and world area knowledge in NC classrooms | 2020-21: 167  educators |
| **African Studies Outreach Council**  (ASOC), an affiliate of ASA | Planning and financial support for teacher training programs at ASA and NCSS, CABA | 6,000+  educators |
| **POST SECONDARY** | | |
| **World View** Community College Programs | Global Distinction Program, faculty course dev. Grants (9 in 2020--21), seminars and symposia | 2020-21:  400+  educators and students |
| **SEALLF** (with UF) South East African Languages and Literatures Forum | Language instructors share scholarship and teaching strategies; MSI & CC participants | 40/year average |
| **SERSAS/SEAN** (with UF) South East Regional Seminar in African Studies | Conference for Africanist fac and grad students from 9 states, including MSI and CC participants  Hosted by UNC, Spring 2021 | 114/year average |
| **West African Research Association** | Research Fellows with full library access Conference travel for presentations Linkages with African universities |  |
| **OTHER: BUSINESS, MEDIA, GENERAL PUBLIC** | | |
| ***Business in Africa*** (collaboration with UNC’s Kenan-Flagler Business School | 2020: “Innovation and Investment in Africa,” H. Belo-Osagie; 2021: “Business, Covid-19 &  Recovery in S. Africa,” Gen. Counsel of SA to US | 2020: 64  attendees 2021: 200  attendees |
| **Africa Fest**; Annual collaboration with Town of Chapel Hill & UNC Performing Arts | Performance and panel discussion on Africa and African Identities | 200  attendees |
| **New Art Africa (NAA)** | 2021: South African artist Vanessa Tembane Zoom session (40 attendees) + online exhibit | 40 +  86 web visits |

The collaborative spirit among UNC’s 6 Area Studies Centers is evident in other innovative K- 12 Outreach initiatives such as “Expanding Language Learning in NC” and International Education Week (IEW), in partnership with the NC Department of Public Instruction (DPI), and

a 9-month intensive K-12 teacher training program on Middle East and African Cultures (MEAC). Future MEAC cohorts will explore themes of migration and cultural traditions of the

Middle East and Africa. At a national level, ASC actively contributes to ASOC activities such as

the ASA Teacher Workshop, National Council for the Social Studies (NCAA), African Studies Outreach Council (ASOC) activities, and the Children’s Africana Book Award (CABA).

* + 1. **Postsecondary Institutions:** ASC provides critical logistical and financial support to diverse faculty in the Southeast U.S. through collaborative support (with UF) to host SERSAS/SEAN and SEALLF. In 2021, UNC hosted both of these regional meetings, which drew scholars from 9 different states, including numerous scholars from MSIs, alternating with UF to assure broad coverage of this entire region. This summer, ASC has been asked to host the West African Research Association (WARA) regional conference. ASC will facilitate participation by CC and MSI faculty and students, in addition to promoting the event among our own students. ASC proposes to continue our high level of involvement in planning and

implementation of these regional events.

In 2018-21, WV programs designed for CC faculty and staff presented global content— including ASC-provided African content at in-person and virtual seminars and symposia to over 900 CC educators. ASC collaborates with the other NRC centers and WV to support the innovative and successful CC NC Global Distinction Initiative. Launched in 2015 with 10 community colleges, this program now has 30 participating colleges across the state, including 23 Title III-eligible minority-serving institutions (**NRC CPP**) and 11 schools in “Tier 1” counties.[8](#_bookmark7) In 2020-21, 9 CC faculty were awarded course development grants for Africa content, and 94 students graduated with Global Distinction designations. ASC requests funding for eight

8 Tier 1 counties are designated by the NC Dept of Commerce as the most economically distressed areas of the state.

course development grants to CC instructors statewide over the next four years, and to UNC

faculty and graduate students proposing courses for the Correctional Education program, and to

support COIL courses with African universities.

