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**Center for African Studies**

**Celebrating 50 years 1970-2020**

**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN CENTER FOR AFRICAN STUDIES**

**PROPOSAL FOR TITLE VI**

**AFRICA NRC AND FLAS SUPPORT, 2022-2026 SUBMITTED FEBRUARY 2022**

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Appendix 1. CAS Staff, Faculty Affiliates, and LCTL Instructor Profiles Appendix 2. Area Studies and Language Course Lists

Appendix 3. Descriptions of Requested Positions Appendix 4. Letters of Support

# OPTIONAL ATTACHMENT

Appendix 5. Program Evaluation Plan

# LIST OF ACRONYMS

|  |  |
| --- | --- |
| AATA: American Association ofTeachers of ArabicACES: (College) of Agriculture andConsumer EconomicsACTFL: American Council on Teachingof Foreign LanguageAHSA: African Heritage Studies AssociationAP1a: Absolute Priority 1a (encourage diverse perspectives)AP1b: Absolute Priority 1b (programs in areas of national need)AP2: Absolute Priority 2 (programs supporting teacher training)ALKEC: ALK Evaluation & Consulting ARL: Association of ResearchLibrariesAS: African StudiesASO: African Students Organization BTAA: Big Ten Academic Alliance CAMP: Cooperative African MaterialsProjectCAS: Center for African StudiesCC: Community CollegeCE: College of Engineering | CITL: Center for Innovation in Teaching and LearningCLACS: Center for Latin American andCaribbean StudiesCLIC: Center for Language Instruction and CoordinationCoE: College of EducationCPP: Competitive Preference PriorityCSAMES: Center for South Asian andMiddle Eastern StudiesDoL: Department of Linguistics DRIVE: Diversity Realized at Illinoisby Visioning ExcellenceFLAS: Foreign Language and AreaStudiesG: GraduateGSL: Global South Languages (Fellowship)HBCU: Historically Black Collegesand UniversitiesHEED: Higher Education Excellencein DiversityIAGE: Illinois Abroad and Global ExchangeIASL: International and Area StudiesLibraryIGI: Illinois Global Institute |

|  |  |
| --- | --- |
| IOC: International Outreach CouncilLAS: (College of) Liberal Arts and SciencesLCTL: Less Commonly Taught LanguagesMEMP: Middle East Microform ProjectMSI: Minority-serving institution NCSS: National Conference on SocialStudiesNIF: New Immigrant FoodwaysNRC: National Resource CenterOPI: Oral Proficiency Interview | OUR: Office of Undergraduate ResearchSSAL: Sub-Saharan African LanguagesSTEAM: Science, Technology,Engineering, Arts, MedicineUG: UndergraduateUI: University of Illinois Urbana- ChampaignUL: University LibraryUIC: University of Illinois Chicago WARA: West Africa ResearchAssociationWARC: West Africa Research Center WGGP: Women and Gender in GlobalPerspectives Program |

## Application Profile Form

NATIONAL RESOURCE CENTERS │Assistance Listing Number 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS │ Assistance Listing Number 84.015B

([www.Grants.gov:](http://www.grants.gov/) Other Attachments Form)

**Type of Application** *(check one)*

☒ NRC and FLAS ☐ NRC only ☐ FLAS only

**If Applying for NRC** *(check one)*

☒ Comprehensive NRC ☐ Undergraduate NRC

**Federal Funds Requested** *(complete only for program(s) requested)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program | Year 1 | Year 2 | Year 3 | Year 4 |
| **NRC** | $283,001 | $294, 127 | $322,165 | $283,489 |
| **FLAS** | $363,500 | $363,500 | $363,500 | $363,500 |

## Type of Applicant

☒Single institution U-Illinois Center for African Studies

* Consortium of institutions
	+ Lead `
	+ Partner 1
	+ Partner 2
	+ Partner 3

## World Region Focus:

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4).

☒Africa ☐Russia, Eastern Europe, Eurasia

* East Asia ☐South Asia
* International ☐Southeast Asia
* Middle East ☐Western Europe
* Pacific Islands ☐Western Hemisphere (Canada, Latin America, Caribbean)
* Pan Asia

## FLAS-Eligible Languages

Complete only if applying for Foreign Language and Area Studies Fellowships under Assistance Listing Number 84.015B.

A FLAS-eligible language marked “Y” means that the language training is performance based and currently available at three or more instructional levels (beginner, intermediate, advanced) and students can apply for fellowships. Languages marked “Y” should be substantiated by the list of courses and the faculty biographical information.

You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course descriptions, and the instructor’s CV.

|  |  |
| --- | --- |
| **Language** | **Eligible Now? (Y/N)** |
| Arabic | Y |
| Swahili | Y |
| Wolof | Y |
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# CENTER FOR AFRICAN STUDIES (CAS)

## Commitment to promoting diverse perspectives

CAS’ commitment to promote diverse perspectives in African Studies (AS) is drawn directly from the commitment of the University of Illinois Urbana-Champaign (UI) to meet the challenges of diversity in enrollments, staffing, curricula and public engagement in the 21st century.

As the premier public university in the state of Illinois, one of UI’s core missions is to serve the interests of the state’s diverse population, and beyond. UI values inclusion and a pluralistic learning and research environment and fundamentally supports the expression of diverse worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, veteran status, and their intersections. UI believes that only when all members of the university community feel free and encouraged to speak, research, teach and learn from diverse perspectives, can it make a claim to excellence.

Some of UI’s achievements in this regard include its position as a leading provider of baccalaureate degrees to underrepresented racial/ethnic minority groups in Illinois; and its status as the foremost employer of under-represented minority full-time tenure system faculty within the Big Ten Academic Alliance. However, such achievements go hand-in-hand with ongoing determination to address the legacies of social inequality that continue to manifest themselves on the UI campus and throughout American society as a whole. Thus, UI has been working tirelessly in the framework of its 2018-2023 strategic plan to meet ambitious goals for greater diversity in student enrollment, faculty and staff hiring and community engagement. UI Chancellor Robert Jones thus announced campus-wide initiatives on 1) positively addressing the institution’s troubled history in regards to the misuse of Native American imagery 2) condemnation of anti-Semitism 3) issuing a “Call to Action to Address Racism & Social Injustice.” The latter led, *inter alia*, to UI’s $2 million annual commitment to provide support for academic research and the expansion of community-based knowledge that advance the understanding of systemic racism and generationally embedded racial disparity. The Illinois Global Institute (IGI) and CAS as one of its constituent units were awarded support through this fund for the “Blueprints for Transitional Justice in the US: Building from Global Perspectives” project - an example of CAS, IGI and the UI as a whole combining and building institutional strengths to nurture, promote and disseminate diverse perspectives.

For CAS, AS is a vibrant field generated through vigorous dialogue and debate. Our programs elicit reviews like this one from a participant in a UI African art workshop in November 2017: “*This workshop made me think. It brought up some aspects of thinking through and with objects that I had not considered before.*” CAS programs will continue to generate such moments of insight and reflection.

# CENTER FOR AFRICAN STUDIES (CAS)

## Commitment to encouraging students to enter government service and areas of national need

CAS provides research, teaching, and outreach activities across campus to meet national needs for increased LCTL expertise and for broader perspectives on Africa. CAS supports language instruction in the critical LCTLs of Swahili, Arabic, Wolof. With Title VI support, UI will hire a permanent Wolof instructor and African linguistics at specialized faculty level. CAS will continue to support the SILMW Institute and advanced language training in priority languages for students interested in interesting various arears of government service. We will extend FLAS opportunities to UI students and beyond through the new CAS-led joint UI and University of Illinois Chicago (UIC) Africana World Studies Program (AWS) and the well- established CAS joint MA/MS with the ISchool, (UI’s nationally top-ranked graduate school in Information Sciences).

CAS has an excellent record of graduate placement in areas of national need, using an annual longitudinal online survey administered each spring to track alumni placement. From 2011-2021, more than 48 UI graduates from interdisciplinary AS fields went into government service and elementary, secondary or tertiary education. UI graduates with course concentrations in LCTLs and AS constitute a significant stream of specialists in areas of national need. For example, of the 35 Peace Corps volunteers from UI in FY2020, 18 served in Africa. Recent UI AS graduates are employed by the United Nations, the US Department of State, NGOs, and private foundations as study-abroad coordinators, librarians, international development officers, curators, K-16 educators, and university professors at institutions such as Michigan State University, University of Dar-es-Salaam (Tanzania), Duke University, Washington University in St. Louis, University of Connecticut, University of Cape Town (South Africa), Notre Dame University, Université de Ouagadougou (Burkina Faso), University of California–San Diego, University of California– Santa Barbara, Université Gaston Berger (Senegal), and Riara University (Kenya).

These service-oriented choices are assisted by CAS’ collaborations with UI NRCs on annual workshop on careers in public service. Each workshop averages 100 UG and G participants, and features representatives from the Peace Corps, US Department of State, and Central Intelligence Agency as well as NGOs and non-profit organizations. Another method is the involvement of CAS’ growing alumni network in career mentoring of AS students. For example, CAS facilitated two recent campus visits by UI alumnus and US Ambassador to Niger, the Honorable Eric Whitaker in 2019 and 2020. His continued and active involvement with UI has not only helped support undergraduate students studying African LCTLs, but has provided opportunities for undergraduate and graduate students to engage with him and learn from his extensive experience in foreign service.

# PROPOSAL NARRATIVE

One of the premier public universities in the Midwest, and the flagship campus of the University of Illinois system, the University of Illinois Urbana-Champaign (UI) is nationally and internationally recognized for comprehensive scholarly excellence and consistent innovation across the disciplines. The Center for African Studies (CAS) at UI was founded in 1970 as a direct result of student and faculty activism and insistence on the necessity of a vibrant interdisciplinary African Studies (AS) program on campus. CAS has worked ever since to promote greater understanding of the peoples, cultures, and environments of the African continent, earning NRC and FLAS award status consistently for more than two decades. Since 2008, CAS has earned two cycles of Title VI support (most recently in an NRC consortium with the Program for African Studies at Northwestern University, 2014-18). In 2019, CAS became a founding constituent unit of the new Illinois Global Institute (IGI), a high-level commitment by UI to ensure the long-term health of international and area studies on campus. This affiliation has afforded CAS substantial professional operational support.

Since 2018, CAS’ established programs have held steady and innovative projects in outreach and curricular development have begun. However, in the past four years CAS has not been fully able to support the growth potential of African LCTLs at UI or to provide UI faculty and students with sufficient scholarly travel, research and language learning opportunities.

Ironically, the sting of the lack of opportunities has been somewhat lessened by the restrictions imposed by the COVID-19 pandemic and the successful move to remote/online scholarly work and outreach programming. As the world thankfully begins to climb away from the pandemic, however, Title VI funding will become critical for CAS to meet its goals of increased LCTL support (AP1b), promoting new levels of diversity and debate in AS (AP1a), and becoming a

1

greater collaborative advocate for AS in the internationalization of education and teacher training (AP2).

A notable CAS initiative in 2022-2026 will be a national collaboration with the African Heritage Studies Association (AHSA). Formed in 1969, and active nationally (mainly in HBCUs, MSIs and CCs in the US South), AHSA’s mission is to “reconstruct, represent, and promote African history and cultural study along African centered and intergenerational lines while effecting the political, social, and economic union among communities of African people the world over.”[1](#_bookmark6) CAS will work with AHSA leadership in 4 programs to foster new educational and networking opportunities for the mutual benefit of AHSA members and the greater CAS and UI communities (see §I-NRF.2 a-d; and Letter of Support from the AHSA President in Appendix 4) (CPP).

CAS requests 2022-2026 Title VI support in the amounts of $1,182,783 for Africa NRC and $1,454,000 for FLAS awards to strengthen initiatives and consolidate existing programs for maximizing impact, prioritizing areas of national need, and forging new networks in the study of and engagement with Africa.

