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Center for African Studies

***Broadening the Reach of African Studies: Building Knowledge and Lasting Impact***

APPLICATION FOR NATIONAL RESOURCE CENTER AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS IN AFRICAN STUDIES

2022-2026

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# LIST OF ACRONYMS

**ACTFL**: American Council on the Teaching of Foreign Languages

**ASA**: African Studies Association

**ASO**: African Students Organization **ASOC**: African Studies Outreach Council **AY**: Academic Year

**CAS**: Center for American Studies

**CC**: Community College

**CCAC**: Community College of Alleghany County **CCBC**: Community College of Beaver County **CIE**: Council on the International Exchange **COMPASS**: Competency and Program Assesment **CRA**: Critical Research on Africa

**DOE**: U.S. Department of Education

**DSAAS**: Dietrich School of Arts and Sciences **FLAC**: Foreign Language Across the Curriculum **FLAS**: Foreign Language and Area Studies **FLTA**: Foreign Language Teaching Assistant **GALA**: Global Appalachian Learning Alliance **GEO**: Global Experience Office

**GPA**: Group Projects Abroad

**GPRA**: Government Performance and Results Act

**GSA**: Graduate Student Assistant

**GSPIA**: Graduate School for Public and International Affairs

**ILL**: Inter Library Loan

**IISE**: Institute for International Studies in Education

**IT**: Information Technologies

**K-12**: Kindergarten-12th Grade

**LCTL**: Less Commonly Taught Languages

**LLM**: Masters of Law **LTA**: Let’s Talk Africa **MAU**: Model African Union

**MOU**: Memorandum of Understanding **MSI**: Minority Serving Institutions **NRC**: National Resource Center

**OPI**: Oral Proficiency Interview

**PCHE**: Pittsburgh Council on Higher Education

**Pitt**: University of Pittsburgh

**PALCI**: Partnership for Academic Library Collaboration and Innovation

**SIT**: School for International Teaching **SLI**: Summer Language Institute **SLO**: Student Learning Outcome **SOE**: School of Education

**TA**: Teaching Assistant

**UCIS**: University Center for International Studies

**UISFL**: Undergraduate International Studies and Foreign Language

**ULS**: University Library System

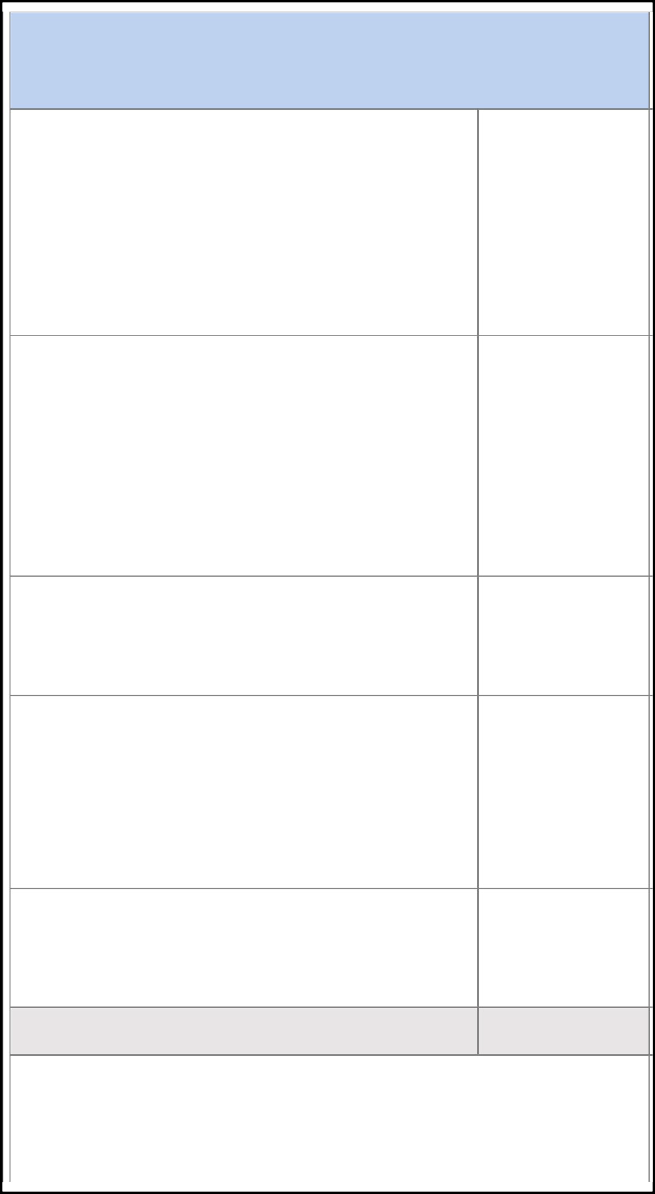
**UNDP**: United National Development Program

**USAID**: United States Agency for International Development

**WARC**: West African Research Center

# COMMITMENT TO THE SUBJECT

The Center for African Studies (CAS) at the University of Pittsburgh (Pitt) was founded in 2001 to promote the interdisciplinary study of Africa and to serve as a conduit for the university’s many Africa initiatives in the sciences, arts, humanities, social sciences, engineering, and medicine. It is administratively housed within the University Center for International Studies (UCIS) along with all area studies centers at Pitt. UCIS commits



**TABLE A. 1: University Support for Africa Related Activities, 2019-2020**

**Operations of Center**

* CAS Staff salaries ($137,245)
* UCIS Staff including Study Abroad ($561,323)
* Center management/Supplies ($10,000)

$708,568

**Teaching Staff Salaries**

$4,519,683

* Area studies faculty & fringe ($3,562,242)
* Language faculty commonly taught ($619,520)
* Language faculty, LCTL (337,921)

**Travel and Research Grants**

* Faculty ($99,038)
* Students ($71,667)

$170,705

**Student Support**

$123,200

* Tuition Remission ($92,000)
* Work Study ($7,200)
* Foreign Language Teaching Assistant ($24,000)

**African Library Collection**

$1,624,414

* Acquisitions ($1,567,312) \*
* Staff salaries ($157,102)

**Total $7,146,570**

*\*Calculation based upon percentage or number of materials purchased for Africa multiplied by total amount spent on acquisitions in AY 21*

substantial resources to all area studies centers aiming to create a nationally lauded hub of excellence in international education and a global university. The Director of UCIS Ariel Armony also leads Pitt’s global engagement as the Vice Provost for Global Affairs demonstrating Pitt’s strong institutional commitment to international studies. Pitt was selected by NAFSA, the Association of International Educators as a 2017 recipient of the Senator Paul Simon Award for Comprehensive Internationalization, and by the Association of Public and Land-Grant Universities as a 2020 recipient of the Gold Level Award for Global Engagement. In 2018-2019 the

provost’s office provided over $300,000 for programming that highlighted Pitt’s position as a

global university engaged in research, policy creation, student, and faculty mobility, and partnerships that promote mutual understanding and contribute to make the world a better place. In 2018-2022, the Kenneth P. Dietrich School of Arts & Sciences committed $1.7 million for UCIS area studies for conferences, faculty, and student support for global engagement.

**Financial and Other Support for Center Operations:** Pitt provides over $7.1 million annually in direct support for center operations. Included in this is salary and fringe for CAS staff (Director, Associate Director, Academic Advisor, and Administrative Assistant), and CAS’ annual operating budget, faculty travel and conference grants for professional development, work study position, tuition remission scholarships for students enrolled in African Studies working as Center ambassadors. UCIS provides CAS with office space, oversees its human resources, and budgets, and funds a visiting instructor to augment Pitt’s faculty Africa expertise. Pitt provides over $4.5 million for Africanist **teaching staff** in salaries and fringe benefits, Africa focused travel, training, and research grants. **Support for Library Resources:** The University Library System (ULS) is strong in both conventional and electronic resources on Africa and the African Diaspora. Approximately $1.5 million is spent annually on Africana and Africa-related, Africa digitized collection of documents and other resources.

**Support for Linkages Abroad:** Three fulltime UCIS staff work on university partnerships and have developed a new international partnership agreement and delivery system to greatly reduce redundancy between the units involved in developing, revising, approving, and tracking international agreements. Pitt maintains formal linkages with institutions in Africa (see Table A:2) encouraging research collaborations and student/faculty/staff exchanges with counterparts in various countries. The Pitt Global Experiences Office (GEO) administers Pitt-run programs in Ghana, Tanzania, and South Africa where we have formal linkages. They also oversee exchange

agreements, and recognize over 100 Pitt-approved providers, allowing Pitt students the opportunity to study anywhere in Africa. School of Medicine researchers are conducting trials for treatment of Sickle Cell Disease in Nigeria, Tanzania, and Ghana.