In this cycle ASC is also joining a new initiative across several African NRCs, initiated by

UF, that uses the ASA’s national and international reach to explore the intersections of African

and African American Studies. “At the Nexus” will present a keynote lecture on this subject at

ASA, as well as a panel/roundtable and outreach materials through the ASOC. The event will

reach the hundreds of faculty and graduate students who attend each year’s conference.

* + 1. **Business, Media, and the General Public:** One of ASC’s most significant new outreach programs is *Business in Africa*, a collaboration with the Kenan Flagler Business School. The inaugural keynote address was delivered in 2020 by world-renowned Nigerian businessman and philanthropist, Hakeem Belo-Osagie; in 2021 we hosted the General Counsel of South Africa to the U.S.. *Africa Fest*, a university- and community-facing activity designed as an experiential learning opportunity, draws faculty, students, and members of the local community to celebrate contemporary African art and culture, and presents an opportunity to engage in conversations about Africa and African identities. Africa Fest 2021 was so successful that it has become an annual collaboration with the Town of Chapel Hill and UNC’s Carolina Performing Arts.

The ASC proposes to continue to support both regional outreach and ASOC activities, as well as

our successful collaborations with the local community and with the Business School.

Criterion H (FLAS): FLAS Selection Procedure

# CRITERION H (FLAS): FLAS SELECTION PROCEDURE

* + 1. **FLAS Advertising:** ASC advertises through the ASC website and social media posts on our Facebook, Twitter and Instagram accounts; ASC’s weekly newsletter to a national mailing

list of over 1000 individuals with Africa interests; direct emails to department chairs, graduate studies directors, relevant UNC listservs; and ads in UNC's student newspaper. We work with Directors of Graduate Studies and the graduate and professional school admissions offices to ensure that incoming students are aware of the opportunity to apply for FLAS funding. Four FLAS information sessions are

|  |  |
| --- | --- |
| **H.1.d FLAS Calendar** | |
| **Steps** | **Timeframe** |
| Informational meetings about fellowships | Sept-Dec |
| AY and Summer FLAS application opens | Dec-Jan |
| Financial Aid offices assist centers with interpreting FAFSA results | Jan-Feb |
| Application review by FLAS selection committee | Feb |
| Summer & AY FLAS notifications (AY awards contingent on IFLE funding notification) | Feb-Mar |
| IFLE approval for Summer FLAS awards/travel | Mar-May |
| Due: Interim Summer FLAS rand final AY FLAS reports | Jul 1 |
| IFLE approval for AY FLAS awards/travel | Jul-Aug |
| Due: Final Summer FLAS and interim AY FLAS reports | Oct 15 |

held with other UNC FLAS- awarding centers. These sessions share information on priority languages, and application guidelines. The ASC Directors respond to

queries from students and advisors.

* + 1. **FLAS Application and Priorities:** The FLAS application system opens annually in late fall and closes in early spring. Applications consist of a research and career goals statement, two reference letters, transcripts, and a resumé. Applicants must complete a Free Application for Federal Student Aid (FAFSA) form, which is analyzed by our financial aid office. The majority of our awardees are students with high financial need, and 100% of ASC’s FLAS awards have been for modern LCTLs. (**FLAS CPP2) H.1.c. FLAS Selection Process and Criteria**: Every application cycle, ASC constitutes a diverse FLAS selection committee. The committee includes faculty members from AAAD, CAS, one of the professional schools (Public Health, Medicine, Social Work, Law), and the African Language Coordinator. The selection criteria include: academic standing, commitment to the African language and area studies, relevance of language to proposed research or academic plan, potential for service in government and areas of national

need, and financial need. **(FLAS CPP1)** ASC awards academic year FLAS to graduate students and summer FLAS to both undergraduate and graduate students.