# §A. COMMITMENT TO THE SUBJECT AREA

**A1.Operational Support.** UI’s ongoing and robust commitment to CAS and to AS is summarized in Table 1. UI’s commitment to the academic and programmatic strength of AS on campus and to educational outreach has been steadily maintained and has in fact increased in the categories of faculty and student support since 2018. UI has supported 13 new AS faculty hires since 2018 and continues to fund 100% of CAS staff salary and benefit packages. As a

1 <https://ahsa50.org/our-vision>

constituent unit of the IGI, CAS enjoys centrally funded operational grant management, budget, human resources, communications, and social media services.

At the highest levels, CAS and IGI rely on UI’s extensive central research development and sponsored programs administration infrastructure, which supported over $689 million in external research funding awards, including $388 million from Federal agencies, in FY2020.

|  |
| --- |
| *Table 1. Operational Support for AS and CAS at UI, 2020-2021* |
| **Activity** | **2020-21** |
| Operations | $459,992 |
| Center Staff | $253,290 |
| Language Faculty | $434,356 |
| Other AreaFaculty | $10,031,915 |
| Faculty Research,Travel, and Development | $3,000,000[2](#_bookmark10) |
| Student Support | $3,676,700 |
| LibraryResources and Staff | $490,838 |
| TOTAL (est.) | $18,347091 |

In its office operations, CAS is supported

in technology services and by a student intern program supplied by UI’s Applied Technologies for Learning in the Arts and Sciences (ATLAS).

**A2.Teaching Staff.** UI supports one of the pre-eminent faculty cohorts in the US, leading the nation in the number of NEH and Guggenheim fellows. UI ranks #2 in faculty awards from the National Science Foundation with $141m awarded in FY 2020. UI supports 78 CAS affiliate faculty, with a total salary budget of $10,446,271. UI continues its commitment to the development of excellence in its AS-affiliated faculty, with 20 academic rank promotions since 2018. (UI faculty is described in §E.)

**A3.Library Support.** UI continues to ensure the exceptional status of its Library, the largest public university library in the US. UI provided nearly $500,000 in acquisitions, digitization, and

2 This is an estimate, based on average from cumulative figures, 2018-2021.

staffing to the African Studies library, part of the International and Area Studies Library (detailed in §F).

**A4.Linkages Abroad.** UI has formal Memoranda of Understanding with higher education institutions and programs in 5 African countries. UI faculty and students also participate in African research networks, such as the Council for the Development of Social Science Research in Africa, Organization of Social Science Research in Eastern Africa, the West African Research Association, and the Association for the Study of the Worldwide African Diaspora. AS faculty research initiatives on the African continent can be found in each of UI’s 12 colleges. In 2018- 21, CAS affiliate faculty used $6,216,000 in funded research, travel, and course development funds for scholarship relating to the African continent (Table 1). Across campus these projects include the AgReach program in the College of Agriculture and Consumer Economics (ACES), a

$22 million portfolio of international agricultural extension development activities; the development of “contextual engineering” which studies the effectiveness of engineering design for non-industrialized societies; and the rewriting of histories of pre-colonial West Africa based on Arabic and local language sources written in Arabic script. From 2018 to 2020, UI supported salaries and travel expenses for over 300 faculty-led study-abroad programs to all destinations, including 28 programs to African countries with over $1,700,000 of funding support. These travels were curtailed in 2020 due to the COVID pandemic, but the infrastructure is strong, and faculty and students are eager to resume these programs as soon as it is safely feasible.

**A5. Support for Outreach Programs.** With one full-time coordinator funded by UI, CAS outreach programs and resources reached more than 6,000 people in face-to-face interactions in K-12, post-secondary, community college (CC), media, business, and public sectors, including underrepresented populations. As shown in Table 2, CAS’s online outreach resources were

accessed over 4,500 times in 2020-21. CAS has developed an innovative suite of Africana- centered outreach programming in the arts, literature and performance (see §H).

Notably, CAS collaborates with IGI centers in programs with local school systems for ongoing outreach

|  |
| --- |
| *Table 2. Dissemination of Selected CAS Online Resources, 2020–2021* |
| Resource Type | Number of Artifacts/Items |
| Seminars, lectures, presentations | 135 |
| Library resources on CAS website | 605 |
| African studies undergraduate and graduate course information and syllabi | 1,148 |
| African studies topics, videos/DVDs | 56 |
| Newsletters, center reports, and news | 2,493 |
| Conferences and symposia | 122 |
| **Total access to resources** | **4,559** |

activities such as International Week, International Careers Workshop, and teacher workshops.

**A6. Student Support:** Table 1 summarizes UI commitment to students in AS. In 2020-21, UI provided $1,240,000 in support of students studying or teaching about Africa through the provision of assistantships, fellowships, tuition waivers, and grants. Since 2018, CAS has initiated new student scholarship funds for undergraduate and graduate students as a direct result of its increased networking with AS alumni. CAS is a major support of several Africa-related student organizations at UI, including the undergraduate Afro Language and Cultural Exchange group, and the mainly graduate-level African Students Organization (ASO). CAS faculty affiliates regularly feature in the ASO’s activity program, and CAS offers major support for the ASO Annual Symposium. Several UI offices offer programs focused specifically on internationalism, such as International Education in the Office of Inclusion and Intercultural Relations, engaging international and domestic students in weekly events on world cultures and global perspectives. Colleges such as Law and Agriculture and Consumer Economics (ACES) have their own international programs offices featuring support services for students in internationally focused academic programs.

# §B. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

**B1.Availability of LCTL Instruction.** Since its launch in 2013, UI’s formal LCTL program housed in the Department of Linguistics has supported communicative proficiency-based language teaching. UI currently offers four priority African LCTLs at multiple levels every academic year and summer. Arabic, Swahili, and Wolof are offered regularly; Amharic is offered on demand. Arabic and Swahili are offered through the 5th year, in addition to Wolof and Amharic from elementary to 3rd-year levels, based on demand. Colloquial Arabic and Levantine and Moroccan, Arabic-English translation, Business Arabic, and content-based language courses, including Arabic Literature in Arabic, Islamic Theology, and Arab Language and Culture have been taught since 2014. The Summer Institute for Languages of the Muslim World (SILMW), supported by CAS and other

|  |
| --- |
| *Table 3. African LCTLs levels and enrollments 2020-2021* |
| **Language** | **Elementary** | **Intermediate** | **Advanced (3rd, 4th,****5th-year)** | **Total Enrollments by Language** |
| UG | G | UG | G | UG | G |
| Arabic | 45 | 10 | 52 | 5 | 42 | 19 | **173** |
| Swahili | 50 | 5 | 47 | 11 | - | 7 | **120** |
| Wolof | 2 | 2 | - | - |  | - | **4** |

Illinois NRCs since 2008, is a vital component of the UI LCTLs program. SILMW offers beginning to advanced

instruction in Arabic, Swahili, Wolof, Turkish, and Persian in an intensive summer format. SILMW programs were offered during the pandemic as an online program to accommodate students, many of whom were FLAS recipients.

Acquiring proficiency in African languages is required for all CAS degree programs.

Table 3 shows enrollments in the four priority languages offered in 2020-2021, with a total 1,007 G and UG students. Of these, 186 UI students (120 UG and 66 G) students have acquired advanced language proficiency. In the context of a national trend of declining LCTL

enrollments, UI’s Arabic and Swahili courses have maintained healthy levels, as shown in Appendix 2. CAS’s pilot and innovative LCTL language/culture modules designed for both face- to-face and online delivery methods have attracted more graduate students in Wolof, which CAS first launched with Title VI support in AY 2017-18.[3](#_bookmark18)

CAS will expand the availability of these modules to the growing number of students from the professional fields (including Engineering, Business, Agriculture, and Public Health) taking Africa-related courses (see Appendix 2). CAS requests support for the instruction of more levels of 4th- and 5th-year Arabic and Swahili, Online Business Arabic, virtual reality modules for Arabic instruction, and Business Swahili. Increased enrollment and the creation of courses in Arabic and Swahili is largely attributable to the appointment of permanent instructors. In Fall 2021, Wolof enrollment increased to 3 students, with tutorials jointly funded by CAS and the Department of Linguistics (DoL). While this is a small number, it also demonstrates growth that CAS and DoL plan to sustain through a new seeded faculty line in this proposal at Specialized Faculty (SF) level (see §I1a, §I1b). CAS and DoL envisage a new position that will combine Wolof instruction and the ability to teach in the general field of African linguistics. The College of LAS has undertaken to fund this position after 2026 (see §I1a).

Three important institutional initiatives help bolster elementary through advanced level language enrollment levels. First, the Global South Languages Fellowship (GSL) through IGI was established in 2019. Available to graduate students in any discipline, the GSLF helped sustain enrollments in Wolof and increase enrollment of Arabic and Swahili. Of the 7 graduate students who received the GSL, 1 studies Wolof. Second, the new CAS-led joint UI and University of Illinois Chicago (UIC) Africana World Studies Program (AWS), funded as a UI

3 <http://publish.illinois.edu/advancedwolof406/student-projects/>

Presidential Initiative, provides undergraduate students fellowships to study African area courses and languages including Arabic, Swahili, and Wolof at the elementary level; students then participate in an African study-abroad and then return to work as interns in community-based organizations to share what they have learned about African language, culture, and history. AWS is a new way to “grow our own timber” in LCTL study at UI and UIC (an MSI). Third, new gifts

- one from UI alumnus and US Ambassador to Niger, the Honorable Eric Whitaker, and another from Emeritus faculty, African linguistics and former UI LCTL Director, Prof. Eyamba Bokamba—will strengthen our African language program. The 2020 Ambassador Whitaker Fellowship Fund will support undergrads in African Studies, while the 2018 Bokamba Graduate Scholarship Fund supports graduate students studying Sub-Saharan African languages. Finally, all these efforts will be bolstered by a successful CAS application for FLAS support for 2022- 2026.

**B2. Expertise and Pedagogy Training of Instructional Faculty.** UI’s Department of Linguistics offers an undergraduate Minor in Sub-Saharan African languages and one in Arabic Studies, and there are 2 permanent teaching faculty in the African LCTLs program.

Supplementing these faculty with a new line in Wolof and African linguistics, and with tutorial support for advanced LCTL instruction is the first goal of this NRC application (see §I-NRC1a,

§I1b). This position is crucial for the expanded teaching of Wolof language as well as the possibilities that it will open up to make connections in the study of West African linguistics and manuscript cultures and the work referenced in this application in §I-NRC4c (below). Dr. Eman Saadah, LCTL Director, received the 2020 Illinois Student Government Teaching Excellence Award. She currently serves on the executive board of the American Association of Teachers of Arabic (AATA) and participates in its Mellon LCTL Collaborative Partners program which

provides professional and pedagogical training. Dr. Mary Gathogo, head of SSAL and of the UI Swahili program, was promoted to Senior Lecturer in 2020 in recognition of her strengths in materials, training and curriculum development, performance-based teaching and the use of emerging technologies to improve language programs and expand course offerings. The Swahili and Arabic courses have UI “general education” certification for cross-campus availability; and are also nationally available through CourseShare offerings.

The UI African LCTLs program is growing, and has its own outreach component. Since 2017, a highlight of the program has been the SILMW classes offering introductory Arabic classes and two college credits to high school students.[4](#_bookmark20) The Swahili program received grants to develop courses through the Mellon Foundation-funded LCTL Partnership program, based at Michigan State University.

There are 7 faculty members in UI’s overall LCTL program, including the Arabic- and Swahili-teaching faculty. All hold PhDs. UI is committed to promoting and retaining critical teaching faculty in LCTL instruction, offering new, increased base salaries, 9-month appointments, and the opportunity to LCTL instructors to engage in professional development and advance to the “teaching professor” title. UI language instructors receive departmental mentoring in addition to annual language-specific pre-semester and pre-summer program workshops through training at UI’s Center for Innovation in Teaching and Learning (CITL).