|  |  |  |
| --- | --- | --- |
|  | | |
| **Table A.2: Linkages in Africa** | | |
| **Country** | **Institution/Location** | **Pitt school/Program Partner** |
| Botswana | University of Botswana, Ditswanelo & | Graduate School of Public & International |
| Okavango Research Institute | Affairs (GSPIA), Shale Gas Governance |
|  | Groups |
| Chad | West African Network for Peace | Political Science, GSPIA |
| Egypt | Alexandria University | School of Law |
| Ethiopia | Wolaita Sodo University | School of Education (SOE), CAS |
| Ghana | University of Ghana, Korle Bu Teaching | Social Work; SAO; Medicine; Center for |
| Hospital, Accra | Translational and International Hematology |
| Kenya | Moi University, Eldoret | School of Law, School of Nursing |
| Lesotho | National University of Lesotho | GSPIA, CAS |
| Malawi | Kamuzu Central Hospital | School of Medicine |
| Morocco | Al Akhawayn University, Ifrane | Global Experiences Office, Linguistics |
| Mozambique | Sao Lucas clinic/Catholic University of | School of Medicine |
| Mozambique |
| Namibia | University of Namibia, Windhoek Hospitals | School of Pharmacy |
| Nigeria | Lagos State University & Lagos State | Engineering, Public & Johnstown Institute |
| Government, Lake Shore Cancer Center, | for Responsible Leadership, International |
| Nigerian Institute for Management | Affairs, Africana Studies |
| South Africa | University of Cape Town, Cape Peninsula | School of Engineering, History, GSPIA, |
| University of Technology, University of | School of Education-Bradford Campus |
| Johannesburg, University of Pretoria |  |
| Tanzania | University of Dar es salaam, MS-Training | LCTLs Center, CAS, Global Experiences |
| Center for Dev. Cooperation, Arusha | Office |
| Tunisia | Carthage University, Tunis | School of Law, Geology |
| Uganda | Bright Kids Uganda, Makerere University, | GSPIA, School of Education, Institute for |
| Silver Memorial Inclusive Learning Center | International Studies in Education |

**Outreach Activities Support:** Our outreach staff includes a 50% staff member, two part-time GSAs, and three fulltime outreach coordinators from UCIS who provide significant support for CAS outreach activities using a team approach. UCIS also provides $92,000 annually in **financial support for qualified students** who receive tuition remission. In the past five years, over 86 students have received Pitt-based scholarships to study abroad in African countries, totaling

$327,883.

# QUALITY OF CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

Pitt’s African language programs provide comprehensive, content-based language instruction that is integrated with the cultures, politics, economics, and societies of Africa producing well rounded students ready for careers in areas of national need. With CAS’ four-year focus on developing competencies through area studies, this proposal prioritizes support for language and LAC faculty professional development at Pitt and for partner K-16 schools and colleges.

* 1. **African Languages Taught and Enrollment**: Three African languages are offered through the Less-Commonly-Taught Languages (LCTLs) Center in the Department of Linguistics. These are: Swahili, levels 1-8 Arabic, levels 1-6 and Amharic, levels 1-4 as well as one African diaspora language: Haitian Creole levels 1-4 (**FLCPP2**). **Swahili** is our key African language, offered at Pitt since 1989. In 2018, the LCTLs Center introduced a minor in Swahili, making Pitt one of the few universities in the US to offer this credential. Every year, several Pitt students win Critical Language Scholarships and Boren Awards that allow them to study advanced levels of African LCTLs and enhance their skills. Additionally, CAS offers an immersive summer Swahili Program in Tanzania where students are taught fully in the target language and use the language extensively in the culture course component in country. CAS also hosts a Fulbright Foreign Language Teaching Assistant (FLTA) who helps to build students’ proficiency in Swahili and is a key part of the Swahili conversational classroom. Pitt introduced instruction in **Amharic** following the Undergraduate International Studies and Foreign Language (UISFL) program grant and after our successful Fulbright-Hays GPA program to Ethiopia in 2017, which included daily Amharic instruction and immersive activities. CAS has continued to support the teaching of Amharic through UISFL funding offering two years of Amharic (Levels 1-4). With NRC Funding we will hire a visiting instructor from Ethiopia to build and strengthen the language program.

**Arabic** has been a popular language for students interested in Northern Africa where they can concentrate on either Egyptian or Levantine dialects. The Department of Linguistics offers a certificate in Arabic Language and Linguistics, and houses the Summer Language Institute (SLI), which offers beginning and intermediate levels of Arabic. SLI courses meet five hours per day on Monday through Friday for eight weeks. In addition to intensive language classes, students also attend Arabic films, lectures on politics and culture, and activities featuring the cultures of the

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE B.1: Language Courses and Enrollments AY 2019-F21** | | | | |
| **Language** | **Sections** | **Enrolled** | **Instructors** | **Levels\*\*** |
| Amharic | 6 | 18 | 1 | 1-4 |
| Arabic | 42 | 459 | 4 | 1-6 |
| Swahili | 21 | 88 | 1 | 1-8 |

Arabic-speaking world. For language acquisition not available at the University, CAS actively facilitates students’ access to study

languages at other institutions in the U.S. and in Africa. We list and link programs for students online and advise them on options. Students work with the advisor in CAS and with Pitt’s Global Experiences Office (GEO) to choose the right program and get credit for their language experience abroad. With NRC funding, we plan to add **Akan/Twi** to expand our language offerings. Akan/Twi will complement CAS’ study abroad program in Ghana, adding an intensive language track to that experience. **Enrollments:** Since AY19, 551 students have enrolled in African languages with the most popular ones being Swahili and Arabic (see Table B.1). The five-week intensive language study program in Tanzania typically enrolls 10-20 students each summer.

* 1. **Levels of Language Training:** Pitt regularly offers three or more levels of Arabic, Amharic and Swahili including a six-semester sequence for Arabic, a four-semester sequence for Amharic and an eight-semester sequence for Swahili. Students can acquire higher-level competence through individualized instruction. First year classes (levels 1-2) roughly correspond to novice levels on the ACTFL scale. Generally, students perform at novice high or intermediate low by the end of

the second semester. Language (levels 3-6) take the student through the intermediate level. Student outcomes are highly varied with some students achieving roughly the advanced low level at some point during the third year (levels 5-6). Students who continue language study into the fourth year and beyond (levels 7-8 and further independent study) are generally working on strengthening advanced-level proficiency skills. Language courses at all levels are offered in performance-based, native speaker assessed instruction, are taught in the target language, and include substantive content related to all aspects of culture and literature.

**Language Across the Curriculum (LAC).** In the recent cycle, Pitt significantly strengthened its world language offerings in disciplines other than languages, literature, and linguistics through the efforts of a new LAC coordinator working with area studies centers, non- language departments and language departments. The LAC coordinator works with area studies instructors to infuse their courses with elements in languages other than English. Through the current NRCs at Pitt, UCIS has been able to establish several courses by adding language trailers to existing courses outside of their traditional spaces in which foreign languages are taught. For example, GEOL 0008 *Environmental Science* now has a French trailer. With NRC funding CAS will further promote LAC by introducing an African language one-credit trailer to one of our core courses. We will share salary and professional development costs with UCIS centers in supporting the LAC coordinator (**AP1**).

* 1. **Faculty Numbers and Training**: Pitt employs African language instructors who are highly trained and have terminal degrees. For example, Myriam Abdel-Malek in Second Language Education, Amani Attia in English Literature, and Filipo Lubua in Instructional Design all have PhDs. They are also native speakers of the languages they teach and participate in continuing professional training activities. Myriam Abdel-Malek, Rasha Al-Hashimi, and Amani Attia of the

Arabic faculty have completed certification for OPI testing with significant exposure to pedagogy and language training appropriate for performance-based teaching. Pitt’s Swahili instructor, Filipo Lubua, is Vice-President and President-Elect of the U.S.-based National Council of Less Commonly Taught Languages (NCOLTCL), and Executive Director of the Global Association for the Promotion of Swahili (CHAUKIDU). All Pitt LCTL instructors are supervised by faculty mentors through class visits, written reports, and recorded class sessions. They also participate in the LCTL Center teaching community of peer mentorship that provides continuing education for LCTL faculty.

* 1. **Performance-based instruction**: All language instruction is performance-based— emphasizing language learning in cultural contexts, real world preparation and student-centered approaches providing systematic instruction in literacy. Classes are taught in the target languages, following the five major goal areas of ACTFL: (1) interpersonal, presentational, and interpretive modes of communication; (2) learning about the products, practices, and perspectives of other cultures; (3) making connections to additional bodies of knowledge; (4) comparing languages and cultures and (5) language learning through participation in multilingual communities. Teaching materials are re-evaluated regularly to reflect current methodologies, including proficiency- oriented pedagogical goals, cultural competence, LAC initiatives and effective use of technology. UCIS centers hold OPI training workshops regularly for all LCTLs instructors and the LCTL Center staff support the training of language instructors, helping them develop pedagogy and competencies for assessment and evaluation of language proficiency. They provide expertise and infrastructure to supplement classroom learning. Pitt’s Learning Support Services has a sophisticated state-of-the-art language laboratory that provides a wide range of instructional technology, including support for developing multi-media and computer-based instruction.

**Adequacy of Language Resources:** Ample resources are available to students and faculty, such as an in-house cable system for broadcasting recorded video material, satellite television, four media labs, and two-way video conferencing facilities. Language classrooms are computer-ready and make use of technology to encourage cross-cultural learning. Another important resource is the Robert Henderson Language Media Center, which supports the use of technology to enhance language learning and is open to all. Instructors have access to multi-media equipped classrooms and equipment or have digitization and transfer services performed.

**Language Proficiency Requirements:** The LCTLs center follows national level standards to ascertain language proficiency requirements among students. Internal baselines and progress checks are conducted by ACTFL certified instructors. In terms of speaking and listening competency, by the end of the third year, all students should be able to converse with ease in the target language regarding familiar topics related to their daily life, narrate timeframes, and produce sentences typical in the OPI intermediate range. Fourth year students should be able to use language with accuracy and appropriateness, more specialized vocabulary, and grammatical sophistication.