* + 1. **FLAS Review:** ASC annually reviews our awardees’ academic performance and tracks their progress towards academic and professional goals. Our FLAS selection criteria represent the priorities of the Department of Education. We work to cultivate a diverse pool of applicants across disciplines and schools, and we encourage applications from underrepresented groups and students with financial need. Our university’s Global Guarantee initiative provides institutional backing that enhances area studies and language learning opportunities for our students.

Criterion I (FLAS): FLAS Competitive Priorities

* 1. **(FLAS CPP1) FLAS Award for Students with Financial Need:** ASC, with support from the Office of Scholarships and Student Aid, ensures that FLAS awards are given to students that meet all the criteria, including demonstrable financial need through information on expected family contribution as calculated through the Free Application for Federal Student Aid (FAFSA) form. See **Crit. H** for details on our selection procedures.
  2. **(FLAS CPP2): Percentage of Academic Year FLAS Awards for Africa LCTLs:** All of ASC’s FLAS awards are for LCTLs. We offer Arabic, Kiswahili, Wolof, and newly added Yoruba and are currently adding Akan.

Criterion I (NRC): Program Planning and Budget

\*Note: Table I.1 includes specific budget items for each element of our initiatives and is cross- referenced with the Budget Narrative.

* 1. **Proposed Activities and Timeline:** At the end of this grant cycle, the ASC will have significantly enhanced UNC undergraduate, graduate, and professional training programs through effective use of resources and a careful development plan. Our theme, “**Roots and**

**Branches: Enhancing African Studies at UNC by Connecting People and Programs**,” guides our efforts to build on previous success and on new opportunities, expanding student access to African experiences, languages, and the multidisciplinary study of Africa. This proposal’s three “Branches” are: 1. **Expanding Student Experiences in Africa (ESEA)**, 2. **New Art Africa (NAA)**, and 3. **Expanding Yoruba, Piloting Akan (EYPA)**. See **I.2** for a description of each. These new initiatives will generate and disseminate high quality information about Africa for K-12 and post-secondary classrooms across the state and for the general public. In addition, our carefully designed plans enhance the ASC’s collaborations with departments and programs across UNC’s campus, region, and nation, including with MSIs and CCs. **Table I.1**, cross-referenced to the Budget, summarizes our proposed activities and timeline. A detailed timeline organized according to our **Roots and Branches** theme is provided in the Appendix.