In addition, Title VI–funded Center for Language Instruction and Coordination (CLIC) assists UI LCTL faculty with the implementation of performance-based learning and assessment tools in language classes. LCTL instructors participate in pedagogical training sponsored by the National African Language Resource Center, the African Language Teachers Association, National

4 <https://linguistics.illinois.edu/languages/arabic-high-school-program>

Council of the Less Commonly Taught Languages, American Council on Teaching of Foreign Language (ACTFL), the National Heritage Language Resource Center, and the Chicago Arabic Teachers Council.

**B3. Performance-Based Instruction.** Instruction in all basic language courses at UI beyond the 100-level is conducted in the target language. Oral language production emphasizes open-ended communicative learning, stressing listening and small-group activities that focus on meaning rather than form. Writing practice includes compositions, story journals, and language lab exercises. Authentic materials, including literature, films, paintings, popular media, songs, and websites engage students in written and spoken language usage embedded in relevant cultural contexts. Advanced tutorials and reading courses are routinely taught using literary texts, primary and secondary literature, policy documents, and authentic texts such as newspapers, magazines, and cultural materials. After 2 years, students can read basic authentic texts, understand short authentic audio, and engage in conversation on most everyday topics, while students in higher-level courses engage with literature and media in the target language and/or advanced dialect material. The UI certificate and MA program in Translation Studies offers advanced content-based courses (including an Arabic-English translation class) for students pursuing careers as translators.

**B4. Adequacy of Resources.** UI has state-of-the-art resources for language teaching and practice, and it is nationally recognized for strong computational and computer-mediated learning expertise and for advanced web-based courseware in instruction and evaluation. Linguistics and language-learning facilities at UI include labs for Second Language Acquisition and Bilingualism, Phonetics and Phonology, Electrophysiology and Language Processing, Discourse, Social Interaction and Translation, and Computational Linguistics, along with a

Multimedia Learning Center, Digital Media Services, Collection Management, and Academic Technologies. cultural events, field trips, film screenings, language immersion social hours, and discussion tables give students the chance to practice conversational and comprehension skills outside the classroom. To increase resources for developing and evaluating proficiency in listening, particularly at the elementary and intermediate levels, Prof. Gathogo, the CAS Swahili instructor has collaborated with colleagues at Northwestern University to create a proficiency- based placement test to be taken by students at both institutions who have completed Elementary Swahili. The test is also available to students from other institutions interested in testing out of the elementary level and enrolling in the UI Intermediate Swahili I course.

**B5. Language Proficiency Requirements.** With faculty certified in Oral Proficiency Interview (OPI) standards and possessing testing methods expertise, UI has emerged as a nationally prominent center of research on second-language acquisition with a focus on proficiency-based pedagogy, evaluation, and testing of LCTLs. Faculty and LCTL instructors work with ACTFL instructors on an annual basis to implement OPI standards and methodologies for evaluating student and program achievement. Instructors are trained in project-based teaching and OPI measurement, including hands-on practices, critiques of live and videotaped teaching sessions, and strategies to develop course plans and materials. UI NRCs have supported language instructor–training workshops on effective language-learning principles and pedagogy, featuring full-day training for LCTL instructors. The workshops focus on strategies that maximize students’ interaction and practical teaching techniques for a variety of learners at different languages and levels. Multiple instructors have been trained for these languages in the past 2 years. Formative and summative assessment tools have also been developed to assess students (including FLAS students) in all LCTLs using ACTFL guidelines: instructors take a

performance-based approach by outlining objectives for each topic and assessing students’ abilities to perform the identified tasks. SSAL plans to further integrate proficiency assessment into the language curricula across all African FLAS languages.

# §C. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C1. Quality and Extent of Course Offerings in Disciplines and Professional Schools**. UI’s instructional programs in AS are built on the strength of exceptional faculty across all disciplines, as shown by UI’s ranking as 7th in American public universiti§§es by the Wall Street Journal/Times Higher Education ranking in 2021. UI offers a full range of AS courses in 24 disciplines and 11 professional schools, providing in-depth regional coverage of Africa (see Appendix 2). UI’s strong commitment to AS is exemplified in its History Department, with 3

full-time faculty in African History, and one 50% appointment in the History of the African Diaspora. From Fall 2020 through Spring 2021, academic departments and professional schools at UI have offered 376 graduate and undergraduate courses with at least 25% African content, of which 45 have 100% African content, with 53 courses housed in the professional schools.

Enrollment in courses with African content totaled 24,769, with approximately 15% from the professional schools. Curriculum since 2020 includes 11 new or significantly revised AS courses, including new courses in the departments of History (The ‘African’ in African- American; Africa before 1800; Africa Since 1800[5](#_bookmark26)); Library and Information Science (Bibliography of Africa); Business Administration (Global Supply Chain Management); African- American Studies (Immigration and Ethnic Minorities; Popular Culture, Music, Dance and Black Resistance); Urban Planning and Community Development (Race, Social Justice and Cities); and

5 There was previously a one-semester introductory African history course, now divided into two equal and detailed semester-long segments.

LAS Global Studies (Women and Peacebuilding in Africa). A growing number of courses with African content have been introduced in colleges such as ACES, Business, Education, Journalism, Law, and Library Sciences. Many of the professional school courses include experiential learning in Africa, including Agriculture, Civil Engineering, and Environmental Engineering, which combine course work with study trips to countries such as Tanzania, Uganda, Senegal, Sierra Leone, and South Africa.

**C2. Depth of Course Coverage.** Appendix 2 lists UI courses (non-language and African language) with at least 25% African content and their 2021 enrollments. Regarding the LAS courses referenced in Table 4, UI has exceptionally wide coverage at both UG and G levels with at least 25% Africa-content in the fields of Anthropology (39 courses), Geography (15 courses), Global Studies (28 courses), History (44 courses), Gender & Women’s Studies (10 courses), Political Science (14 courses), and Sociology (12 courses).

Curriculum expansion in the UI professional schools is reflected in an increase in courses with Africa content in Agriculture (20), Business

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| *Table 4. Courses and Enrollments in AS, 2021* |
| **College** | **% Africa Content of Course** | **Enrollments** |
| 100% | 50–99 | 25–49 | Undergrad | Graduate |
| Liberal Arts and Sciences | 45 | 95 | 159 | 14849 | 674 |
| Agriculture, ConsumerEconomics | 2 | 8 | 18 | 1271 | 74 |
| Applied Health Sciences | 6 | 8 | 8 | 1,544 | 58 |
| Business | 1 | 18 | 31 | 1830 | 220 |
| Education | 3 | 7 | 25 | 379 | 885 |
| Engineering | 1 | 1 | 2 | 97 | 20 |
| Fine & Applied Arts | 4 | 13 | 20 | 2902 | 80 |
| Law | 4 | 7 | 5 | 0 | 51 |
| Information Sciences | 9 | 1 | 8 | 7 | 309 |
| **TOTAL** | **75** | **158** | **276** | **22,879** | **2,371** |

(22), Education (27), and Engineering (1). See Appendix 2 for complete course listings.

## C3. Faculty Strength. Of

CAS’ 78 faculty affiliates, 68% devote between 75-100% of their research and teaching to Africa (see also §E). UI has maintained a consistent pace of new AS hires, adding 13 in 2014-18, and

13 additional positions from 2018-2021. CAS looks forward to welcoming a new colleague in African Art History in fall 2022. These new positions have been added in five colleges, in the departments of Geography, Environmental Engineering, International Education, English, Art and Design, Agriculture, and Natural Resource Management. The new hires represent a confident investment by UI in the health and longevity of its AS program.

**C4. Pedagogical Training for Teaching Assistants.** All UI TAs receive rigorous pedagogical training and extensive support through orientation events such as the All-Campus TA Orientation and the Graduate College’s International TA Orientation. CITL, which serves as a hub for pedagogy, has responded to the challenges of the COVID pandemic with the provision of a regular Online Teaching Academy and teaching workshops that train campus teachers to become classroom leaders in swiftly shifting learning environments. Individual departments provide additional training and regular monitoring and mentoring. Resources available to TAs at these centers include regular workshops on teaching excellence, Graduate Teaching Certificate programs, a Graduate Teaching Fellow program, and updates on online programs.

**C5. Interdisciplinary Course Offerings.** In 2020-21, UI offered over 500 Africa-content courses that were cross-listed between disciplines, with 61 cross-listed with professional schools. Examples include Agriculture/AS (Economic Systems in Africa); AS/Anthropology/History (Politics of Africa); Anthropology/Global Health (Global Health in Human History); and Middle East and North African Studies/Political Science/Legal Studies (Islam and Contemporary Constitutional Developments in North Africa). UG and G degree programs in AS are anchored by interdisciplinary gateway and capstone courses in UG and G interdisciplinary majors, joint degrees, minors, and certificate programs. CAS serves as a hub for interdisciplinary programming and collaboration where research faculty, visiting scholars, and graduate students

from multiple disciplines participate in lecture series and panel discussions, and develop topical working groups. Major interdisciplinary projects, such as the Global STEAM working group, Africana World Studies (AWS) and New Immigrant Foodways (NIF) had their genesis in,and will continue to strengthen course collaborations with faculty across campus.

# §D. QUALITY OF CURRICULUM DESIGN

UI provides rigorous and innovative academic programs as part of its mission for excellence in international education and commitment to promote interdisciplinary teaching, research, and public engagement on Africa. Table 5 summarizes the requirements for UG degree and certificate programs, including language requirements.

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| *Table 5. UI Degree/Certificate Programs and Requirements* |
| **Under-graduate** | **Degree/Certificate Program** | **Requirements** (“hrs” refers to semester hours) |
| **Minor in African Studies** (College of LAS) | 15 hrs of African Studies core courses (6 hr at 300- level); 5 hrs of African language courses |
| **Individual Plan of Study Major in African Studies** (College of LAS) | 55 hrs of courses including 20 hrs of area courses with 100% Africa content, 15 hrs of courses with 25% or more Africa content, and 20 hrs of Africanlanguage study |
| **Certificate in Global Business Culture**(College of Business) | 20 hrs of courses, including 2 hrs of international business courses, 2 hrs of area and thematic courses,and 5 hrs language courses |
| **Minor in Sub-Saharan African Languages** (College of LAS) | 18 hrs of courses, including 6 African core courses atthe 300 or 400 level, 6 African linguistics courses, and 6 African language courses |
| **Minor in Arabic Language** (College of LAS) | 18 hrs, including 6 hrs of interdisciplinary courses, 6 hrs of Arabic culture and linguistics, and 6 hrs of third-year Arabic |
| **Graduate** | **MA in African Studies** (CAS) | 34 hrs of African studies core courses in at least 3 disciplines; language proficiency to at least the third year |
| **Joint MA in African Studies & MS in Library and Information Science**(CAS-ISchool) | 56 hrs of core courses divided equally between ISchool and African studies; language proficiency toat least the third year |
| **Minor in African Studies** (CAS) | 12 hrs of core African studies courses; 2 years of African language study |

AS is incorporated into the curriculum across various units and disciplines, including the professional schools, at both the UG and G levels, and through a mix of area studies, interdisciplinary study, and language training. Strong commitment to AS is reflected in the strengthening of AS instruction and curricular offerings across a broad range of UG and G degree programs.

**D1. Undergraduate Training**. In 2020-2021, UI offered 219 UG courses with Africa content in various fields and disciplines including ACES (13); Applied Health Sciences (3); Business (6); Education (4); Fine & Applied Arts (22); Liberal Arts & Sciences (173) (see Appendix 2). These Africa content courses attracted total UG enrollments of 21,435 in Fall 2020. Notably, CAS offers a popular asynchronous online course, “Introduction to Modern Africa” every summer that is open to off-campus students and K-12 teachers, demonstrating the interest and potential of Africa-content courses even more broadly.