# QUALITY OF CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and extent of Course offerings:** CAS offers 135 non-language quality courses through 16 academic departments, and 4 professional schools. Thirty-seven of these courses include 100% African content and over 43% of all courses have more than 50% Africa content (see Appendix 1: List of Courses). The total enrollment in CAS non-language classes in AY21 was 453 graduate students and 3,484 undergraduate students. CAS courses span history, anthropology, political science, economics, culture, religion, music, dance, education, development, and security policy. High quality of courses is ensured by: ongoing rigorous

curriculum review and approval processes, course evaluations, and faculty strength. Further, our courses inspire students with a new interest in studying abroad in Africa and examining their own personal roots especially heritage students.

* 1. **Depth of Specialized Course Coverage:** In addition to courses, such as *Introduction to Africa,* we have courses that focus on specialized topics concerning Africa such as in health care. For example, we offer: *Health in the African Diaspora, Global Health History* and *Disease,* and *Health Issues in West Africa*. Furthermore, our study abroad program in Tanzania has a health component and recruits pre-med and public health students to study Swahili language, culture, and health issues in East Africa. Courses on the African Diaspora include offerings such as *African Presence in Latin American Literature and Culture, History of the African Diaspora,* and *Introduction to Africana Studies*. Students interested in music and dance have many options including *West African Dance, Afro Caribbean Dance,* and *Music in Africa;* these often spark students’ interest in Pitt’s African themed dance clubs. Pitt also offers several courses on specific regions within Africa. For example, students can focus on Egypt by taking *Religions of Ancient Egypt*, *Arabic Cinema* (which primarily focuses on Egyptian film) or *Algerian Literature*. Students can also take *East African Culture*, which focuses primarily on Kenya, Tanzania and Uganda, or *West African Cultures and Society*, which is based in Ghana. Pitt offers a study abroad course on South African History and Education, as well as an experiential learning course in South Africa designed for engineering minded students from any major with a focus on designing solutions to problems that impact humanity (see Appendix 1: List of Courses).

CAS offers opportunities for experiential learning courses to cater to graduate students who have a strong interest in hands-on practical training. Examples include the field-based learning program in East Africa that partners with multiple professional schools to give graduate students

an opportunity to pursue internships and research in East Africa while gaining course credit. In 2020, nine students from Public Health, Linguistics, GSPIA, Nursing, and Education applied to this program. The School of Social Work will have representation in 2022. The School of Medicine offers rotations to medical students in Malawi, where they can shadow Malawian doctors and receive course credit. GSPIA offers a biennial *African Development Seminar*, focusing on issues related to governance and development policy and practice on the continent, and courses on development management and security in Africa. Numerous courses throughout the Dietrich School of Arts & Sciences and the professional schools offer independent study and research opportunities under the direction of Africanist faculty.

Furthermore, African options exist for students in the School of Education, which offers an International Social and Comparative Analysis master’s program where they can focus on education in a world region. Students take interdisciplinary courses, infused with Africa content, including *Applied Anthropology of Education*; *Sector Analysis; Gender and Education; Education and International Development* and *Gender and Development*.

* 1. **Teaching Faculty and Pedagogy Training for Instructional Assistants:** Pitt specialists on Africa and the African Diaspora are drawn from across the departments and the professional schools. The University Center for Teaching and Learning (CTL) provides enhanced pedagogy training for faculty and instructional assistants and works directly with schools, departments, regional campuses, and individual faculty members to facilitate achievement of the academic goals of Pitt in the areas of instructional development and technology, faculty development, and distance education. Resources include Teaching Excellence Workshops, the Summer Instructional Development Institute, New Faculty Orientation, the Teaching Times newsletter and up-to-date library books and online teaching resources. The Teaching Center also hosts orientation for new

TAs from across campus, designed to prepare the TAs for their new roles by providing them with the practical skills and familiarizing them with university policies and resources. Instructors receive feedback on all courses through the Office of Measurement and Evaluation of Teaching.

CAS offers a regular African Studies professional development workshop for faculty and teaching assistants to discuss practices and pedagogies to help enhance teaching about Africa. In response to the Black Lives Matter movement, faculty increasingly have expressed interest in putting more Africa content in their courses. We have proposed a new program to provide incentives for faculty to increase their Africa course content to at least 25% or more. Faculty wishing to receive course enhancement grants will be required to participate in the CAS professional development workshop **(CPP).**

* 1. **Interdisciplinary courses for undergraduate and graduate students.** Pitt emphasizes an interdisciplinary curriculum; therefore, many courses offered are interdisciplinary in nature including CAS core courses. Africana Studies is an interdisciplinary field of study devoted to the critical and systematic examination of the cultural, political, social, economic, and historical experiences of African Americans, Africans, and peoples of African descent around the world. The Course “*African Literature and Society”* examines significant aspects of contemporary African social, political, cultural, and human problems, approached through a detailed study of African novels, plays, and poetry; the course “*Comparative Francophone Culture*” examines how climate is intertwined with questions of urbanization, development trade, migration, racism, and inequality through African and African American writers. The course “*Food in History”* examines food culture and the intersections of gender, race, class, and food within the global food market. Special emphasis is placed on how the African food market has impacted the global economy.

Between 10 and 20 courses with African content are cross-listed every year evidencing the interdisciplinary nature of the curriculum.

Our credentials are also fundamentally interdisciplinary by design. For example, the Bachelor of Philosophy (BPHIL) in International and Area Studies is a highly rigorous degree housed in the Honors college where students choose African Studies courses from three different departments and write a graduate level thesis rooted in original research (see Curriculum Design). Our study abroad programs are also created with multiple disciplines in mind. For example, the Pitt in Ghana program offers courses on culture, health, and the creative arts. Several professional graduate programs partner with CAS to implement interdisciplinary courses and experiences with rich content on Africa. For example, in GSPIA, interdisciplinary topics such as security, international development and economic growth focus extensively on issues in Africa (courses include *Human Trafficking*; *Ethnic Politics*; *Development Economics*; or *NGOs, Civil Society and Development*). Students who take these advanced courses are studying to be leaders in public service, administration, field research and academy. The Pitt School of Law has a strong international law program with many faculty focusing on Africa, including visiting students and faculty from Moi University in Kenya. Interdisciplinary courses including, *Islamic Law and Jurisprudence; International Human Rights* and *International law* contain Africa related content, encouraging many law students to participate in internships abroad in an African country and bringing law students to enroll in the African Studies Certificate program.

# QUALITY OF CURRICULUM DESIGN

**D.1 Undergraduate Curriculum**: CAS offers **eight** different pathways enabling students to personalize their study of Africa and receive an academic credential. Pitt offers two paths for students to **major** in African Studies: through the Africana Studies department on an Africa track,

or through the Bachelor of Philosophy (BPhil) focused on African Studies in partnership with the University Honors College and CAS. Students also have opportunities to study African languages through the African Studies certificate, the Mediterranean Studies certificate, the Swahili minor, or the Arabic Certificate, which allows students to focus on Egypt and other parts of northern Africa through language and elective courses. Pitt’s Global Distinction, a curricular and co- curricular transcript distinction, melds event and activity attendance with internationally focused coursework and high-impact experience.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D.1: Undergraduate Credential in African Studies** | | | | |
| **Credentials** | **# of courses required\*** | **Language Required** | **Thesis or Portfolio** | **Global Experiences Required** |
| Major in Africana Studies | 10 | Encouraged | None | Encouraged |
| Major in BPHIL | 17 | 3 years | Thesis | Study Abroad Required |
| Minor in Africana Studies | 5 | Encouraged | None | Encouraged |
| Minor in Swahili | 5 | 2 years | None | Encouraged |
| Certificate in African Studies | 5 | 2 years | Portfolio | Encouraged |
| Certificate in Mediterranean Studies | 5 | 2 years | Portfolio | Encouraged |
| Certificate in Arabic | 7 | 2 years | None | Encouraged |
| Global Distinction | 2 | Encouraged | None | Events & Internship or Study Abroad Required |
| **\*Sample courses:** East African History 1500 to Present; Swahili Coastal Culture: Gateway to Africa; Swahili 8, Reading in Arabic, Arabic Linguistics, Arab Cinema, African Literature and Society, Cultures of Africa, Music in  Africa, African Liberation Movements, Political Economy of Africa, Women of Africa and the African Diaspora, Introduction to Africana Studies, Early African Civilizations, Francophone Africana Literature (Appendix 1) | | | | |

* 1. **Graduate Curriculum:** As noted earlier, CAS has a strong graduate program, with students enrolled from multiple departments and professional schools. We offer two interdisciplinary certificates designed for masters’ students, one in African Studies and the second in Mediterranean Studies. For doctoral students we offer two Advanced Certificates, one in Advanced African Studies and the second in Advanced Mediterranean Studies. Table D.2 details the course, language, portfolio/thesis, and global experience requirements for each option. Of note these certificates are

interdisciplinary, requiring students to take courses outside of their major disciplines as well as requiring language study.

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| **Table D.2: Graduate Credentials in African Studies** | | | | |
| **Credentials** | **# of courses required\*** | **Language Required** | **Thesis or Portfolio** | **Global Experiences Required** |
| Certificate in African Studies | 4 | 2 years Required  3 + Encouraged | Thesis | Encouraged |
| Certificate in Advanced African Studies | 6 | 2 years Required  3 + Encouraged | Thesis | Required |
| Certificate in Mediterranean Studies | 5 | 2 years Required  3+ Encouraged | Portfolio | Encouraged |
| Certificate in Advanced Mediterranean Studies | 5 | 2 years Required  3+ Encouraged | Portfolio | Required |
| Sample Courses: African Development Seminar, Ethnic Politics, Civil War & Conflict Resolution, International Political Economy, Development Policy & Administration, Comparative Higher Education, International & Global Education, Education & International Development | | | | |

* 1. **Academic and Career Advising Services for Students:** CAS has a full-time advisor, Dr.