* 1. **Activities Directly Related to Purpose of the NRC:** All proposed activities are of high quality and conform to the purpose of the Title VI NRC program to strengthen nationally- recognized centers of excellence in foreign language and area studies in areas of national need and to support and enhance students’ access to and pursuit of these studies, preparing them for service in areas of national need and infusing diverse perspectives in all activities. As Table I.1 indicates, our proposal addresses all Absolute Priorities **(AP1, AP2)** and Competitive Preference Priorities **(NRC CPP, FLAS CPP 1, FLAS CPP 2)**, thoroughly integrating these priorities into our current and projected programs. Our plans to expand the ASC’s impact as a national resource are ambitious yet feasible; each new proposal maximizes efficiency by building on the experience, infrastructure, and resources of current programs. Our aim is to grow the Center’s ability to sustain and disseminate more Africanist research, teaching, and programming.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table I.1: Funding Requests, Proposed Activities, and Timeline (also refer to Budget)** | | | | | | |
| **Budget Line** | **Activity** | **Priority** | **Y1** | **Y2** | **Y3** | **Y4** |
|  | **Language Instruction (Total request: $547,440)** |  |  |  |  |  |
| 14-18, 20 | Support teaching of existing languages | AP2 |  |  |  |  |
| 30 | Expand Yoruba to intermediate level in-person and online through Language Exchange**** | AP2, CPP |  |  |  |  |
| 19 | Workshop in Akan**** | AP1 |  |  |  |  |
| 19 | Begin teaching Akan in-person and through LE**** | AP1, CPP |  |  |  |  |
| 128, 129 | Professional development for language instructors (SEALLF, SERSAS, trainings) | AP1, CPP |  |  |  |  |
|  | **Non-Language Instruction, Curriculum Development and**  **Student Enrichment (Total request: $414,435)** |  |  |  |  |  |
| 60 | Course development grants to expand African content (including COIL and Corrections) | AP1 |  |  |  |  |
| 21, 26-30 | Support LAC courses and LAC Coordinator | AP1 |  |  |  |  |
| 19, 59 | Develop (Y1-Y2) then support (Y3-Y4) immersion opportunities through study-abroad, internships (Ghana, Kenya, Malawi)**** | AP1 |  |  |  |  |
| 125 | Mentorship Program with Diplomacy Initiative | AP1 |  |  |  |  |
|  | **Outreach (Total request: $122,180)** |  |  |  |  |  |
| 82, Oak F. | Develop targeted K5 teacher resources in collaboration with School of Education | AP2 |  |  |  |  |
| 82, 83 | Disseminate targeted K5 teacher resources (collab. w/ Oak Found.) | AP2 |  |  |  |  |
| 117 | World View K12 teacher capacity building and resource development/support; MEAC | AP2 |  |  |  |  |
| 124 | World View Global Distinction Program for CC instructors | AP2, |  |  |  |  |
| 127, 145 | Expert working groups with CC and MSI instructors | CPP |  |  |  |  |
| 114 | “Expanding Language Learning in NC” initiative | AP2 |  |  |  |  |
| 134, 135,  143 | Programs from diverse perspectives: *Business in Africa*, Conflict & Security, Scholars in Conv. | AP1 |  |  |  |  |
| 136 | Africa Fest | AP1 |  |  |  |  |
| 123, 142 | New Art Africa, Visiting Artist Series, and *African Arts* Journal**** | AP1, |  |  |  |  |
|  | **FLAS (Total request: $1,062,000)** |  |  |  |  |  |
| 167-172 | Recruit FLAS applicants from diverse backgrounds (w/ Carolina Covenant, Honors)**** | CPP1 |  |  |  |  |
| 167-172 | FLAS fellowships awards, career counseling and support**** | CPP2 |  |  |  |  |
|  | **Evaluation (Total request: $5,300)** |  |  |  |  |  |
| 151 | Survey of ASC students: baseline-Y1 and endline-Y4 |  |  |  |  |  |
| 151 | Formative qualitative study with ASC students |  |  |  |  |  |
| 152 | Process evaluations with stakeholders: K12 teachers, CC instructors, applicants to FLAS |  |  |  |  |  |
| 151 | Alumni survey |  |  |  |  |  |
|  | **Other Activities (Total request: $37,400)** |  |  |  |  |  |
| 59 | Travel for study abroad and internship development-Ghana, Malawi, Kenya**** | AP1 |  |  |  |  |
| 60, 66, 67 | Travel: Internship, study abroad faculty advisors**** | AP1 |  |  |  |  |
| 68 | Travel: Outreach coordinator workshop, conference travel | AP2 |  |  |  |  |
| 81 | Library acquisition | AP1,2 |  |  |  |  |
| 7, 9 | Personnel: Associate Director, Program Associate, Graduate Student Assistant**** | All |  |  |  |  |
| CPP=NRC Competitive Priority; CPP1=FLAS Competitive Priority 1; CPP2=FLAS Competitive Priority 2;   indicates activity part of **Roots and Branches** initiative | | | | | | |

In addition to the new initiatives described below, we plan to continue and enhance the very successful programs that have fostered the faculty research and teaching at the core of our mission: research and course development grants, and the programming that brings research to our wide audiences. Since 2018, 25 faculty members have received ASC research and course development awards, including 12 faculty at MSIs and HBCUs. New research and course development grants will be aligned with ESEA and NAA **(Budget H.5).** Current research is shared through programs such as SERSAS, SEALLF **(Budget C.2, H.2)**, the AAAD colloquium series, as well as the ASC *Scholars in Conversation*, in which a UNC faculty member invites a scholar for a public dialogue on a timely topic, and *Business in Africa*, which brings scholars and business practitioners for public events and meetings with students **(Budget H.3)**. We propose to

continue these very successful programs.