The UG programs demonstrate commitment to rigorous core courses, advanced language proficiency requirements, and an interdisciplinary orientation that exposes students to the geographical and disciplinary breadth of AS. These courses expose students to the study of Africa from an interdisciplinary perspective and create mentoring relationships with faculty that prepare them to enroll in degree programs in the field of African studies or pursue external awards to study and research in Africa. In addition, the Office of Undergraduate Research (OUR) also works to enhance UG research opportunities, including a new UG Research Certificate Program at UI and grants to fund international research opportunities.

With this support, from 2011-2021, 99 UG degrees were granted to students in AS- focused programs. In 2020-21, 3 undergraduates graduated with a formal minor in AS; 15 students from 6 disciplines in the humanities and social sciences and 5 students from

professional schools graduated with at least 10 hours of AS coursework. The high levels of these students’ achievements were reflected in 2 Fulbright awards, 9 Gilman International Scholarships, and 7 Boren Scholarships awarded to UI undergrads from 2018-2021.

**D2. Graduate Training.** UI has significant and consistent strengths in AS graduate education. In Fall 2020, over 2,300 graduate students enrolled in Africa content courses at UI. From 2011- 2021, UI students in AS-focused fields have earned MA or MS degrees in a variety of disciplines. In that time period, 66 AS-focused PhDs have been granted - including 23 since 2018 - in fields such as Applied Health Sciences, Agriculture, Education, Information Sciences and History.

CAS itself offers an interdisciplinary, joint MA in African Studies, requiring 34 hours of graduate coursework in at least three academic disciplines and advanced proficiency in an African language. CAS’s joint master’s program with the ISchool (formerly known as the Graduate School in Library and Information Sciences, UI’s nationally top-ranked graduate school in Information Sciences) was established in 2009 and is one of only a few offered in the US. With African language training to at least the third year, this professional/joint degree offers rigorous training in AS and opens exciting avenues of research and career opportunities in fields such as archives and preservation, cultural/community informatics and heritage, language and technology, and digital humanities. CAS’ MA and joint MA/MS programs both offer practicum courses (AFST 515 and IS 591) designed to provide students practical and field experience.

From 2018-2021, 6 students graduated with the CAS MA or MA/MS degree.

Since 2010, UI AS graduate students have won 40 external grants and fellowships for research in Africa from Fulbright, the Social Science Research Council, the Council on Foreign Relations, the National Science Foundation (NSF), Howard Hughes, the Wenner-Gren

Foundation, and the Council of American Overseas Research Centers Critical Language Scholarships.

**D3. Academic and Career Advising.** CAS provides Africa-specific advising and mentoring, with the close involvement of center staff and faculty affiliates. Students receive academic and career advising from (1) AS faculty and staff; (2) departmental advisors; and (3) student academic affairs offices of individual colleges. They receive study-abroad, funding, employment, and professional development opportunities from dedicated university services and via CAS listservs and websites. The UI Career Center provides career assessments, graduate and professional school advising, on-campus recruiting, and alumni mentoring and networking opportunities through workshops that strive to reach underrepresented student populations. The Office of the Dean of Students also provides advising services to students. The CAS Associate Director works closely with AS students on all academic and career matters, degree options, thesis review, and fellowships (especially FLAS awards when they have been available). For example, the 2020 Career Day organized by CAS and the other IGI centers included FLAS fellows and a CAS/FLAS alumna from the State Department as mentors. IGI plans to hold similar workshops on a regular basis in the coming cycle.

**D4. Opportunities for and Participation in Research and Study-Abroad.** The number and range of study-abroad programs reflect the growing value placed on international education at UI. In 2017, UI ranked 20th among US national institutions for the number of students earning credit for studying abroad. In 2018-21, 317 UI students from Business, Agriculture, Engineering and Education studied in 13 African countries (Benin, Botswana, Ghana, Kenya, Mauritius, Morocco, Namibia Senegal, Sierra Leone, South Africa, Tanzania, Uganda, Zimbabwe). In 2021 these students received $1,698,575 in support from UI sources.

Faculty-led study-abroad courses at UI are based in programs such as Human Development and Family Studies, Business, Urban Planning, Landscape Architecture, Economics, Education, and Agriculture. An outstanding example is the long-standing partnership between UI and Njala University in Sierra Leone, which offers students and faculty the opportunity to participate in research projects and cultural exchange through courses on themes including international development, agricultural development, agribusiness, and global health and nutrition. CAS’s affiliation with the West African Research Association (WARA) and links with other research organizations based on the African continent, such as the Council for the Development of Social Science Research in Africa (CODESRIA), the West Africa Research Center (WARC) facilitate study-abroad, research, and internship opportunities for UI students.

Two representative views on the high value of UI study-abroad experiences are presented in Table 6. These two students went on to be awarded Whitaker Undergraduate Scholarships in AS in 2020.

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| *Table 6. Two students’ perspectives on study-abroad experiences, 2019 and 2020* |
| UG student on study-abroad to South Africa, Spring 2020 | Pre-med UG student on study-abroad to Zimbabwe, 2019 |
| *“Everything I learned in the [pre-departure] course allowed me to be more culturally aware before I was able to actually fly to South Africa…I was able to experience first-hand both the health and educational disparities in South Africa… Disparities [in access to health resources] are a problem back home, in South Africa, Zimbabwe, and nearly everywhere worldwide, so why are they not being addressed? That is a question I thought a lot about when I was returning to Chicago.**…The Africa-related courses allowed me to step outside**[a] Eurocentric lens and realize that we need to address the disparities among our communities.”* | *“I signed up to participate in a faculty-led study abroad program in Zimbabwe the summer following my freshman year…Prior to embarking on this exciting journey, I took the HDFS 379 8-week pre-departure course, which focused on how to approach a service- learning experience as a foreigner and prepared us for future student-patient interactions. An important aspect of our training was learning more about various historic, economic, and political events in Zimbabwe…I was able to network with several medical professionals and gain a better understanding of what my potential future role as a physician might look like, which is truly**an invaluable experience.”* |

Semester-long and short winter programs for studying in Africa are available to all UI UG and G students. Students apply through the Illinois Abroad and Global Exchange (IAGE) office, which

assists students at all stages of application and travel processes and maintains a website describing available programs and funding opportunities. The CAS Associate Director advises students’ participation in language Group Projects Abroad run by other institutions and serves as a crucial link in reviewing and approving the transfer of Africa-earned study-abroad course credits back to UI.

# §E. QUALITY OF STAFF RESOURCES

**E1. Qualifications of Faculty and Professional Staff**. CAS draws on 78 faculty affiliates in 24 departments and 12 colleges. They are the bedrock that supports the Center’s ability to carry out the activities in this proposal. AS faculty at UI has expanded since 2018 with an additional 13 tenured and tenure track appointments and 20 academic rank promotions. Over 95% of CAS faculty have earned PhD degrees. Indicators of faculty prominence since 2014 include 3 Guggenheim awards; 2 MacArthur fellowships; 1 Bill and Melinda Gates Foundation award; 1 J- Pal Post Primary Initiative; 2 Arlys Conrad International Teaching Enhancement Award Program; World Bank-UK Department for International Development (DFID); 4 Andrew A. Mellon awards; 3 ACLS fellowships; 3 NSF career grants; 8 NEH fellowships; 10 Fulbright fellowships; 6 National Book Awards;; and 2 UI awards in the “Presidential Initiative on Expanding the Impact of the Arts and the Humanities” program. CAS faculty have received major grants for research, conferences, and travel to Africa from Ford, Gates, Hewlett, NEH, NSF, Rockefeller, USAID, and other major funding sources. CAS faculty affiliates are also outstanding teachers; since spring semester 2020, 68% of CAS affiliates have been named on UI’s biannual list of “Teachers Ranked Excellent By Their Students.” CAS is proud that its Director, Assoc. Prof. Teresa Barnes, won both the LAS and Provost’s awards for Teaching Excellence in 2021.

**E2. Professional Development and Overseas Experience.** UI provides substantial development opportunities for faculty, including sabbaticals; funds for conferences, research, and course development; faculty-release time to develop curricula or new expertise outside their primary discipline; and research, writing, and travel funding. The UI Campus Research Board plays a vital role in fostering the university’s excellence in research, scholarship, and creative activities, which have a transformative influence across the university. The Office of the Vice Chancellor for Research provides invaluable advice and writing support for research funding and fellowship applications. In 2021-2022, 21 CAS affiliate faculty received release time and travel grants to conduct research in several African countries, including Morocco, Mali, Kenya, South Africa, Ethiopia, Sierra Leone, Senegal, Botswana, Egypt, Burkina Faso, Togo, Tanzania, Rwanda, and Zimbabwe. UI supports teaching academies that mentor faculty, support reading groups, and promote research on teaching and learning. This support is not restricted to tenure-track faculty; CAS academic professional staff also participate in conferences that are supported through the all-campus conference travel grant programs.

**E3. Commitment to Teaching, Supervising, and Advising.** Despite the size of its 34,000 UG cohort, UI has a resolute commitment to supporting students’ individual growth through intensive seminars, reading and research courses, and encouraging class sizes that foster close mentoring relationships with faculty. Academic departments and colleges have UG advisors who help students in their areas of specialization. Faculty supervise BA, MA, and PhD theses in their disciplines and in the universities’ interdisciplinary programs, and they advise students during weekly office hours. Weekly lecture series and annual graduate student workshops provide students an opportunity to report on research and receive feedback from faculty and other students. CAS faculty teach an average of 4 courses per year, hold weekly office hours, and

supervise BA, MA, and PhD theses, spending about 50% of their time teaching, supervising, and advising. As noted above, CAS faculty are excellent teachers. Since 2018, 7 CAS faculty have received Teaching Excellence Awards from their home colleges and/or from the Provost’s Office. CAS Associate Director Barro advises all CAS MA and undergraduate students on courses and thesis writing and helps with the coordination of their interdisciplinary programs.

The Africana librarians and LCTL faculty also play important roles in advising and supervising students. Weekly lecture series, workshops, and CAS seminars offer a regular forum for faculty to provide critical feedback to student research.

**E4. Campus-wide Representation in Program Oversight.** The CAS Director reports annually to the Executive Director of the IGI, and on to the Dean of the College of Liberal Arts and Sciences and to the University. The IGI itself has a 11-member coordinating committee comprised of faculty from 12 schools and administrative units: ACES, Medicine, Media, Law, Labor and Employment Relations, Education, Fine and Applied Arts, Business, Social Work, Engineering, Library, and the Graduate College. CAS’ own governance structure begins with an interdisciplinary Advisory Committee (Table 7).

The committee (spanning 8 departments, professional schools, and 4 colleges) meets twice each semester to review and consult on Center activities. Additional CAS faculty committees rank and

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| *Table 7. CAS 2021-22 Advisory Committee members and home departments* |
| Assoc. Prof. T. Barnes | CAS; History; Gender & Women’s Studies |
| Dr. M. Barro | CAS |
| Prof. F. Miraftab | Urban and Regional Planning |
| Prof. P. Kennan | Law |
| Prof. P. McNamara | ACES |
| Prof. R. Bailey | African-American Studies |
| Assoc. Prof. M. Nobili | History |
| Asst. Prof. F. Vergara | English |
| Dr. E. Saadah | Linguistics |
| Dr. M. Gathogo | Linguistics |
| Dr. A. Batoma | Africana Library |
| Dr. L. Mustafa | Middle East and Africa Library |
| Mr. P. Floess | MA student representative |

select applicants to the MA program, determine travel grants, award scholarships, and advise on

library acquisitions. Taken together, these bodies provide CAS with consistent advice, support and oversight.