Anna-Maria Karnes who advises students on certificates, internships, study abroad programs, scholarships, networking opportunities, Africa-related student organizations, and job placement. CAS ambassadors also offer advising to students, helping them with their electronic portfolios and recommending classes and study abroad experiences. Dedicated faculty or staff advisors are also available in each department offering Africa-focused credentials. For example, the Africana Studies Department advisor, Oronde Sharif, advises students on major and minor requirements. The Arabic certificate is advised by Dr. Amani Attia and the Swahili minor by Dr. Filipo Lubua.

Additional opportunities for advisement are numerous. The University Honors College has an advisor who helps students with applications for the competitive national scholarship opportunities such as the Boren, Critical Language, Fulbright, Gilman, Rhodes, and Rotary scholarships. The Global Experiences Office (GEO) has program officers and student advisors to help students find appropriate study abroad programs. There is also a Career Center on campus that specializes in sharing tools with students pursuing international careers or careers that valorize global competencies. CAS and other UCIS centers co-sponsor the International Career Toolkit

series, a program introducing students to various international careers and helping them build the skills to find positions abroad or those with international elements. A Graduate Teaching Fellow, coordinates implementation of the Toolkit Series, organizes speaker events or panels of alumni and experts each semester to engage students on international careers. They teach a one-credit course on international career preparedness. CAS brings students to Washington, DC annually to visit different governmental and non-profit offices, learn about career tracks in Security, Health, Education, and Development, and meet with Pitt Alumni to discuss careers in African Studies (**AP1**). We have adapted this to a virtual event in recent years and opened it to all students on campus with greater participation and success.

In addition to more formal student advising, students can track progress within their various credential programs with a suite of online tools. Students use M*yPittGlobal,* an app that allows them to track events, career programs, and academic progress. It integrates students’ curricular achievements (including tracking progress towards a CAS certificate or Global Distinction) with study abroad, civic, and global engagement, and professional development opportunities, and offers online tools to access and track their progress in building global competency. Students also have access to the *Global Hub*, a student-centered space on campus that helps them to personalize educational experiences, build 21st century skills, and increase intercultural competency. The Hub offers students, faculty and staff information and guidance on Pitt’s academic, career, service- learning, and engagement opportunities with a global focus. It also hosts events and provides convening space for student organizations for knowledge and cross-cultural exchanges.

* 1. **Study Abroad:** Pitt’s Global Experience’s Office (GEO) focuses on providing meaningful experiential learning with socially responsible impact. Over 2,100 Pitt students studied abroad in AY19 choosing from among 431 Pitt-developed or Pitt approved programs many of

which offer the opportunity for study in Africa. Pitt offers **Panther Programs**, that are created and led by Pitt faculty and **Pitt Recognized Programs**, that are approved programs from a study abroad provider such as SIT or CIEE. Pitt has **70** Pitt Recognized Programs located in 13 African countries where students can participate in programs and internships for academic credit. Pitt has **four** established Panther programs in Africa: **Pitt in South Africa**, **Empathic Global Leadership for Social Change,** also in South Africa, **Pitt in Tanzania,** and **Pitt in Ghana**. These strong interdisciplinary programs focus on engineering, entrepreneurship, health, language, history, and culture. For example, *Empathic Global Leadership for Social Change: South Africa* provides students from a range of disciplines the opportunity to work together and develop strategies for tackling both broad complex problems and specific, service-focused challenges, based on principles rooted in compassionate engineering design. This experiential learning course enables students to see the social consequences of engineering decisions made by companies and other organizations in South Africa and discuss the rationale that led to those decisions during meetings with leaders and engineers. Students contextualize problem solving at the local, regional, national, and international levels and intern with a local organization.

In 2020 and 2021, Pitt suspended most international travel due to the global pandemic, but it also allowed for the rethinking and redevelopment of the structure and mission of the study abroad Office (now GEO). We plan to run Pitt in Ghana in summer 2022 and relaunch the Pitt in South Africa programs in summer 2023. We are rebuilding the Swahili Immersion Program in Tanzania for summer 2023 in Arusha (it was previously in Iringa) and are establishing a new partnership with MS-Training Center for Development Cooperation based in Arusha.

CAS works closely with Africanist faculty in the **graduate** and professional schools to create and offer study abroad programs in Africa for their graduate students. For example, the Law

School has a long-standing exchange with Moi University in Kenya where their law school students come to Pitt for the LLM program, and students from Pitt law school go to Moi for internships. Students in the Medical School do internships/medical rotations at Lilongwe Hospital in Malawi under the supervision of Dr. Thuy Bui and Dr. Gerald Douglas in the School of Medicine. The Pharmacy School has a program in Namibia, called *Global Health: International Pharmacy Practice Experience,* which takes Pitt students to Namibia in spring and summer to observe clinical rounds and exchange ideas with pharmacy students at the University of Namibia. CAS runs a long-standing field-based graduate program in partnership with GSPIA, the

School of Education and Bright Kids Uganda to offer a summer credit bearing internship focused on social entrepreneurship, human security, education, and international development. Students participate in a one-week field-seminar to acclimate them to East Africa, followed by research- focused internships with one of 11 partner organizations in Entebbe and Northern Uganda. In 2022, we are expanding the program to include more Pitt partnerships from the professional schools, Social Work, Nursing and Public Health, and East Africa partners in Western Kenya. We continue to garner interest in the program from students from across the university’s various graduate and professional schools. For Engineering we have an exciting joint venture involving sites in Pennsylvania (Titusville), India (Tuver), and Nigeria (Lagos) where we are testing how Pitt’s model of a Manufacturing Assistance Center (MAC) can be scaled and its template adapted to urban and rural environments inside and outside of the U.S. Lagos State University and the Lagos State Government (which has committed approximately $1 million to the Lagos project) are Pitt’s partners in Nigeria.

At both the undergraduate and graduate levels, students have access to a variety of **funding sources** to support individual research, internships, or participation in structured study abroad

experiences. For example, female students who have never traveled abroad can receive the Vira I. Heinz Scholarship, which has the goal of empowering women for global leadership and developing their cultural and linguistic competencies by funding their complete study abroad travel. In the last five years, 22 Pitt women students have traveled to African countries on this scholarship. The Nationality Rooms and Intercultural Exchange Programs also provide a unique opportunity for Pitt students to receive scholarships based on their region of study. The Africa Heritage Classroom awards around $15,000 each year toward undergraduate and graduate scholarships, usually sponsoring around five students. Students are also funded through CAS, the Global Experiences Office, the Provost’s Office, and specific departments and schools. For example, GSPIA awards

$2,000 to their students pursuing internships in Uganda. UCIS also has an International Studies Fund, which awards funding of up to $1,000 each to students conducting research abroad. Pitt graduate students have received over 121 scholarships to travel to 19 African countries since 2012.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of Faculty and Staff:** The teaching faculty and professional staff are highly qualified for current and proposed activities and training programs. CAS faculty, drawn from departments in the Arts & Sciences, the professional schools, and the Pitt regional campuses provide academic distinction and multidisciplinary breadth in African Studies and Center programming. All Affiliated faculty have PhDs or relevant terminal degrees in their field (i.e. JD, MD), and together they have published 43 books, 41 book chapters, and over 300 scholarly articles in the past three and a half years. (see Appendix 3: Faculty CVs). Twenty-five of our core affiliated faculty devote 75% -100% of their time to teaching and conducting research on Africa. Most have received prestigious awards for their publications, teaching, and distinguished service. Collectively, they have been awarded over 8 million in grants and contracts, both internal and

external within the past 10 years. In 2015, researchers from the University of Pittsburgh School of Medicine received $5 million to lead a five-year initiative to monitor drug resistance during the rollout of HIV prevention drugs in sub-Saharan Africa. In 2017, Sylvanus Wosu, School of Engineering received over 2 million in grant funding from the National Science Foundation to establish the Global Engineering Preparedness Scholarship (GEPS) program. Gerry Douglas (School of Medicine) received numerous grants for health projects in Ethiopia, Malawi, and Ghana actively engaging our students. Abdesalam Soudi (Department of Linguistics) was awarded funding in 2018, to foster the humanities within the health field. Paul Harper (School of Business), director of the proposed Pitt-Africa Business initiatives recently received the prestigious Provost Award for Diversity in the Curriculum, coupled with last year’s Chancellor’s Award of Public Service. Filipo Lubua (Swahili Instructor), was recently awarded a Fulbright-Hays Group Projects Abroad grant to bring students to Tanzania for intensive Swahili study, research, and experiential learning. Louis Picard (GSPIA), director of the Field Based East Africa Program, recently published a seminal article based upon his work with African Studies graduate students entitled, “Seeking to Understand Hiddenness: Marginalization and Social Punishment,” in the *International Journal of Policy Studies*. Yolanda Covington-Ward, Chair, Department of Africana Studies, is a well-known scholar on Liberia and the Congo, and African immigrants in Pittsburgh and has published several books including *Embodying Black Religions in Africa and Its Diasporas.* Ronald Brand (School of Law) holds the prestigious Chancellor Mark A. Nordenberg professorship and directs the Center for International Legal Education (CILE) and leads the partnership with Moi University Law School in Kenya. Maureen Porter (School of Education) serves as Project Director for the Fulbright-Hays Group Projects Abroad to Africa. She has received numerous Fulbright

awards that facilitated groups of educators and students working on projects in Kenya, Uganda, and Ethiopia. (See Appendix 3: Faculty CVs.)