Our proposed initiatives grow out of the successful programs described in **Cr. G.1**: the multidisciplinary strengths in the African expressive humanities, and the Africa-based health and development programs in Malawi and Kenya (UNCPM and CfK). These research pursuits and many others have flourished independently; we now propose to foster growth at the intersections of these programs. Pursuing our botanical metaphor, we frame these initiatives as *hybrids*, new programs that draw on but transform UNC’s most successful Africa-focused teaching, research, and outreach endeavors. For example, we propose to create programs that leverage UNC Public Health and Medical projects in Africa to offer internship opportunities to students in the Humanities **(Budget C1);** and we are extending the impact of UNC’s membership in an academic publishing consortium (*African Arts* Journal) to enrich teacher training and K-5 outreach . By finding synergies across STEM and Humanities fields, and between postsecondary research and elementary outreach, these hybrid programs are designed to reach more students

with African content, including training that prepares students to work in areas of national need**.** They also bring more diverse perspectives into all of the Center’s work , and they expand our collaboration with CCs, HBCUs and MSIs**.** We have successfully piloted several of these initiatives. Our planned activities, like our existing programs, will be thoroughly evaluated to ensure they are of high quality and relevant to the NRC Program’s goals **(Budget H.6).**

**Roots:** The roots of ASC’s new initiatives include **UNC Project Malawi** (UNCPM) (f.

1999), an NIH-funded medical research program that employs hundreds of Malawian doctors, nurses and technicians; **Carolina for Kibera** (CFK) (f. 2001), a community-based provider of primary healthcare services and educational programs in Kibera, a massive urban informal settlement outside Nairobi; and the **Transfer Project** (TP) (f. 2008), a regional research collaborative with ten African governments, and UNICEF to evaluate poverty-targeted cash transfer programs and inform policy choices. All of these programs have well-established infrastructures both in their African sites and at UNC. They draw student and faculty engagement primarily from medical and public health disciplines, as well as from Public Policy. Our **ESEA** initiative identifies opportunities for students in arts and humanities fields by leveraging these STEM-oriented programs.

African Studies at UNC also has deep roots in the study of the **African Humanities**, with particular strengths in the study of the expressive arts (visual arts, music, performance). In addition to faculty members in 6 departments who specialize in these fields, UNC has a substantial and growing collection of African art at the **Ackland Art Museum** (AAM) and founding membership in the consortium that produces the premier international journal in the field of African art history, ***African Arts*** (AA). These resources have played important roles in

the ASC’s support graduate and undergraduate education, and outreach at every educational level. We are expanding their impact through a multidisciplinary arts initiative, **NAA**.

In addition, this proposal builds on the longstanding strength of our **PAL**. In 2005, Swahili and Arabic were UNC’s only African languages. PAL now encompasses 6 languages, and our language faculty have become active in national and international leadership roles and research. Our recent addition of elementary Yoruba was developed by language faculty at our partner MSI. This proposal will expand PAL further, again in coordination with MSI partners. EYPA reflect ASC’s commitment to tying African languages closely to the needs of students.

**Branch 1—Expanding Student Experience in Africa: Malawi, Kenya, Ghana (ESEA)** UNC’s two oldest programs in Africa, located in Kenya (CfK) and Malawi (UNCPM), are research and development focused, yet each also serves a training role, preparing students in Medical and Health Sciences and in policy-adjacent fields like Public Policy and Economics. In a collaboration with both entities, ASC is creating training opportunities for undergraduate students outside these “target” fields. By building on the infrastructure and networks in Kenya and Malawi, these programs will efficiently provide expanded training in areas of national need in addition to enhancing language skills in Chichewa and Swahili **(Budget C.1, H.5)**.