**E5. Administrative and Outreach Staff.** CAS currently has 4 staff members (total 3 FTE): part-time Director Teresa Barnes (tenured Associate Professor, jointly appointed in History and Gender and Women’s Studies), Associate Director Maimouna Barro (PhD in Education), Outreach Coordinator Inka Alasade (MA in African Studies and MS in Information Science), and part-time office associate Terri Gitler (MA in English). Barnes, Barro, and Gitler have all

won UI academic or service awards for excellence (see Appendix 1 for administrative profiles of CAS staff). CAS is currently also assisted by social media services from the IGI and from ATLAS interns. Plans to bolster CAS’ administrative capacity to meet new NRC commitments with dedicated GA positions, and to support staff professional development are both reflected in this proposal (see §I8 and §I9).

**E6. Non-discriminatory Employment Practices and Diversity.** CAS adheres to UI’s nondiscriminatory and affirmative action employment policies, providing equal opportunity for all qualified persons and prohibiting discrimination in employment on the basis of attributes unrelated to job performances. UI has an active Provosts’ “Targets of Opportunity” faculty- hiring initiative and an Offices of Minority Student Affairs to recruit faculty and students from underrepresented groups. UI recently created a new program, DRIVE (Diversity Realized at Illinois by Visioning Excellence) which provides two-year postdocs from underrepresented minority groups with an aim of their transitioning into faculty positions. CAS staff and affiliated faculty reflect these diversity goals. Of CAS’ 78 faculty affiliates, 58 are female and 42 are ethnic minorities.

UI has long been a national leader in making all teaching and learning resources and campus spaces fully accessible to all. CAS works with ATLAS and the Office of Disability Resources and Services (DRES) to make its website content accessible, exceeding state and federal Americans with Disabilities Act standards for site accessibility.

# §F. STRENGTH OF THE LIBRARY

UI’s University Library (UL) is the largest public university library in the US. It is also the fifth largest library in any sector (government; private or public university; NGO; archive) in the US. In 2012, the UL reorganized its international and area studies units into one large unit called International and Area Studies Library (IASL) in a renovated space. This unit includes the following geographic areas: Africa, the Middle East, South Asia, East Asia, Latin America & the Caribbean, and Russia, Eastern Europe & Eurasia. The IASL also includes the European Union and Global Studies. IASL houses reference collections, current periodicals, and microforms, and it provides a full range of services.

**F1. Strength of Holdings.** Holding 24 million items, the UI University Library (UL) is the largest public academic research library in the US. Its collection includes over 14 million volumes, 9 million microforms, 270 print serials, 200,000 electronic serials, over 1.8 million electronic books, 600,000 physical or digital media materials, millions of pages of manuscript materials, 629,000 maps, over 930,000 audiovisual materials, over 468,000 electronic books, 12,000 films, and millions of pages of manuscript materials. Housed in the main library and in 25 specialized libraries, these extensive collections support scholarship and research in all disciplines, with well over 6 million volumes in support of international and area studies. During FY2021 alone, the UL catalogued items in 45 different formats and in 156 different languages. UL’s long association with international programs has resulted in stellar collections in many

areas. The UL is a depository library for the US, the EU, the UN and Canadian documents, and it has large collections of documents related to global studies from the OECD, World Bank, ILO, IMF, OAS, and GATT/WTO. Over 5 million books in the collection were published outside the US, many in LCTLs.

**F2. African Studies holdings.** The AS section of IAS holds more than 450,000 sources in all formats covering the entire African continent. The collection is interdisciplinary and is concentrated mainly in the humanities, social sciences, human rights and law, and agriculture.

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| *Table 8. UI African Studies Library Collections by format, 2021* |
| Print vols | Electronic titles | Map titles | AVmaterials | Microforms | African literature items inWestern languages | Vols in Arabic | Vols in Swahili | Vols in Amharic | Vols in 72 other African languages |
| 298,394 | 81,727 | 8,651 | 12,932 | 12,978 | ˃ 5,000 | 16,000 | 1,729 | 1,188 | ˃ 5,500 |

The collection also includes over 10,000 artifacts held at the Krannert Art Museum and Spurlock Museum, which organize African-focused exhibits and host African cultural performances based on their collections. During the past three years, the AS Collections have grown significantly in several areas. More materials from Lusophone countries have been purchased in response to the needs of teaching faculty and students, and the AS area almost doubled its holdings in electronic materials to facilitate access to information during the COVID-19 pandemic and the related lockdown. There has also been a notable increase in the number of holdings for the UI films collection, which is one of the finest in the US.

**F3. Institutional Support for the Africana Library.** Almost $4 million in state funds for salaries and library administration was allocated to international and area studies in 2021. Of

this, $490,838 is allocated to African Studies collections and services and is used to cover cataloging, acquisitions, and faculty whose roles overlap in language and collections coverage. It also includes support from central administration of the library and the salary of 5 full-time faculty and staff supporting AS collections and services across the library, including the 100% FTE AS Librarian and 33% FTE Librarian for North African Materials.

The institution also provides space and support on the Library web servers for electronic resources and a global studies research gateway to reach an expanding universe of scholars. Since 2014, the UL supported buying trips and field work in Brazil, Burkina Faso, China, Cuba, Ghana, Greece, India, Japan, Korea, Peru, Poland, Russia, Sierra Leone, Taiwan, Togo, and Turkmenistan to further enrich the excellent collections held at UI. Mobility among librarians facilitates collaboration with librarians and faculty in other countries, extending the campus’s global network to provide access to archives and research collections around the world.

**F4. Collaborative Arrangements.** The UL leads in open access and cooperation among libraries and institutions. The UL provides active leadership to the Big Ten Academic Alliance (BTAA) with reciprocal agreements that augment the IL collection and provide faculty and students with preferential access to over 80 million volumes. The UL also forms the basis for the statewide, shared catalog, I-Share, through CARLI, a consortium of over 90 libraries in Illinois. I-Share provides a seamless extension of the online catalog, serving 94% of the State’s higher education faculty, staff and students through with more than 37 million records. The UL is ranked 9th globally and 7th among the Association of Research Libraries (ARL) in the US in interlibrary lending, and 2nd for BTAA libraries and 8th for ARL libraries in circulation. The UL is a pioneer in open access institutional repositories, open access data repositories, and a partner in

the HathiTrust, providing open access documents and out-of-copyright materials to the world. All UL resources are available to anyone who visits the libraries.

In addition to linking to the UL’s gateway, the AS website focuses its users’ attention on library sources with Africana content. These include reference sources and databases; the UL Maps Digital Project, which was recognized and praised at the 2020 African Studies Meeting as “a great resource for Africanists throughout the world,” in particular during the time of the pandemic; and an extensive internet portal with 950 links in 22 categories of materials organized by subject and countries. The website also includes an original collection of over 5,000 Swahili proverbs, guides to primary sources collections, and links to other Africana libraries in the US and overseas. One link of paramount importance is the link to the Center for Research Libraries (CRL), which holds items that scholars around the world have difficulty finding elsewhere. The CRL works through its Cooperative African Materials Project (CAMP) and Middle East Microform Project (MEMP) to acquire difficult-to-locate materials from Africa. CAMP has been a leader in helping to digitize African archives.

# §G. IMPACT AND EVALUATION

**G1. University, State, National and International Impact.** As shown in Table 9. CAS programs have significantly impacted local, national and international production and dissemination of AS to a variety of constituencies.

The activities referenced in Table 9 show a mixture of solid qualitative and quantitative impact since 2018. Qualitatively, CAS has been able to assist UI faculty and students to keep their “Africa flags flying” in terms of departmental hiring, course enrollments and numbers of graduates.

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| *Table 9. Impact of CAS Programs, 2018-21* |
| At UI:* Supported increase student enrollments in Swahili and Arabic by funding tutorial instructors
* Graduated 6 students from MA and MA/MS programs
* Attracted strong applicant numbers to CAS graduate programs
* Sent weekly bulletins, notices, program announcements to listserve of 400 people
* Hosted audiences of approximately 2,500 people at CAS face-to-face and virtual programs
* Reached 4,000 people in 2021 through Outreach programs
* Established new student UG and G student scholarship funds
* Attracted new project funds from UI sources of approximately $250k
* Supported annual Champaign-Urbana Black and African Arts Festival
 |
| In Illinois:* Won grant for statewide collaboration through Discovery Partners Institute for African heritage conservation and new technology project
* Initiated “Africana World Studies” project with University of Illinois Chicago
* Initiated “New Immigrant Foodways” project with Illinois Extension Service and IGI colleagues
* Sustained scholarly activities with the Institute for the Study of Islamic Thought (ISITA) at Northwestern University
 |
| Nationally:* Hosted monthly “Timbuktu Talks” speaker series on all aspects of Islamic Africa
* Hosted CAS’ 50th Anniversary celebration online
* Established links with African Heritage Studies Association (AHSA)
 |
| Internationally:* Established new links with the Ukuthula Project (Zimbabwe); Institute for Justice and Reconciliation (South Africa); Zamani Project (South Africa); Center for United Nations Constitutional Research (Belgium); Ahmed Baba Institute (Mali)
 |

CAS has maintained a strong presence via its speaker series and outreach programs (see

§H below). The attraction of AS on campus is increasing as CAS is able to offer more student support through its own UG and G scholarship funds. CAS has helped develop the national and international community of scholars of Islamic Africa through hosting monthly “Timbuktu Talks” and maintaining the links it established in 2014-18 with ISITA. Quantitatively, CAS has demonstrated (1) impact on LCTL training, fostering increased capacity to train students at advanced proficiency, with over 60 students achieving advanced African LCTL training each year and (2) on the expansion of Africa content in courses and curricula across the UI campus, with total enrollments of 22,879 UGs and over 2,300 Gs in Fall 2020 and Fall 2021. CAS outreach programs and resources reached over 4,000 people in 2021 in K-12, post-secondary, community college, media, business, and public sectors, including underrepresented populations.

In addition, our growing online presence reaches people beyond our Midwest geographic scope with over 5,000 visits annually. With Title VI support CAS will be able to build on these foundations and achieve more in these critical areas of national need.

**G2. Provisions for Equal Access to Members of Underrepresented Groups.** In 2021, UI received the Higher Education Excellence in Diversity (HEED) award from *Insight Into Diversity Magazine* for its outstanding commitment to diversity and inclusion, the 9th consecutive year UI has been recognized for this award for its large number of programs and initiatives that provide substantial opportunities for students, faculty, and staff from underrepresented groups. CAS endorses a commitment to diversity and explicit standards for equal access and utilizes the services of a variety of offices that address student, staff, and faculty needs with respect to recruitment, training, and support. CAS has worked enthusiastically to provide academic and technical support for a current differently abled MA student. Programs extend to traditionally underrepresented groups, including ethnic minority groups, the differently abled, seniors, and inhabitants of rural communities. These programs foster an inclusive community of student, staff, and faculty across races, gender identities, age, physical abilities, and religions. In addition, UI is ranked among the top 10 universities in the nation for accessibility, and all CAS outreach events are held in accessible facilities. All CAS lectures are recorded and permanently archived, with closed captioning whenever possible. The CAS website, newly redesigned in 2020, complies with accessibility standards, including making all new streaming videos added to the websites accessible for users with screen readers.

**G3. Outcomes-Based Evaluation Plan.** UI NRCs have participated in cost-effective, synergistic collaborative evaluation programs for each grant cycle since 2004. This approach is comprehensive and goal-oriented, providing both ongoing formative information to guide

program improvement efforts and summative information to gauge annual progress toward short- and long-term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates measurement of long-term impacts on UG, G and professional training programs. For the 2022-2026 cycle, CAS and UI NRCs have established a relationship with ALK Evaluation & Consulting (ALKEC), a woman-owned higher education consulting company based in the Midwest. The proprietor of this business, Alisha Kirchoff, is a former Associate Director of a Title VI NRC and has extensive training and experience developing tailored analysis protocols, applied social scientific inquiry, and technical writing for diverse audiences. Through her Ph.D. training, she has developed expertise in working across social science research methods and thus utilizes both quantitative and qualitative methodologies in applied research, evaluation, and impact assessment. She has also served as the external evaluator for peer institutions’ programming in the previous Title VI funding cycle. Additional information about her background can be found in Appendix 1. No administrative, supervisory, academic, or budgetary relationship exists between UI NRCs and ALKEC. The evaluation activities outlined in this section will be performed by ALKEC, which is independent of, and not responsible for, the administration of the programs evaluated.