**Professional Development Opportunities:** As a comprehensive research university, Pitt offers a full range of professional development opportunities to faculty and staff for research, travel, and curriculum development. In AY 20, faculty working on Africa received over $182,000 in internal grants for research and professional development. The Center for Teaching and Learning offers grant funding and an extensive calendar of talks, workshops, and training focused on improving teaching. In addition, UCIS provides specific funding support, research opportunities, training programs through the UCIS Hewlett International Grant Program to support international projects. The Global Experiences Office (GEO) provides expert guidance to faculty members who wish to develop study abroad programs. Faculty and staff can now obtain the Global Competence Certificate to build awareness and understanding of diverse cultures while learning about university policies and resources that support strategic goals of embracing the world.

**Teaching, Supervising and Advising Students**: Faculty play a central role in teaching an array of courses as well as serving on undergraduate honors, masters, and doctoral thesis committees; supervising internship and research opportunities for students domestically and overseas. A few examples include: Abi Fapohunda public health researcher who works with students on cancer treatments in partnership with the Lakeshore Cancer Institute in Lagos, Nigeria. Muge Finkle has had several students work with her on a United Nations Development Program (GEPA), focusing on politics of public sector employment and opportunities for women. Maureen Porter has had students from her course Gender and Education complete a research project with an NGO in Ethiopia. The high value placed on faculty-led study abroad, service-learning models, and applied

research at Pitt moves education beyond the classroom, intensifying interactions between faculty and students and staff and students. Both faculty and staff provide extensive advising for students.

* 1. **Adequacy of Center Staffing and Oversight:** Early in 2022 the provost appointed Catherine Koverola as the new Interim Director of the Center. Koverola is a distinguished senior executive in higher education with extensive global engagement and networks particularly across the African continent. Most recently she served as the president of Pitt Bradford and Titusville. Previously, she was the inaugural provost at the African Leadership University a multi-campus institution based in Mauritius. Of note, she has launched a partnership between Pitt-Bradford and the African School of Economics (ASE), co-directed the Mandela Washington Fellows program at Cambridge College, established a UNICEF funded clinical training program in Guyana with Lesley University. She has engaged in partnerships in Malawi, Uganda, and Rwanda as well as in Jordan, Israel, and Colombia. Highly successful in fundraising she has secured over $21 million from federal, state, and private foundations. Koverola is an internationally recognized scholar in interpersonal violence and tenured professor of Psychology. **Associate Director Macrina Lelei** has been with the Center since its founding and is largely responsible for the incredible growth it has experienced. She has directed three previous UISFL grants, as well as multiple Fulbright-Hays Group Projects Abroad to several African countries. She initiated study abroad programs in Tanzania, Ghana, and South Africa. Lelei was awarded the Chancellor’s Staff Award in recognition of her outstanding contributions to the University, as well as an education award from the Union of African Communities in Southwestern Pennsylvania. Lelei also holds a part-time faculty appointment in the School of Education, where she teaches education and international development and comparative education courses. **Anna-Maria Karnes, Academic Advisor** oversees CAS’ outreach and programming. Karnes has directed the Pitt in Tanzania program and

taught East African Culture; coordinated the graduate program in Uganda and three previous Fulbright Hays GPA projects (Ethiopia, Tanzania, Kenya, Uganda); overseen the high school Model African Union program, the Teach Africa Workshop, and the Book Club; and advised hundreds of students. Born in Cameroon and with research interests in Ethiopia she is a mentor and role model for students and educators in our center. **Melissa Tabak** serves as CAS’ full-time administrative Assistant. Student Ambassadors and one FLTA provide additional support. UCIS also provides administrative support to all its area studies centers.

**Oversight Arrangements:** UCIS provides oversight and guidance to all NRCs and international area studies programs within Pitt. The CAS Director reports directly to the UCIS Director. CAS also receives oversight from the Executive Director for Academic Affairs, John Stoner, a senior lecturer in the Department of History and an Africanist. UCIS provides oversight for all budgetary and accounting matters related to project funding. A second tier of oversight is the CAS Faculty Advisory Board with membership that includes: CAS Director; CAS Librarian, Chair of Africana Studies; Director of the Center for International Legal Education; Director of International Development Program (GSPIA); Director of the Institute for International Studies in Education; Director of Africana Studies and Foreign Languages at Pitt Bradford; African Languages Coordinator and two additional faculty members. The advisory committee meets twice a year to assess program activities, discuss opportunities, set strategic priorities, and ensure accountability. Our outreach programs benefit from two community oversight committees who meet twice per year: one consisting of K-16 educators and SOE faculty, and the other of prominent community partners. In addition to these strong supports, CAS affiliated faculty members also meet once per year to assess progress and share new initiatives. Oversight and advisory for CAS will greatly be enriched by the recent appointment of Dr. Sylvanus Wosu to an important role as Senior Director

of African Partnerships and Engagement. Dr. Wosu brings deep experience on the continent and an entrepreneurial spirit to fundraising to support students.

* 1. **Nondiscriminatory Employment Practices:** Pitt complies with federal, state, and local requirements prohibiting discrimination based on “race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected class” in admissions, employment, access to and treatment in all University programs and activities. To advance this commitment of non-discrimination and equal access, Pitt established the Office for Equity, Diversity, and Inclusion (OEDI) in 2015. OEDI provides support in ensuring that units across the institution live out and abide by our policies. For example, all faculty and staff search committees are rigorously trained to minimize bias and ensure a welcoming diversity in all forms. To ensure diverse applicant pools, we intentionally recruit in spaces that specifically target underrepresented groups. Since fall 2018, more than 20 new Africa-focused tenure-track hires have been made at various ranks and across departments at both the Pittsburgh main campus and regional campuses. Four of these faculty members were hired under the new race and social determinants of equity, health and well-being cluster hire and retention initiative.

# STRENGTH OF LIBRARY

* 1. **Strength of library holdings, financial support for acquisitions, and library staff:**

The University Library System (ULS) maintains a significant Africana Collection that contains materials on African and African diaspora cultures across the disciplines. It is comprised of over 200,000 print volumes, 25,000 microform units, 1,500 maps, 31,000 pamphlets, and a steadily increasing digital collection due to the increase in e-book purchasing, electronic journal publishing, and the continued addition of digital content to the University’s repository. Pitt ULS provides open access to a growing number of sources—the free, immediate, online availability of

research articles coupled with the right to use these articles fully in the digital environment. Open Access ensures that anyone can access and use scholarly publications like articles and books. The ULS has digitized over 115,000 unique objects (resulting in over two million digital pages and images) from several special collecting units, including the records of the Pittsburgh Darfur Emergency Coalition composed of textual and audiovisual documents about the group's activities to promote awareness of war and genocide in the Darfur region of Sudan. ULS is a member of the Center for Research Libraries, giving access to an additional five million journals, dissertations, archives, government publications, and traditional and digital resources.

The ULS also maintains and publishes African Studies and African Country Resources LibGuides. These guides provide selected high-quality resources on the global, political, economic, social, and cultural aspects of the continent of Africa. They feature individual country pages as well as sources searchable by topic or country that easily connect students, faculty, and researchers with databases on Africa, as well as reference guides related to regions of Africa. The Middle East Studies and Research and the Transatlantic Slave Trade LibGuides also have information relevant to African Studies. The ULS is committed to strengthening its print and online resources annually through acquisition of new materials as well us supporting library staff relevant to African Studies. The library subscribes to over 400 general and specialized databases used in conjunction with interdisciplinary teaching and research needs at Pitt as well as language materials augmented by a language lab in the Less Commonly Taught Languages Center.

The Africana library has a staff of three professional librarians (Head, Assistant and Subject Liaison) who perform the essential duties of collection development and library instruction. They are aided by graduate student assistants and work study students. Professional

library staff receive funding for professional development opportunities, including day-long workshops at the African Studies Association and Africana Librarians Council meetings.

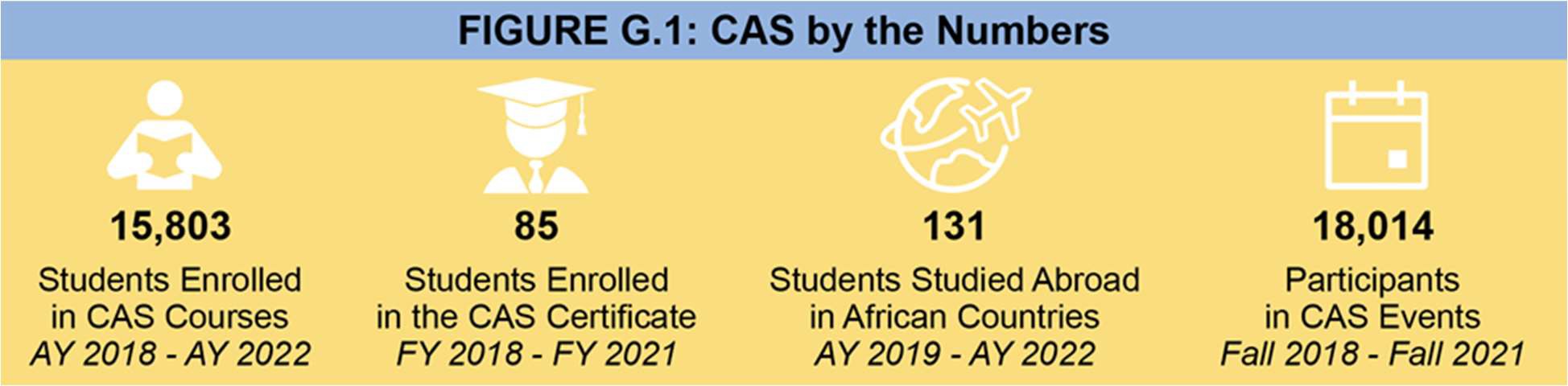
The Africana Collections acquisitions budget totals over $3.5 million annually with over $80,000 committed to Africa specific collections. The Africana library also received additional resources from the total university library budget of 11 million, enabling ongoing subscriptions to expensive electronic resources such as the World Newspaper Archive and the African Newspapers. In the past four years, a concerted effort has been made to acquire more materials authored by Africans and published in Africa. Special emphasis is given to collecting African language materials in both Roman and Geʽez script, particularly for current and anticipated languages of instruction.