The ASC is bringing these Africa-based programs together with two well-established resources for undergraduate education at UNC: the Carolina Covenant, a need-based scholarship program, and Honors Carolina (HC), UNC’s most selective undergraduate program. Both administer competitive internship grants; HC has three such competitions open to all students with a 3.0 GPA or better, Carolina Covenant has a fellowship competition open to students who can demonstrate financial need (a population we seek to reach in all of our programs). Working closely with CfK and UNCPM staff and with ASC-affiliated faculty members identified as

potential internship advisors, we are creating a “menu” of summer internship opportunities for students to apply for through existing Carolina Covenant and HC competitions, minimizing our administrative burden while offering students a curated opportunity to gain experience in Africa.

This novel approach affirmatively reaches out to students with a structure, a faculty advisor, and a project to be honed by the student in consultation with the advisor and the Africa-based staff. Beginning in 2022-23, students will submit applications to the ESEA internships. Both UNCPM and CfK have identified potential internships that draw on the skill of students in the arts and humanities, such as creating outreach materials for education programs, and enhancing patient spaces through visual art. Faculty members will share the supervision of the student with CfK or UNCPM staff, and they may apply for related course development or travel funding **(Budget C.1, H.5)**.

In a separate initiative, the ASC is launching a partnership with UG, building on the TP and other research partnerships with UG faculty[9](#_bookmark8) to create a formal student exchange program that will facilitate undergraduates at each university to spend a semester or year at the other. UNC and UG administrators are currently completing the MOU, and faculty already engaged in ongoing research partnerships will enhance the immersion of exchange students in the local academic life of each institution **(Budget C.1).** As described below, this initiative also has “branches” in our PAL with the addition of Akan to our 6 other languages. (**Budget A.2**) **Branch 2—*New Art Africa: Emerging Artists Online* (NAA)** This arts-focused programming initiative draws on established strengths in the study of African expressive cultures: faculty expertise (see faculty bios), UNC’s prominence as one of 3 founding members of the AA

9 These partnerships include through the Carolina Population Center (home of the Transfer Project) and Depts of Public Policy, Maternal and Child Health and Health Behavior (UNC), and the Department of Economics and Institute for Statistical, Social and Economic Research (UG).

publishing consortium **(Budget H.5)**,[10](#_bookmark9) and the commitment to African art collection and exhibitions programs at the AAM. **NAA** has strong synergies with our K-5 outreach project, our broader K-12 outreach, and one of our **MSI** collaborations (NC A&T).

ASC has successfully piloted **NAA**, an online art exhibition program that will feature early- career African artists. Each year, an online exhibition will be presented along with a public event featuring the artist in dialogue with a faculty or staff member whose research pairs productively with the artist’s work **(Budget H.2)**. The first of these events was held in October 2021, pairing South African artist Vanessa Tembane with a faculty member from the Dept of Women’s and Gender Studies for a dialogue on the themes of migration, memory, and belonging. The 40 attendees included nearly as many from South Africa as from North Carolina. An archive of this and future exhibitions will be available at a NAA web site, creating a permanent, unique long- term resource for researchers and students at UNC and elsewhere. This project not only provides artists with invaluable access to international audiences, but this provides scholars and students of Africa art, and the national and international public, a cutting-edge resource otherwise unavailable. In a collaboration with NCA&T, the nation’s largest HBCU, exhibitions and curricular materials will be shared with faculty for use in their classrooms and NCA&T Africanist faculty have been invited to contribute to the selection and curation of artists.