CAS will participate with other UI NRCs (see §I) in prioritizing the following programs for external evaluation during FY22-26: 1.) FLAS programs 2.) the Parkland College Global Education Initiative and 3.) the iGlobal program. These activities incorporate area studies training, expertise, and exposure that are representative of Illinois NRCs and reflect Title VI priorities. Additionally, they provide abundant opportunities for meaningful evaluation and assessment. Proposed evaluation activities in the coming cycle include FLAS surveys at the beginning and at the end of the fellowship year. These will aim to assess student engagement and

interest in the study of language and area studies at the beginning of their fellowship year and their commitment to continue and experiences in the classroom at the end of the fellowship year. A combined methods approach will be applied to both the Parkland College Global Education Initiative and the iGlobal program. Evaluation activities for those programs will include preliminary interviews with program staff and relevant stakeholders, surveys and follow-up interviews with participants, and site visits to conduct observations and focus groups as appropriate. More information about evaluation objectives and their relationship with Title VI priorities can be found in Appendix 5.

This collective approach to evaluation on the part of NRCs at UI is cost-effective as it increases the population of possible respondents and provides both an individual and a composite view of the effectiveness of NRCs to meet Title VI competitive and absolute priorities. It should also be noted that joint evaluation efforts such as those contained in this proposal are often effective in helping NRCs obtain needed institutional support for advancing area studies programming at UI.

In addition to the joint evaluation, the evaluator will also assess selected CAS specific activities. For 2022-26, these will include the new CAS-AHSA K-12 curriculum on “African Socrates: Critical Literacies in Teaching, Reading and Writing the African Presence in the World”, and the annual SILMW language institute. ALKEC will issue a formal CAS specific report and a cross-NRC report annually and at the end of project funding. The external evaluator will also issue interim reports on specific programs or issues (e.g., new course development, career outcomes) to guide program improvement. The evaluation plan is described in Appendix 5, which lists the indicators and instruments to be used in response to evaluation questions aligned with NRC priorities, GPRA indicators, and CAS objectives. Currently shared

instruments and procedures to be used in 2022–26 will be supplemented by additional measures tailored to evaluate CAS-specific objectives and programs such as the development of new CAS programs and courses.

**G4. Use of Evaluation in Program Planning and Improvement.** In October 2021, CAS and the other IGI centers conducted a longitudinal evaluation of their FLAS alumni, including 37 CAS FLAS recipients who graduated between May 2011 and August 2021 and studied Arabic, Swahili, Wolof and Zulu. The surveys were largely qualitative and alumni were uniformly positive when describing the value of their FLAS experiences. One noted, “*The awareness I gained of the challenges faced in West African rural communities had a considerable formative impact on my career path and shaped my analysis of how communities build power to make change. My FLAS directly helped me relate to the people whose communities I visited for my field research;…I saw first-hand how institutions and policies could make or break peoples’ livelihoods.*” These survey results reinforced CAS’ decision to reapply for FLAS awards, as reflected in its 2022-2026 FLAS proposal.

The arrangement between ALKEC and the UI centers includes a commitment to evaluate and assess programming, and to make recommendations for innovation, improvement, growth. Further, these recommendations may include discussions and strategy sessions for future fundraising at the institutional level and beyond in an effort to further the reach and impact of Title VI programming in the long term.

**G5. Addressing National Needs and Dissemination of Information.** CAS provides research, teaching, and outreach activities across campus to meet national needs for increased LCTL expertise and new pedagogies for broader perspectives on Africa. New CAS programs and course development engage faculty across campus, creating multiple opportunities to

disseminate AS knowledge to the public and stakeholders. Annually, CAS outreach programs engage thousands of K-12 and CC teachers, faculty, and students, as well as businesspeople, media, NGOs, public officials, and the general public. Outreach programs offered in 2018-22 had a regional and national impact through development of online resources, archived multimedia, and weblinks. The CAS website receives approximately 400 downloads per month for, *inter alia*, seminars and lectures, papers and pre-prints, curriculum materials, library resources, topical videos, and digitally archived publications (see Table 2).

**G6. Placement of Students in Areas of National Need and Future Goals.** CAS tracks alumni placements, using an annual longitudinal online survey administered each spring. Table 10 shows placement data from a 2021/10-year survey of AS alumni who entered the workforce in public and private sector careers, matriculated to graduate and professional programs, or contributed to research and teaching in universities, colleges, and community colleges.

Over the past 10 years, national and international hiring institutions for PhD

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| *Table 10. Placement of Graduates with African Studies Focus, 2011-2021* |
| *Data not available for all grads* | UG | MA | PhD |
| Elementary/Secondary Education | 5 | 9 | 2 |
| Government | 7 | 12 | 13 |
| Graduate Study | 33 | 27 | n/a |
| Higher Education | 0 | 13 | 23 |
| International Organization | 17 | 14 | 17 |
| Private Sector | 37 | 9 | 11 |

graduates include Michigan State University, University of Dar-es-Salaam (Tanzania), Duke University, Washington University in St. Louis, University of Cape Town (South Africa), Notre Dame University, Université de Ouagadougou (Burkina Faso), University of California–San Diego, University of California–Santa Barbara, Université Gaston Berger (Senegal), and Riara University (Kenya). UI graduates with course concentrations in LCTLs and AS constitute a significant stream of specialists in areas of national need. For example, of the 35 Peace Corps volunteers from UI in FY2020, 18 served in Africa.

In addition to UI career services and advising offices, CAS collaborates with UI NRCs on a workshop series on careers in public service in support of areas of national need; each workshop averages 100 UG and G participants. CAS helps to promote and organize career workshops with representatives from the Peace Corps, US Department of State, and Central Intelligence Agency as well as NGOs and non-profit organizations. Recent AS graduates are employed by the United Nations, the US Department of State, NGOs, and private foundations as study-abroad coordinators, librarians, international development officers, curators, K-16 educators, and university professors. The CAS and UI NRCs evaluation plan emphasizes graduate placement in areas of national need, involving our growing alumni network in career mentoring. One of the highlights of UI NRCs under the IGI was the 2020 Career Day that brought CAS MA and FLAS students together with alumni based in the US and internationally and from a wide range of careers including think tanks, NGOs, IGOs, Human Rights organizations, language and research institutes, government agencies, and universities (see §D4 above).

# §H-NRC. OUTREACH ACTIVITIES

CAS outreach programs - literary, cultural, and creative - engage with varied constituent communities, local community members, artists, municipal workers, faculty, undergraduate and graduate students, university staff, and visiting scholars, across multiple work areas and academic disciplines (e.g., physics, engineering, linguistics, law, political science, and the humanities). These programs promote African-centered constructions of knowledge in celebration of the enduring legacies of African and African Diaspora scholars, sages, and scientists, and seek to animate educational strategies that inspire creativity, innovation, curiosity, critical thinking, and responsible citizenship for K–12 and lifelong learners.

As shown in Table 11, these programs have grown in popularity and reach over the past four years, showing a strong rebound after the first year of the COVID-19 pandemic in 2020.

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| *Table 11. CAS Outreach Activities Target Groups and Impact, 2018-2021* |
|  | **2018** | **2019** | **2020** | **2021** |
| K-14 Teachers | 134 | 160 | 122 | 183 |
| K-12 Students | 1,080 | 2,032 | 2,544 | 3,248 |
| PostsecondaryFaculty\Student program participants | 154 | 204 | 80 | 93 |
| Business/Media | 9 | 10 | 5 | 3 |
| General Public | 662 | 1,442 | 561 | 533 |
| TOTAL | 2,039 | 3,848 | 3,312 | 4,060 |

**H1. Teacher Training. a.** In collaboration with colleagues in the Center for Latin American and Caribbean Studies (CLACS), CAS sponsored a Spring 2020 professional development Educator’s Workshop on the histories, lifeways, and culture of the African presence in Latin America for K–16 teachers. In collaboration with the UIUC International Outreach Council (IOC), CAS sponsors summer teachers’ workshops (in 2020 and 2021 these workshops were virtual). Training focused on the impact of COVID-19 on education around the globe, socioeconomic inequalities, vaccine behaviors and what might become the new normal in education in the time of COVID. Speakers from diverse countries shared different approaches and experiences in teaching online and in the home-schooling milieu. The workshops offered teachers a broad selection of online teaching resources for engagement, and technology tips and tools for enhanced language teaching. **(b)** The outreach program provides classroom visits and web-linked resources for teaching and exploring Africa content in K–16 classrooms; it also provides information, education, and referral services such as African languages and French translation/interpretation and library research to university staff, business, and media outlets.

**H2. Signature programs in AS diversity (AP1a)**. CAS Outreach programs are a crucial vehicle for expressions of diversity and heterogeneity in AS **(a)** *Word Is Seed, a Celebration of International Voices through Poetry and Languages* showcases African language poetry and new

African poets. The programs highlight African languages and African poetry, but all languages and all poets are welcomed. Poems have been read in Zulu, Amharic, Kikuyu, Tigrinya, Arabic, Pulaar, Swahili, Yoruba, Wolof, Dangbe, and Afrikaans. Audiences move outside their comfort zone, to take in the aural aesthetic experience of languages they may or may not know – poems have also been read in Turkish, Qechua, Haitian Creole, Kannada, French, Azerbaijani, Farsi, Chinese, Spanish, Russian, and Portuguese. In 2023 CAS Outreach will also revisit a pre- COVID plan for *Word Is Seed* for high-school age youth to spread the celebration and promotion of African languages. **(b)** *Tea Talks* explore critical issues around subjugated African knowledges. Each talk examines a globally consumed African product or resource (coffee, herbal teas, fabrics, medicinal plant material, basketry, etc.) and current issues in intellectual property, access, and benefit sharing for communities of original creators. **(c)** *The Reading Room*, based on 19th-century reading rooms and literary clubs established by African American bibliophiles and abolitionists, promotes public readings in African/Black world literatures. Usually held off- campus at public libraries in Champaign-Urbana, *Reading Room* participants recite relevant speeches, prose, orations, poetry, and humor from the vast archive of African and African Diaspora literatures, across genres, time, and geographical space **(d)** *Passing on Stories—an Evening Fireside* highlights African folk storytelling, a practice of preserving wisdom tales and historical narratives that codify social and cultural values. The program is centered around a classical African musician and a “big story.” In 2020, professional griot and Grammy Award- winner Cheick Hamala Diabate graced our community with the recitation of the historical narrative of Sundiata Keita, prince and founder of the Mali Empire. **(e)** *Of Fish and Yams: Africa/Black World Film Series and Discussions****,*** a collaborative program with the UL Africana Library, schedules viewings of a variety of films from the Black world to encourage community

engagement in interdisciplinary discussions and debates around films that challenge pre-existing assumptions about Africa, to show the very cosmopolitan character of African societies and to introduce known and emergent filmmakers. Speakers with specialized backgrounds or passionate interests are invited to lead the public discussions. **(f)** The New Immigrant Foodways (NIF) project is also housed in CAS Outreach. A partnership between CAS, CLACS, Illinois Extension, and the University YMCA, NIF is producing short videos of stories and home- country recipes with updated nutritional information prepared by African and Latin American immigrants in Central Illinois. The multi-lingual videos will be carried on all partner websites. A planned aspect of NIF is to interview the proprietors of African-owned grocery/specialty stores in the Champaign-Urbana community. This will help to increase the number of businesspeople involved in CAS outreach programs (see Table 12) **(g)** CAS Outreach will continue to offer specialized public events for celebrations such as Black History Month, Women’s History Month, and Earth Day. **(h)** with NRF funding support for professional travel, the outreach coordinator will resume active participation in professional development conferences and support of joint Africa NRC initiatives.