* 1. **Cooperative Arrangements with Other Libraries:** The ULS has an active exchange program with hundreds of other research and academic libraries around the world. Pitt cooperates with the local Pittsburgh libraries, including the Carnegie Libraries of Pittsburgh, Carnegie Mellon University and the Heinz History Center and participates in the Interlibrary Loan (ILL). As an active member of the Association of Research Libraries, the ULS is a partner in several cooperative borrowing agreements that allow Pitt students, staff and faculty to secure materials not owned by Pitt from outside institutions. This includes the Partnership for Academic Library Collaboration and Innovation (PALCI), EZ-Borrow system, which has over 70 academic and research library members and holdings of more than 34 million items. Pitt ULS also exchanges duplicate materials for items needed from other libraries. Often materials received via exchange are unable to be obtained in any other way (i.e., it cannot be purchased, is out-of-print or is otherwise difficult to find). African Studies related exchange partners are in Belgium, Egypt, France, Namibia, Nigeria, South Africa, and Zambia. In FY 19, Pitt libraries loaned 41,400 items via ILL service (over 8,000 via EZBorrow). ULS is among the top library publishers of open-access international journals.

Pitt’s D-Scholarship program maintains an institutional repository for the research output of the University of Pittsburgh, based on Open Access principles. The ULS’ online catalogue, PITTCAT, is easily accessed on campus or via the internet and Africana library holdings are included in the Online Computer Library Center database.

# IMPACT AND EVALUATION

* 1. **Impact on the university, community, region, and the Nation:** CAS’ strong impact on the University is reflected in student enrollments in African studies courses, languages, study abroad, the number of certificates awarded and participation in our events (**Figure G:1).**

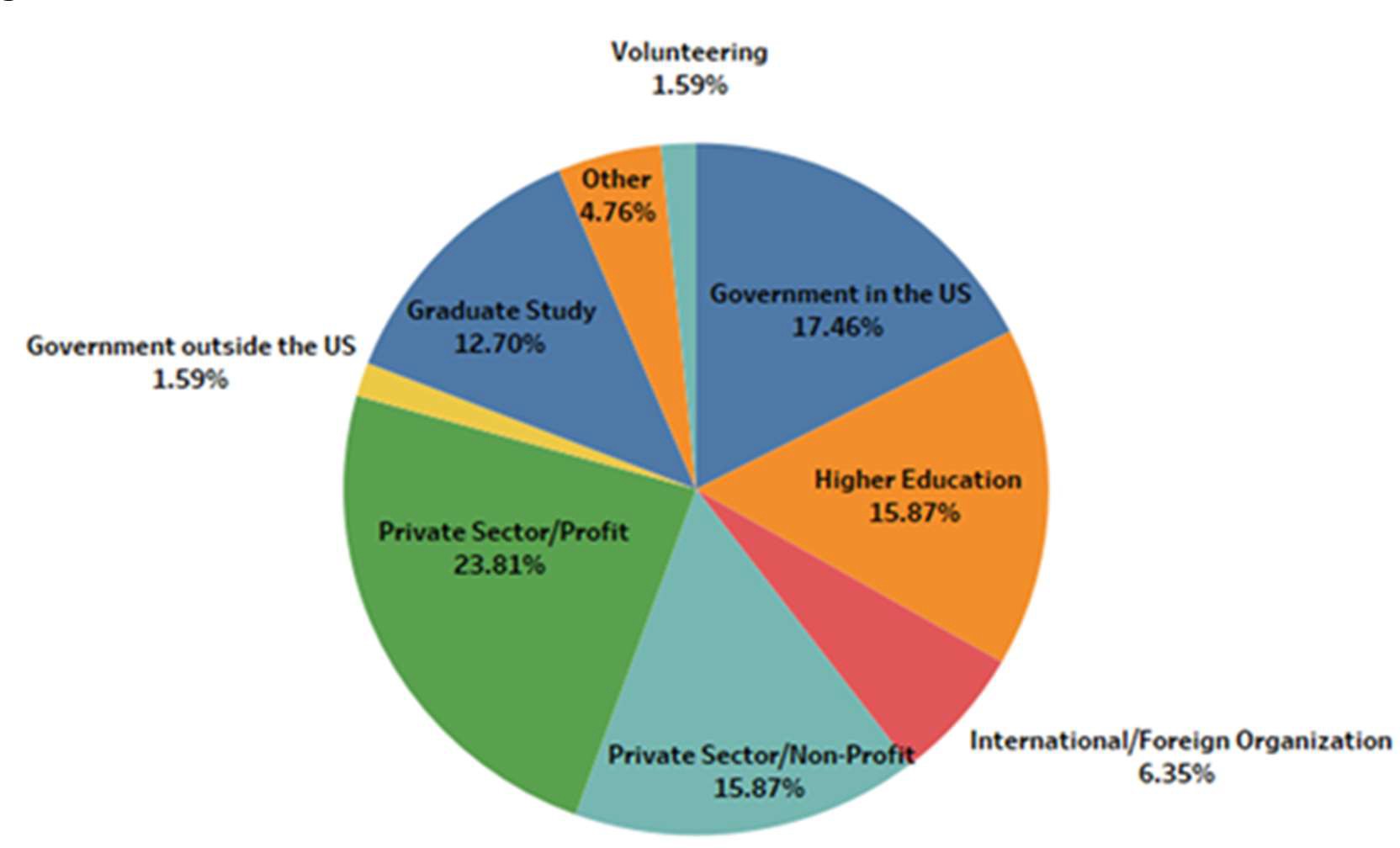


Enrollments in African studies courses and programs continue to grow. From Fall 2018 to Fall 2021, students were enrolled in over 130 sections of African language courses and a Swahili minor was introduced in 2018. In addition to taking courses, students can major, minor, or get a certificate in African studies and Africana studies. Since 2018, Africana Studies has graduated 49 majors and 84 minors and CAS has graduated 43 undergraduates, 30 master’s and 12 PhD students who have all studied language while many have had abroad experiences in Africa. This year we have added a Mediterranean certificate and expect students interested in the northern African region to get more involved in African Studies. Since 2010 over 70 thesis/dissertations have been written by Pitt students including in-depth research of 25 African countries. CAS hosts programs and events outside of the classroom setting primarily focused on students, faculty and staff at the university level providing safe spaces for intellectual conversations, debates, and learning. Another

significant way CAS impacts students at the university level is through study abroad opportunities. Around 80 students’ study in Africa each year coming back with increased global competency, open minds, enhanced and new perspectives for their lives and careers. They also have significant resources to do so, with students having received competitive scholarships through Boren, CLS, the Nationality Rooms, Study Abroad, UCIS, CAS, and their respective departments.

At the **community level** and **region,** CAS continues to have great impact through outreach to K-12 schools, postsecondary institutions, public and alumni who serve non-profits and join the workforce. CAS is also a vibrant partner in the community, cosponsoring events and sharing information with the public. For example, we partner with the Association of Nigerians in Pittsburgh and the Union of African Communities in Southwestern Pennsylvania to host public events such as bringing to Pittsburgh ambassadors of various African countries. We disseminate information about community events to out list of networks of over 2000 people and infuse local community organizations and businesses with CAS interns. Our alumni have reverberating impacts on our **community**, **region,** and **nation**, with many of them starting non-profits, schools, companies, and working as academics and in government.

* 1. **Post-Graduate Placements, Addressing Areas of National Need:** CAS graduate placement data shows that students graduating from CAS fulfill areas of national need. They leave Pitt ready to make an impact in their professional roles in African countries, US educational institutions, and government agencies, international development, the private sector, the health sciences and in community organizations **(See Fig*ure G.1 Graduate Placement Data in 2021).*** Some selected examples of placements of alumni within the last 10 years include the following: Jenna Baron (undergraduate 2013) was a Fulbright scholar, studied in Kenya and upon graduation founded **ARYSE**—a non-profit for refugee children in the Pittsburgh area. Justin Forzano (GSPIA graduate

2016) started **Open Field,** a football learning non-profit first launched in Cameroon, but now offered to at-risk youth in Pittsburgh including refugees. Peace Medie (GSPIA, 2011) a senior lecturer in Gender and International Politics at the University of Bristol, United Kingdom, was awarded the 2012-2013 African Affairs African Author Prize for her academic work; her fiction book, *His Only Wife*, was a *New York Times* Notable Book of the year and a Reese Witherspoon Book Club choice. Nosakhere Griffin-El (SOE graduate, 2012) founded the **Dreamocracy Lab**, a non-profit that creates innovative literacy experiences to meet Black children’s academic needs in Pittsburgh. Kakenya Ntaiya (SOE graduate 2012) was a Top 10 CNN Hero in 2013, in recognition of her work founding the **Kakenya Center for Excellence**, a school for Masai girls in rural Kenya. **Figure G.2: Graduate Placement Data 2021**

Bhavani Patel (undergraduate 2016) is founder and CEO of **Beamdata**, a civic tech company that operates at the intersection of policy and data. Her company built “Be the Change”, a nonpartisan participatory civic action platform that allows people to share Community Causes in the form of neighborhood ideas and legislative feedback directly with their state legislators. Captain Nicholas Hufnagel has been to Senegal, Cotonou, and Benin several times with the **US Airforce** and was

recently placed in a Space Force position where he led a team of technicians on a mission to South Africa to upgrade one of the vital monitoring stations that enable the GPS constellation. Fatima Waziri (LAW 2014) was appointed by the President of Nigeria as Director-General of Nigeria’s National Agency for Prohibition of Trafficking in Persons in 2020.