By building NAA into our innovative online K-5 curricula on contemporary Africa (OF), we extend its long-term impact. This outreach project is thematically organized around curricula for arts, music, and social sciences, each designed by teams of subject specialists, public school teachers and administrators, librarians, and technology specialists. The arts curriculum team will incorporate one or more online exhibition(s) into their class materials, along with an artist

10 The other founding members are UF and UCLA.

interview tailored to K-5 teaching. This opportunity to hear directly from an artist in Africa, facilitated by a member of the curriculum design team, will enrich arts curricula. ASC will regularly update teachers on upcoming virtual exhibitions **(Budget H.1C).** Further extending the impact of this project, the video and curricular materials will be made available to all teachers through IEW and our MEAC Teacher Fellows programs **(Budget H..1B)** and disseminated nationally in ASOC programming.

**Branch 3—Enhancing Yoruba, Piloting Akan: Building on African Languages (EYPA):** UNC’s thriving African language program is poised to grow both in its number of languages and in the population of students it will reach. We are increasing the course offerings in Yoruba and piloting Akan to augment our representation of major West African languages and support students participating in our exchange program with UG **(Budget A.2).**

Our newly instituted **Yoruba** courses are a product of a fruitful collaboration with Fayetteville State University (FSU), an HBCU. The selection of Yoruba reflects its status as a key heritage language for many North Carolina students, including many at UNC and FSU. At UNC, the language is valuable for students in two new graduate programs: the African History PhD, and the MA and PhD degrees in AAAD. This initiative was launched using NRC and UNC funds to expand Elementary and Intermediate Yoruba. ASC worked with FSU to advocate for Elementary Yoruba’s inclusion on the LE, an online UNC system course platform that reaches students across 17 institutions (including 5 other MSIs). An FLTA supports the FSU professor in his teaching and offers additional support to UNC-CH students taking YORU 110. We are developing intermediate Yoruba for 2023-24 to be offered through the LE. As a result, students across the system can study Yoruba from beginning to intermediate levels online. The LE dramatically expands the constituency for this major West African language (**Budget item A.2).**

The second element of EYPA is connected to our newly established partnership with UG. We propose to introduce **Akan** as our seventh African language, a priority LCTL and national need. This major West African language is not taught elsewhere in NC or in neighboring states. Like Yoruba, it is an important heritage language that reflects numerous ASC faculty members’ research and teaching, raising the visibility of the region and its language at UNC. We propose to introduce this new language through a set of workshops, a format that has proved successful with our Chichewa language program which each year trains 30 students and faculty from schools of Medicine, Dentistry, Pharmacy, and Public Health. The long-term goal is to sustain Akan through a teaching faculty position, growing the language alongside the UG exchange program. Pedagogy training and resource identification are included in our plan **(Budget A.2).**

**I.2 Relationship to Purpose of NRC Program:** Each our 3 **Roots and Branches** initiatives contributes to numerous NRC program goals and expectations: 1. the teaching of modern foreign languages and instruction that provides understanding of regions where African languages are used **(Crit. B.1,2,3)**, 2. research and training in international studies/international aspects of other fields **(Crit. C1a, 2, 3**); 3. outreach to national, regional, and local audiences **(Crit. H.1.c)**;

4. linkages with international postsecondary institutions **(Table A.2)** ; 5. elementary and secondary school outreach **(Crit. H.a**); 6. regional and national impact **(Crit. G.1)**.

**Language and Africa-related Instruction:** All three branches will reach students through undergraduate, graduate, and professional courses (**NAA**, **EYPA**) and through internships in Africa (**ESEA**). **ESEA** internships are designed to provide undergraduates with experience in Africa in the context of a supervised project, in consultation with a faculty member whose disciplinary specialization reflects the training sought by the student, providing an immersion both in the culture of the place and the practice of a professional skill. **NAA** impacts teaching

and training through incorporation into UNC courses. ASC will facilitate incorporation of future exhibitions into a wide array of courses by distributing classroom content to ASC-affiliated faculty as well as secondary school educators, including a fact sheet about the artist, PowerPoint slides, and discussion questions. The **EYPA** initiative’s impact on instruction is clear, as it expands and deepens the LCTL instruction that is at the heart of the NRC program.