**H3. Outreach initiatives for 2022-2026. (AP1a, CPP) (a)** *African Socrates: Teaching, Reading and Writing the African Presence in the World* will design and develop African-centered instructional resources, learning modules, lesson plans, library resources, and student exploratory chests for teachers and other educators in the teaching of Africa. Three levels of modules and lesson plans will be designed to help teachers develop and promote critically engaging literacies using African art, histories, philosophies, aesthetics, music, verbal and performative arts, and literature. Modules promoting reading, creative activities, and critical reflection/writing will be designed collaboratively with CAS alumni involved in curriculum development in Kenya,

Ghana, Burkina Faso, Cameroon, and Senegal. Importantly, the development of *African Socrates* modules will be part of the new CAS link with the African Heritage Studies Association (AHSA). We will invite AHSA members to assist with module development, and to make them available to area elementary and high schools in metro areas such as Atlanta, GA, and Jackson, MS, ensuring that these resources are tailored to support diverse teachers and their classroom needs across several areas of the US. The module teams will be assembled and trained in curriculum development in Year 1; year 2 will be devoted to choosing themes, assembling materials and collaborative work. In Year 3 we anticipate trial runs of 4-6 separate modules in selected classrooms, and in Year 4 these will be disseminated via workshops and classroom speakers, and the CAS website. **(c)** *Re-Memory Behind the Veil—Another African Enslavement Trade—Museum and Performance Exhibition on Afro-Iraqi History, Culture, and Lifeways.* In a two year collaboration with Dr. Thawrah Yousif Yaqoob, Afro-Iraqi playwright and civil rights activist, retired professor of theatre and dance at University of Basra, Iraq, and Dr. Amir Al- Azraki, Assistant Professor of Culture and Language Studies at Renison University College, University of Waterloo (Canada), CAS Outreach will mount an exhibition, performances and lectures exploring the historical and contemporary African presence in Iraq as a result of the Indian Ocean enslavement trade. In Year 2 we will host artist residencies for Dr. Yaqoob and Dr. Al-Azraki, developing a performance of Afro-Iraqi experience in collaboration with UI theatre, dance, and music departments and the UI Robert Brown Center for World Music. In Year 3 they will return to mount and present an exhibition of indigenous Afro-Iraqi musical instruments, traditional clothing, food culture at UI’s Spurlock Museum of World Cultures. **(d)** Through the Independent Media Center (IMC) in Urbana, CAS will broadcast a monthly radio program, *XVI Calabash*, featuring International Black music, conversations on African\Black world politics,

culture, health, and nutrition. **(e)** *Arts and Culture of Congolese Migration* is an initiative with the City of Urbana, the Urbana Arts and Culture Program, and the IGI’s Women and Gender in Global Perspectives Program (WGGP). With local Congolese immigrant artists and cultural leaders, the program will explore stories of migration and gender for Urbana’s local Congolese immigrant community, featuring stories of women immigrants.

# §I-NRC. PROGRAM PLANNING AND BUDGET

CAS requests $1,182,783 in the 2022-2026 Title VI cycle to advance new projects and to consolidate well-rooted programs in a flexible suite of face-to-face and virtual activities that can shift delivery modes if necessitated by the global COVID pandemic.

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| *Table 12. CAS program initiatives and priorities, 2022-2026* |
| Provide support for sustained growth in UI’s Sub-Saharan African Languages (SSAL) instructional program:* Seed a position in Wolof instruction and African linguistics **(AP1b)**
* Support advanced tutorials in Swahili, Arabic, Wolof **(AP1b)**
 |
| Forge new and diverse networks of innovative AS programming:* Professional development and program collaboration with African Heritage Studies Association

**(AP1a, AP1b, CPP)*** Spread UI’s online African language, study-abroad opportunities to UIC students **(AP1b, CPP)**
* Produce videos on food and nutrition with recent African immigrants to Illinois **(AP1a)**
* Collaborate on teacher training, community college–based STEM and STEAM programs

**(AP1b)*** Extend the reach of UI’s Library and the Africa collections of UI’s two museums **(AP1a)**
* Support initiative focusing on the African diasporic community in Iraq **(AP1a)**
* Support recruitment of African graduate students in UI Law School and College of Engineering
 |
| Provide enhanced opportunities for faculty, students, and teachers to interact with African peers through:* Course development and research grants **(AP1a, AP1b)**
* International teacher-to-teacher dialogues **(AP2)**
* Re-establishing study-abroads via grants for faculty investigation and reconnoitering trips
* Highlighting CAS’ commitment to equity and diversity, support programs focusing on women and gender in the local arts and culture, and in teacher training **(AP1a, AP2)**
* New curricular and outreach programming networks **(AP1b)**
 |

The following narrative of CAS’s proposed NRC activities is organized into the following categories: **1.** LCTL support; **2.** national professional development networks in AS; **3.** internationalization of teacher training; **4.** library and museum holdings development; **5.** curriculum and study-abroad program development; **6.** linkages with UI professional schools; **7.** support for faculty research in the sciences and medicine; **8.** public engagement, education, and outreach programs; **9.** CAS personnel and professional development; **10.** contributions to external organizations; **11.** program evaluation; **12**. costs and objectives; **13**. Absolute and competitive priorities.

**I1. LCTL Support. (AP1b) (a).** CAS will renew its longstanding support of SSAL by seeding a line at the SF level in the DoL in Wolof language instruction and African linguistics. This is in collaboration with WGGP ($228,502; yr 1-4, Ls.11, 28[6](#_bookmark71)). LAS has committed to funding this position after 2026 (see Letter of Support from LAS Dean Venetria Patton in Appendix 4). (**b).** Support advanced tutorials in Arabic, Wolof, and Swahili ($127,380; yr 1-4, Ls.13, 14,15, 29).

1. Support the development of Arabic assessment tools ($8,500; yr 1, L.89). **(d).** Swahili curriculum revision for Business Swahili ($6,000; yr 1-2, L.90). **(e)**Summer LCTL materials, facilitators and speakers through the SILMW ($16,000; yr 1-4, L.74, 91). **(f).** Arabic language schools’ outreach ($2,800; yr 1-4, L.92). **(g).** Arabic class community cultural outreach ($4,000; yr 1-4, L.93). **(h)** DoL computer-assisted learning curriculum development ($2,000; yr 1,2 L. 94).

**I2. National professional development networks in AS. (AP1a; CPP) (a)**. Beginning in Spring 2023, CAS will invite AHSA members to apply for 3 one-month-long research residencies per year; one in each semester and one during the summer. During the semester

6 These refer to Lines in the Budget spreadsheet which follows the Proposal Narrative.

residencies, AHSA members will have access to UI UL collections, give a public lecture, visit classes, and participate in CAS events; summer residency will provide opportunities to enhance interests in language learning through the SILMW, museum collections, or community outreach programs ($36,000; yr 1-4, L.113) (**b).** CAS will open the call for proposals for its Course Development Grants in African Studies to AHSA members as well as UI faculty ($32,000; yr 1- 4, L.106). **(c).** CAS will issue advance requests for participation as speakers to ASHA members in its face-to-face and online events: Brown Bag talks, outreach events, symposia, conferences, etc. ($6,000; yr 1-4, L.129). (**d).** CAS will provide yearly administrative support on an hourly basis with the AHSA annual 2-day conference ($12,800; yr 2-4, L.117).

**I3. Internationalization of teacher training**. **(AP2) (a).** Reinforcing its commitment to the Title VI AP2, CAS’s orientation to teacher training is to encourage teachers in different cultural contexts to share perspectives, techniques, and lessons for mutual edification. Building on the CAS Outreach spring 2022 program of teachers discussing “overcoming student trauma in times of crisis,” CAS will collaborate with WGGP to co-sponsor a 2-year program, virtually bringing teachers into internationally productive and mutually enriching dialogues ($4,000; yr 2-3, L.99).

(**b).** CAS will collaborate with its IGI partners to further support the internationalization of teacher training with UI’s CoE in the IGlobal project which connect US middle schoolers with international peers by providing free online curricular materials and teaching support, serving as a pipeline for challenging, globally focused school coursework and activities. The materials are primarily designed to provide familiarity with the UN Sustainable Development Goals ($8,000; yr 1-4, L100). **(c).** Working together in local CC Parkland College Global Education Initiative (GEI), UI and Parkland faculty collaborate to redesign course materials and create new assignments and activities to further Parkland's General Learning Outcome of Global Awareness.

The new course materials are uploaded into an online repository to benefit other community college faculty, educators, and scholars of education. ($4,000; yr 1-4, L.101). **(d)** CAS will also contribute to the International Studies Research Lab program of the IGI unit, the Center for Global Studies, spreading its reach into African topics and languages. The lab supports CC faculty and administrators to develop new teaching plans, curricula, or syllabi in international studies during a one-week in-person or virtual summer residency ($4,000, yr. 1-4, L.102).

**I4. Library and museum holdings development (AP1a) (a).** Title VI funds will extend UI’s AL holdings through a materials acquisition program ($40,000; yr 1-4, L.75), book buying trips to the African continent by the Africana librarians ($6,400; yr 1, 3, L.52), and summer teacher workshops based on materials in its own collection ($3,000; yr 1, 3, L.76). **(b)**. The AL librarians request the support of a 25% GA position ($42,460; yr 1-4, L18, 32). **(c).** Faculty at UI and ISITA at Northwestern University will select key historical and cultural texts from the extensive collections of Islamic manuscripts in UI ML and Northwestern’s Herskovits Library for translation and digitization, in order to produce 8 thematic modules making texts previously accessible only to specialists, available for classroom use ($32,000;yr 1-4, L.132). **(d).** This work will be complemented by transitioning CAS’s current successful “Timbuktu Talks” monthly lectures on histories and cultures of Islamic Africa into a biennial series ($11,200; yr 1-4, L.133), capped by **(e).** A multidisciplinary conference in 2023 honoring the contributions of Prof.

Charles Stewart, UI CAS and History Department emeritus, to world manuscript studies ($15,000; yr 3, L.134). **(f).** The two UI museums with substantial collections of African art (Krannert Art Museum) and artifacts (Spurlock Museum) will be assisted to “refresh” (Krannert) and “modernize” (Spurlock) their collections through public engagement, new exhibitions, and a symposium on the decolonization of museum collections ($34,600; yr 1-4, Ls.120, 135, 136).

**I5. Curriculum and study-abroad program development (AP1b; CPP) (a).** To address the hiatus imposed by the COVID pandemic, CAS will invite UI faculty to apply for study-abroad planning grants ($36,000; yr 1-4, L.64). **(b).** In collaboration with the expertise of the IGI’s Center for South Asian and Middle Eastern Studies (CSAMES), CAS will develop a study- abroad course focusing on the “Trans-Sahara” to be based in Morocco ($6,400; yr 1, L.61), and assist CoE faculty in revamping a study-abroad to Namibia ($3,200; yr 1, L.63). **(c).** With support from the UI Presidential Initiative in the Arts and Humanities fund, CAS initiated a project to develop curriculum and praxis “Africana World Studies (AWS)” in collaboration with the Black Studies Department of University of Illinois Chicago (UIC, an MSI) and UI partners. Beginning in Spring 2021, students on both campuses will be recruited to participate in a 2.5 semester sequence: introductory study of an African language at UI, a pre-departure orientation course, participation in a Winter Session study abroad (to the country where the studied language is spoken), followed by an internship in the community to share their new knowledge and perspectives through a community/educational organization. Title VI funds will be used for international travel to plan the study-abroad component ($3,200 yr 1, L.62) and to support a student travel scholarship fund for the winter session study-abroad component of the program.

As this will be “in conjunction with a formal program of supervised study”,[7](#_bookmark75) NRC funds can be involved ($41,200; yr 3, 4, L.67). AWS will also require additional GA support in archiving and student services to sustain the program after the initial grant expires in 2024 ($19,200; yr 2-4, L.118).