* 1. **Addressing National Needs.** Our activities directly address national needs by training students and teachers in priority African LCTLs and offering advanced area studies courses. All programming is geared for public dissemination. CAS is training Africa specialists, as reflected in the number of students graduating with a specialization in Africa and our record of placements in various professions and public service positions. Our academic programs train students in interdisciplinary methods to critically engage in African issues within the larger global context. CAS’ outreach activities are designed to train K-12 and post-secondary educators and students by increasing understanding and stimulating debate about issues impacting Africa, the African Diaspora, and global relations. CAS publishes a weekly newsletter that disseminates information to more than 2,000 people each week, including campus community partners, alumni, K-16 educators, members of the African Diaspora and local interest groups.

**FLAS fellowships (FLASF):** If awarded, CAS will use the FLASF effectively by awarding to applicants studying African LCTLs critical to national needs (Arabic and Swahili). FLAS applicants will indicate career goals and desired sectors of employment on their applications, and language desired. The selection committee considers national need in the selection process. Most of our students from the professional schools and the arts and sciences are preparing for careers in areas of national need such as education, the public sector, and nonprofit sectors. To further prepare them and encourage them for areas of national need, FLAS recipients will be encouraged to attend center-sponsored and co-sponsored events, including the UCIS-wide international Toolkit Series

(See Budget and Planning Section). With FLASF awards, we will increase the number of students with African LCTLs proficiency that go into areas of national need, and through our expanded course offerings many more students will be well prepared for careers of national need.

* 1. **Evaluation Plan:** CAS along with other area studies centers at UCIS have developed a **comprehensive**, **quantifiable,** and **objective** evaluation plan that uses **outcome measure- oriented data** through a variety of methods to evaluate impact and assess the success of project activities. Assessment and evaluation efforts are closely coordinated by the UCIS Assessment Committee, composed of representatives from each of the constituent units and overseen by the UCIS Executive Director for Academic Affairs, Dr. John Stoner. Over the past five years, the Assessment Committee has continued to review and revise the suite of assessment tools developed for Competency & Program Assessment (COMPASS) to provide more actionable quantifiable data (See Table 3:1 PittGlobal COMPASS Tools and Timeline). COMPASS supports an inclusive, learner-centered approach to outcomes assessment for all our target groups (students, faculty, K- 20 educators, and community). In the assessment rubrics for evaluating Student Learning Outcomes, we use seven global competencies: (1) Regional (Africa) expertise; (2) Interdisciplinary connections; (3) World and heritage language proficiency; (4) Collaboration and communication; (5) Diverse perspectives; (6) Civic and global engagement; and (7) Career and professional development. These evaluative tools ensure that CAS has **outcome-measure- oriented data** with which to assess the impact of NRC-funded activities in compliance with US/ED’s reporting requirements. The UCIS Assessment Committee works with an independent consultant to evaluate assessment tools. Moreover, UCIS units will host a workshop on the ACTFL Oral Proficiency Interview (OPI) standards in spring 2022, and CAS will cover costs for certification for interviewers in African LCTLs.

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| **TABLE G.3: MyPittGlobal COMPASS Tools and Timeline** | | | | |
| **Tools** | **Target** | **Administration** | **Collection Method** | **Expected Outcomes** |
| Student Learning Outcomes | Enrolled Certificate Students | On-going | Certificate Students Pre/Post Surveys and E-Portfolio Reviewer Evals | Quantitative analysis of student self- assessments re: cultural competency, area knowledge, language proficiency |
| E-Portfolios | Student- Centered Assessments | Final Semester | On-Line | Blended formative and summative assessment, directed student-self reflection |
| Certificate Student Pre/Post Survey | Undergraduat e Students | Pre-Requisite for Registration and Graduation | On-Line via myPittGlobal | Analysis of the impact that programs have on student language proficiency and international competencies |
| Focus Groups | Undergraduat e and  Graduate Students | 2024 and 2026 | Focus Group Administered by CTL | Specific SLOs annually. Understanding effectiveness and relevance of offerings |
| Satisfaction Survey | All Students | At Graduation | On-Line, Request Send Out via Email | Program assessment, particularly regarding advising, DEI goals, and career preparation |
| Program Evaluation | Academic and outreach programs | 2023 -outreach 2025-academic programs | External evaluator reports | Unbiased review of current assessment tools/methods and impact of program related to outreach to MSIs/CCs and campus  academics |
| Focus Groups | K-16  Educators | 2025 | Focus Group Administered by CTL | Understanding effectiveness and relevance of program offerings |
| Participant Survey (Events) | All Event Participants | At End  of Each Event | Survey | Identify impact of lectures, study tours, pedagogy workshops, and summer institute |
| Faculty Impact Survey | Affiliated Faculty | Spring, Odd Years | Survey, On-line | Better understanding of the needs of faculty and impact of center resources on teaching, research |
| Faculty Data Survey | Affiliated Faculty | Annually, Fall | On-line | Update data about faculty- publications, teaching, research |
| FLAS Surveys | All FLAS  Recipients | 1 Year After Completion of  FLAS AY | Survey | Understanding of FLAS  impact over long-term; placement |
| OPI Testing\* | FLAS  Recipients & Certificate Students | At Completion of FLAS Term or Graduation | Phone or In-Person Interview | Assessment of student language proficiency for all FLAS Fellows and for a random sample of certificate students |
| Alumni Surveys | All Center Alumni | 5-year, 10-year | Survey | Most up-to-date data on graduate placement and demographic info |
| ***\*These are in addition to those administered by Pitt’s language departments described in the section*** | | | | |

**Use of Recent Evaluations for Program Improvement:** The evaluation outlined above provides multiple opportunities for reflection and subsequent revision to programming (and the assessment tools themselves). Data collected in previous evaluations have helped to inform changes to programming such as the 2018 PittGlobal COMPASS evaluation plan has already informed changes to individual assessment instruments. Similarly, recent evaluations have informed the activities presented in the Program Planning and Budget section of our proposal. While current formative assessments asked participants to reflect on the diversity of opinions presented in events, feedback from students and faculty revealed a desire for more content directly related to Africa’s diversity, social justice and equity issue facing African countries. The IDEAS initiative (including the proposed creation of a dedicated DEI officer focused on aligning Pitt’s global mission with its DEI goals in the new Five-Year Plan for Pitt. Additionally, our Spring Conference surveys showed that participants were very interested in developing a stronger regional consortium that provides more research and networking opportunities. Therefore, we are planning to strengthen the consortium with NRC funding. Our Teach Africa Workshop survey revealed topics that teachers are in great need for in the classroom, and we will plan the next training workshop to address requested topics. We also have made significant changes to our graduate certificate program by allowing for two tracks (one for master’s level students and the other for PhD students) after much feedback from faculty, staff, and students.

* 1. **Promoting Equal access and treatment:** CAS strongly supports equal access and treatment of individuals who are members of traditionally underrepresented groups, and adheres strictly to Pitt’s policy prohibiting discrimination based on “race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected class” in admissions, employment, access to and treatment in all University

programs and activities. To advance this commitment of non-discrimination and equal access, Pitt established the Office for Equity, Diversity, and Inclusion (OEDI) in 2015. The OEDI was founded to “help build the University into a world-class model of diversity and inclusion defined by inclusive excellence and an environment that allows everyone to thrive. One of the University’s goals in its strategic plan is to promote Diversity and Inclusion, not just on its campuses, but as a core value that can “enrich… the communities we serve”. The measurable impacts of this work have not gone unnoticed. Since 2017, Pitt has earned the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine five years running. The HEED Award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. To further advance the work of the OEDI, CAS is partnering with the other UCIS area studies Centers at Pitt to integrate international studies and campus internationalization more explicitly within these efforts in our myPittGlobal Inclusion, Diversity, and Equity in Area Studies (IDEAS) initiative, which will be included in and inform the evaluation and assessment efforts of 2022-2026 grant cycle. Our students, staff and faculty in African Studies are diverse, representing many ethnic and national groups, genders, religions, and disabilities. We continue to encourage equal access and treatment by actively recruiting diverse students and participants. In our study abroad programs, for example, we have seen an increase in the number of minority students because of targeted scholarships such as Nationality Rooms, Vira

I. Heinz, and Show Them the World. Additionally, GEO works with Disability Resources and Services (DRS) and the Cross-Cultural and Leadership Development Center to promote study abroad to underrepresented student populations, including racial minorities, disabled and LGBTQIA students. A seminar on diversity is required for all Pitt teaching assistants and student advisors before beginning their assignments, and the Office of Equity, Diversity, and Inclusion

organizes programming and supports workshops to promote inclusive practices in departments and classrooms. Proposed new activities for K-16 outreach are designed to give underserved students and teachers more academic and career opportunities related to Africa, increase participation of underrepresented student groups in Center-sponsored events, and broaden access to NRC resources among faculty at MSIs and community colleges (**CPP**).