**Outreach**: The NAA is an important outreach element of our **Roots and Branches** initiative. Its impact will be extended to K-5 outreach through the arts curricula developed as part of ASC’s major curriculum project. The arts curriculum development team will incorporate an online exhibition into their visual arts course materials, and the ASC K-5 curriculum web site will be updated with links to future exhibitions that teachers may incorporate. These materials, as well as materials created for UNC classes, will be made available to secondary school teachers as well **(Budget H.1.C**). This programming will be facilitated and promoted through *African Arts* and the AAM. The *African Arts* editorial consortium will amplify this initiative by promoting NAA in each issue produced by UNC and by using its editorial space to explore insights into the exhibitions program and its adaptation to arts curricula **(Budget H.5).**

The **high quality** of this program will be assured by the careful and collaborative evaluation plan delineated in **Crit. G.4**.

* 1. **The Costs of our Proposed Initiatives are Reasonable in Relation to the Objectives of the Program.** Our approach in these **Roots and Branches** initiatives is inherently cost-effective; each program leverages existing infrastructure and research activities that are well-established and successful, with profiles that will provide new programs with the high-quality implementation and visibility we need to strengthen ASC’s language and non-language instruction, outreach to multiple constituencies, and training in areas of national need. ASC has a

long tradition of collaborative work both within our campus community and in regional, national, and international venues, reducing our costs enhancing the work of our collaborators.

* 1. **a The Long-term Impact of the Proposed Activities on Undergraduate, Graduate, and Professional Training Programs**: Our proposed activities will enhance and expand ASC’s core activities: serving as a national resource for African language instruction and for high quality, multidisciplinary graduate, undergraduate, and professional instruction in fields necessary to provide full understanding of Africa; and supporting research and teaching on world affairs with a focus on Africa.

By further institutionalizing Yoruba in the development of intermediate instruction and introducing Akan through the **EYPA** initiative, ASC expands and deepens our PAL. This initiative further solidifies the relevance and significance of studying African languages not only at UNC, but also at campuses across the state. EYPA provides recognition and resources to faculty at our partner MSIs and raises awareness of African languages in the LE, a program once completely dominated by European languages.

**NAA’s** long term impact will be manifested in several elements. The archive of exhibitions will remain accessible for researchers and members of the public. With the *African Arts* journal as means of projecting NAA to national and international audiences, this resource—the only one of its kind—will become a tool for researchers and students of African art history at institutions everywhere, including at African institutions. Course development grants at UNC and NC A&T will expand the inclusion of African arts into other fields, helping to more deeply connect African Humanities with the social sciences and the professional schools.

**ESEA** will have a long-term impact on our institution as it strengthens ASC’s global partnerships through institutional exchanges and UNC-affiliated programs with deep roots in

Africa. This initiative will expand the number and disciplinary backgrounds of undergraduates who gain African experience and improve UNC’s effectiveness in recruiting under-represented students to summer internships in African countries where their work can be supervised by both UNC faculty and Kenyan or Malawian researchers and clinicians. The new courses and expanded research opportunities developed and refined in ESEA will greatly deepen ASC’s capacity to generate knowledge of African societies and train experts in areas of national need.

Criterion J: NRC Competitive Preference Priority

* 1. **(NRC CPP): Partnership with Minority-Serving Institutions (MSIs) and Community Colleges**: ASC’s 8-year tradition of collaborating with NC MSIs (WSSU, FSU, UNCG, Johnson C. Smith University, NC A&T) and the system-wide collaboration with NC community colleges via NC Global Distinction (26 CCs- specifically Durham Technical CC, Piedmont C, Wayne CC, and Fayetteville Technical CC) will be deepened and expanded. Our partnerships are integrated into all three “Branches” of our proposal, and include faculty grants for research, materials, library, and course development for new or revised Africa content, as well as language workshops and curricular materials for faculty and students.