7 U.S. Department of Education, Office of Postsecondary Education, International and Foreign Language Education, Washington, DC 20202, [www.ed.gov/ope/iegps,](http://www.ed.gov/ope/iegps) “FY 2022, APPLICATION FOR GRANTS under the National Resource Centers Program”, p. 72.

**I6. Linkages with UI professional schools (a)**. Building on the growing international student enrollments in the College of Law and the College of Engineering (CE), CAS will support international recruiting travel by UI Law faculty ($12,800; yr 1-4, L. 57) and College of Engineering faculty ($12,800; yr 1-4, L. 58) to consolidate connections with selected universities in Nigeria, Ghana, and Uganda and to make “new pathways to Illinois” for African graduate students. **(b).** Collaborating with other IGI units, CAS will contribute to the support of the Global STEAM research group on developing new international scholarly linkages between the pure and applied sciences, based in the College of Engineering ($2,000; yr 1-4, L.108).

**I7. Support for faculty research in the sciences and medicine (a).** Faculty in the College of ACES will be supported in a genetics research program to improve the levels of milk production of dairy cows in Tanzania ($25,080; yr 1-4, Ls.54, 55, 109). **(b).** With other IGI units, CAS will contribute to the support of research in allied health programs on the African continent by faculty in the Carle Illinois College of Medicine ($6,000; yr 1-4, L.56). **(c)**. Building on CAS’s programming in “women and ICTs” in a previous Title VI cycle, UI faculty will organize two international symposia on “Impacts of the Use of Artificial Intelligence on Women’s Economic Opportunities in Africa” ($5,000; yr 2, 4, L.137).

**I8. Public engagement, education and outreach programs (AP1a, CPP) (a).** The “African Socrates” project will develop K-12 curriculum on the theme of “Critical Literacies in Teaching, Reading, and Writing the African Presence in the World,” in conjunction with CAS alumni based in African institutions in on the African continent, and with AHSA members ($36,000; yr 1-4 Ls.79, 107). **(b).** Building on the connections with academics in Canada and Iraq made through a “Word Is Seed” program in 2020, CAS Outreach will also sponsor a two-year thematic program, “Re-Memory, Behind the Veil, Another African Enslavement” museum display, visiting artist

residencies and symposium on the arts and culture of the African diaspora in Iraq ($14,000; yr 2- 3, Ls.81, 130,131). **(c).** In partnership with WGGP and the City of Urbana Arts Council, CAS will support an arts and storytelling project involving members of the growing expatriate Congolese population of Central Illinois, focusing on women immigrants ($21000; yr 2-3, L.80).

1. We request that NRC funds cover 15% of the salary of the CAS Outreach Coordinator in order to continue our long-running and successful biweekly “Brown Bag” faculty and student presentations on Africa-related research, and organize signature outreach events: “Word Is Seed”, “Of Fish And Yams”, “Tea Talks”, “The Reading Room” “Passing On Stories” “XVI Calabash;” as well as specialized yearly commemorations (Black History Month, Women’s History Month, Earth Day; see §E) ($42,702; yr 1-4, Ls.21, 35). **(e)** The Outreach Coordinator requests support for tech supplies and equipment ($2,600; yr 1-4, L.78); two materials purchase and conference travel trips to the African continent ($6,400; yr 2, 4, L.53); book and material acquisitions for the CAS Outreach Library ($8,000; yr 1-4, L.77); and honoraria for outreach speakers and performers ($6,000; yr 1-4, L.129). **(f).** Funds are requested for grad hourly support to carry the NIF project beyond its funded 2-year life span (2020-22). The GA will complete filming tasks and maintain the project’s outreach and website ($25,600; yr 2-4, L.121). **(g).** Working with UI’s established media intern program run by ATLAS, CAS will fund a p/t student media intern to work on website and statistics development with Zimbabwe’s Ukuthula Project (working with local communities to identify and properly bury the remains of victims of the Gukurahundi Massacres in Zimbabwe), as part of the IGI’s “Transitional Justice Hub” initiative. The intern will also assist the Outreach program with the development of new media initiatives in the Champaign-Urbana community featuring contemporary Africana topics ($25,600; yr 1-4, L119).

**I9. Personnel and professional development. (a)** CAS staff request support for travel to domestic professional meetings ($19,320; yr 1-4, L.44, 45). **(b)** The UL Library staff requests support for domestic travel to professional meetings ($6,200; yr 1-4, L.46)

**I10. Contributions to external organizations.** In partnership with other Africa NRCs, CAS will contribute to the professionalization and institutional roots of AS in the US by supporting the work of the Cooperative Africana Materials Archives Project ($4,000; yr 1-4, L.143), the networking of the African Studies Outreach Council ($2,00; yr. 1-4, L.144), the West Africa Research Association ($4,000; yr 1-4, L.145), and the Association of African Studies Programs ($2,000; yr. 1-4, L.146).

**I11. Program evaluation.** As outlined in Appendix 5, NRC program evaluations will be conducted annually by ALKEC ($22,000; yr 1-4, L.150).

**I12. Costs and Objectives.** UI supports AS and CAS with over $18 million in combined resources to support its Title VI/NRC objectives (Table 1). The salaries and benefits of the Director, Associate Director, and Office Support Specialist will continue to be centrally funded by the Office of the Provost and LAS; CAS is requesting support at 15% for the Outreach Coordinator’s salary and benefits. Special attention has been devoted throughout the budget development process to ensure a positive cost-benefit ratio in administering projects, commitment to developing self-sufficiency for new initiatives, and evaluation of effectiveness and efficiency.

**§J. Absolute and Competitive Priorities. (a).** CAS’ commitment to encouraging dialogue and diverse views in AS is demonstrated throughout this proposal. From passionate readers of African language poetry to scientists seeking to improve the quality of Tanzanian dairy cattle;

from amplifying resilient AS traditions emanating from HBCUs to exploring calls for the decolonization of African art collections in museums – CAS programs catalyze robust dialogues. The only litmus test for participation in CAS’ programming is strict adherence to UI’s high standards of ethics and fiscal responsibility **(b).** The educational programs that CAS supports continue to focus on the provision of graduates in areas of critical national need in LCTLS of the African continent, and areas of critical service in local, state and federal government. **(c).** CAS’ links with MSIs are highlighted in this proposal, particularly through the Africana World Studies curriculum development project with the UIC (a Hispanic-serving MSI), and through 4 innovative outreach projects involving the national cohort of AHSA members (primarily situated in MSIs, CCs and HBCUs in the US South). **d**. Bringing African and African Diaspora content to greater visibility and use in K-12 classrooms is a priority of the CAS outreach program, as seen in the teacher workshops, toolkits and modules that are presented in this proposal. Strong ties to the UI CoE and its faculty and collaboration with other UI centers and NRCs are additional evidence of CAS’ ongoing and increasing involvement in the internationalization of K-12 teacher training.

# §H-FLAS. FLAS AWARDEE SELECTION PROCEDURES

Based on strong student demand for African LCTLs at UI, CAS requests funding for 2 UG and 7 G full academic year awards and 9 summer awards to support the study of Arabic, Swahili, and Wolof, totaling $1,454,000 in 2022-2026. UI is committed to following consistent and clearly defined procedures to select meritorious FLAS awardees that strictly adhere to the program’s regulations and priorities. This commitment is demonstrated by the fact that in response to evaluation feedback from UI students and departmental advisors following the 2014-18 Title VI cycle, FLAS administration at UI was streamlined in 2019 with the creation of a position of

centralized FLAS Coordinator in the IGI. The coordinator works with the FLAS managers in the individual Centers, overseeing and assisting with all steps in the application and selection processes, building institutional capacity and memory for more effective administration and the accommodation of more applicants.

**H1. Advertising the FLAS program.** UI has a centralized, jointly administered application system, ensuring that consistent messages and information flow across campus. In the fall semester of each year, the FLAS Coordinators and Center managers meet to update application materials and plan the FLAS informational and “how-to-apply” workshops that are held in November. The FLAS competition will be advertised on the IGI and Centers’ listservs, websites, newsletters, and on their social media platforms, as well as through the channels of the Graduate College, and the School of Literatures, Cultures and Linguistics (home of UI’s language instruction and linguistics programs). To increase the program’s visibility to under-represented minority students, CAS will advertise the FLAS program via the UI offices of Minority Student Affairs, BNAACC the CAS-seeded UI/City Colleges of Chicago (CCC) “Pathways” program (which automatically grants UI admission to CCC graduates, almost all of whom hail from underrepresented minority groups) and the CAS-led UI and UIC Africana World Studies project. **H2. Application procedures.** The FLAS application deadline at UI is usually between the end of January and early February to allow incoming admitted graduate students to apply.

Applications are submitted through a central online portal on the IGI website which clearly lists the required application elements: a “statement of purpose” about how the proposed language study fits in with their field of study and relates to the geographic or thematic area covered by the Center to which they are applying, any previous formal or informal language learning experiences, how they intend to use the FLAS-supported language they will be studying, their

career goals, and their interest in and/or commitment to public service. A current transcript and two letters of reference are required and a FAFSA is strongly encouraged.

**H3. Selection Criteria.** CAS will seek candidates who show promise of becoming leaders in their academic and professional fields. Selection criteria include evidence of the applicant’s academic record, extra-disciplinary and professional activities, potential and demonstrated Africanist interest, and financial need. Applicants will be ranked based on (1) academic performance; (2) demonstrated levels of financial need; (3) commitment to AS; and (4) strength of recommendation letters. UGs must have a 3.0 GPA and already be enrolled in at least the first year of language study. The committee will award additional points if the applicant is (1) in a professional school or has plans to enter government service, (2) seeking support for language training at the advanced level, or (3) is from an under*-*represented group. Awards are valid for one year (or summer session) only.

**H4. Selection Process.** The CAS Selection Committee, annually elected, consists of 5 elected faculty members, the CAS Associate Director/FLAS Manager, and one former FLAS recipient. The CAS Associate Director/FLAS Manager ensures that FLAS guidelines and criteria are strictly applied throughout the selection process. The Committee reviews, ranks and recommends applications to the CAS Advisory Committee, which makes the sign-off on awards, ensuring the proper institutionalization of the selection process and adherence to program mandates.

**H5. Selection Timeline.** The IGI FLAS Coordinator meets with the individual Center managers at the beginning of each fall semester. “How-to-apply” workshops are held in November, complemented by program advertising as described above. Applications are due via the online portal in late January or early February. The CAS FLAS Selection Committee will meet in February, and these decisions will then be reviewed by the CAS Advisory Committee. In early

March the CAS selection committee will meet with any other UI Centers that offer the same languages to ensure that finalists are selected by the appropriate Center. CAS then notifies applicants of their award status via email and hard copy letter by mid-March. Award letters will contain detailed information on FLAS reporting and evaluation requirements. All awardees will be required to accept or decline the fellowship by April 15. In early May (for summer awards) and late August (for academic year awards), CAS and the other FLAS centers will hold orientation sessions for all new fellows.

**H6. Awardee Advising.** The CAS Associate Director, who also oversees the CAS MA and MA/MS programs, is the first port of call for FLAS student advising in all academic and career matters, degree options, thesis review, and fellowships. The Associate Director works closely with counterparts in the other Centers and with the IGI FLAS Coordinator. CAS also helps awardees to source AS-specific advising and mentoring from CAS faculty affiliates and departmental advisors as outlined above in §D3.

# §I-FLAS. FLAS COMPETITIVE PRIORITIES

First, all students will be strongly urged to submit a FAFSA, and CAS will communicate with UI’s financial aid offices to obtain relevant financial aid data. These two steps will ensure that the applicant’s financial status is ascertained so that preference can be given to those who demonstrate financial need. Second, CAS will award 100% of its FLAS fellowships for the study of the critical African LCTLs of Arabic, Swahili, and Wolof.[8](#_bookmark92)

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8CAS thanks the IFLE staff for their advice and guidance, and the Title VI reviewers for their consideration of this proposal.