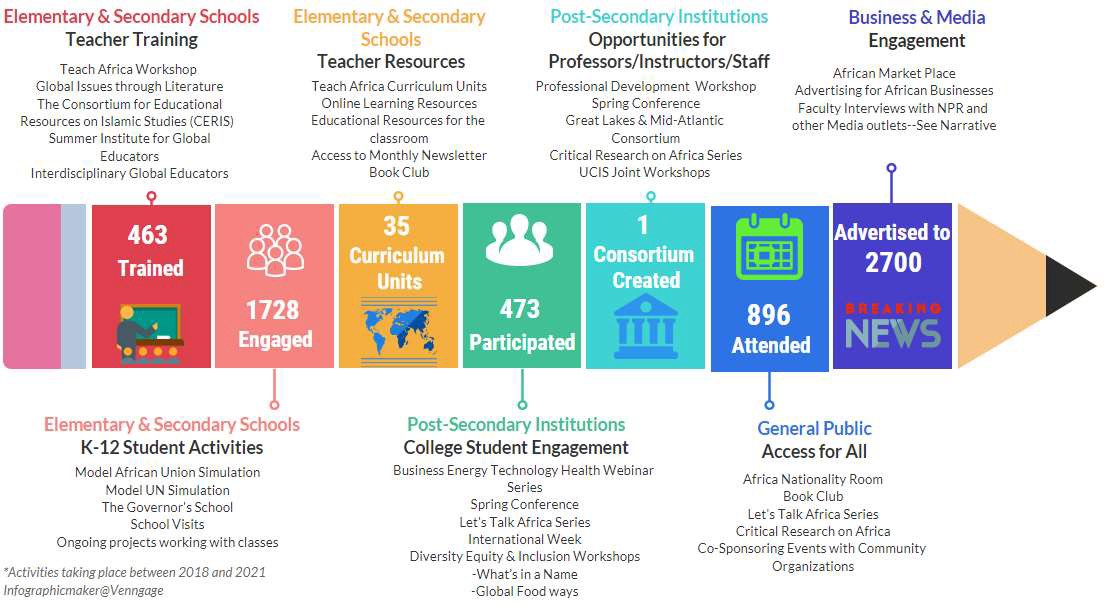
# OUTREACH ACTIVITIES

Our outreach program is designed to (1) improve access to accurate information about Africa and effective ways of transmitting it among K-12 educators and students; (2) support a more systematic and comprehensive treatment of Africa in postsecondary institutions, especially CCS and MSIs, that do not have adequate resources; and (3) engender a better understanding of modern Africa in business, media, government and public. We engage with different groups in our outreach programming and the impact of our activities is remarkable and far-reaching (see figure H-1: CAS Outreach Activities and Impact).

* 1. **Outreach to Elementary and secondary schools.** The involvement of CAS’ affiliated faculty including those from the professional schools—particularly the School of Education—is integral to providing content and regional expertise for Center outreach activities. CAS is a leader in initiatives to internationalize high school education throughout Western Pennsylvania. CAS offers a high school Model African Union (MAU) program, school visits by faculty, students and visiting scholars to undertake a variety of engagements on topics relevant to Africa that are of interest to the schools. These activities reach over 1,700 students annually. Since 2015, CAS has hosted a Fulbright Foreign Language Teaching Assistant (FLTA) for Swahili from East Africa who devotes part of their time to K-12 outreach. The FLTA visits between six to ten schools each

academic year reaching over 500 students. Schools find out about the FLTA through our UCIS Outreach Newsletter which goes out to over 2,000 educators monthly.

**Figure H.1: Outreach Activities of Impact**



CAS works in close partnership with K-12 educators and administrators to promote the teaching of Africa in their classrooms through a Teach Africa Workshop, and particularly through funding from the Fulbright-Hays Group Projects Abroad (GPA) program. Currently CAS has two funded Fulbright-Hays GPA program projects in partnership with the School of Education, and the LCTLs center, that will be going to Uganda, Kenya, and Tanzania in summer of 2023 for curriculum development and intensive language study (**AP2**). At our 2021 Teach Africa Workshop Nosakhere Griffin-El, 2010 Pitt alumnus, founder of the Democracy Learning Lab presented to teachers on the importance of exposing children to books where individuals of African descent are agents of change. Evaluation results revealed that all participants planned to incorporate African

books into their classroom, and a few planned to lobby for widespread adoption as a means to explore and broaden understandings of multiple cultures.

CAS sponsors K-12 workshops each year, often in collaboration with Pitt’s other UCIS area studies centers, with themes placed in regional context by CAS faculty, staff, and graduate students. Participating teachers can gain credit hours toward continuing professional education requirements. **(AP2).** Recent global and international teacher development workshops include: Pittsburgh’s World Language Connection Day, Global Issues Through Literature, the Summer Institute for Global Educators, Interdisciplinary Global Educators Workshop, the Consortium of Education Resources on Islamic Studies (CERIS), and the Diversity, Equity, and Inclusion Connections. We also partner on K-12 student initiatives such as the High School Model United Nations Simulation, the summer Governors School for Global & International Studies, and projects like 20/20 Visions: Letters Without Words—An initiative from the University’s Year of Engagement grant where we focused on how the pandemic has isolated and yet brought us all together through a common experience.

* 1. **Outreach to Postsecondary institutions**: CAS hosts an annual spring conference which brings together Africanist scholars from post-secondary institutions in our Mid-Atlantic and Great Lakes region consortium of African Studies. In 2016, CAS formed a consortium of African Studies programs to bring together Africanists to network and present their research and share conversations and debates on African affairs. CAS hosted the 2021 spring conference virtually and was able to attract many participants including scholars in Africa and around the world. With over 100 conference participants including 59 panelists, the academic discussions were powerful and brought in diverse perspectives and viewpoints. Currently, our consortium has over 45 member institutions, 20 of which are designated CCs or MSIs (**CPP**). This year we will partner with Pitt’s

Global Studies Center to actively recruit more institutions from the newly created Global Appalachian Learning Alliance (GALA), a consortium comprised of institutions, that currently hold no African Studies NRCs. Furthermore, we work with other UCIS centers in partnership with the Community College of Beaver County to provide international programming to students and faculty (**CPP**). With NRC funding we propose to grow our partnerships to include the Community College of Allegheny County (CCAC), our closest community college in Pittsburgh which serves many underserved and underrepresented communities in the area. Our partnership with CCAC will allow us to offer programming that enhance global competency and cultural diversity for faculty and students and support professional development travel to attend the African Studies Association meeting or the Association of African Studies Programs as well as our Great Lakes and Mid- Atlantic Region Spring conference.

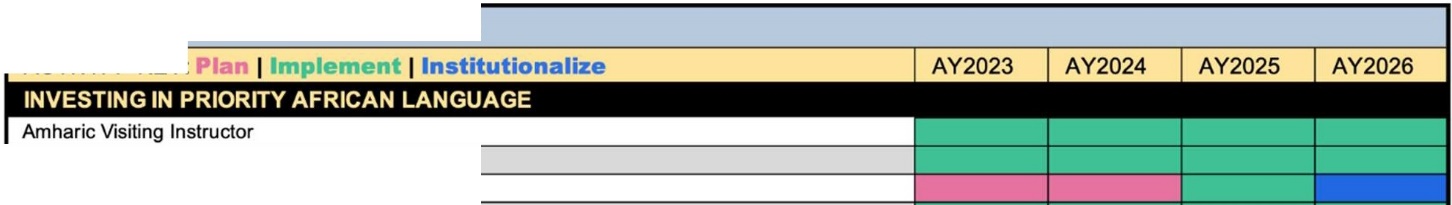
* 1. **Outreach to Business, Media, and the General Public**: CAS reaches out to the business community, the media, and the public through various paths including an African market place on campus. We invite African **businesses** and non-profits to showcase and educate about their Africa- focused businesses to students, faculty, staff, and community. The event also offers an opportunity for CAS Alumni to share their experiences and networking opportunities. We also advertise key events for local African businesses and community organizations. We plan to strengthen our business partnerships in the region by hosting an Africa Entrepreneur in Residence housed in the Pitt Business School (See Program Planning & Budget). Pitt has **several media outlets** with a designated communications manager that we use frequently to share about our projects, students, faculty, and staff accolades and to write stories about achievements, recognitions, and awards for Africanists on campus. Through these communication channels CAS has appeared on the local NPR (WESA) station, the Pittsburgh Post-Gazette, and others particularly in recognition of our

high-achieving alumni, faculty, and researchers. We will continue to work with the media to help amplify our events and educate about Africa through programming. We have **strong community partnerships** within the region including a joint UCIS community board that oversees CAS’ outreach efforts. Lelei, our Associate Director, sits on the board of Brother’s Brother Foundation, and she was awarded the most valued community member award from the Union of African Communities in Southwestern Pennsylvania in 2018. Our Africa Heritage Classroom, one of the Pitt Nationality Rooms, and key partner in community outreach, receives over 30,000 visitors annually and is a unique way we share various aspects of African cultures with the thousands of tourists and community members who visit. With NRC funding we plan to enrich the Africa Heritage Classroom to showcase student experiences studying abroad in African Countries. NRC funding is vital to strengthen the significant impact of our outreach efforts.

# PROGRAM PLANNING AND BUDGET

* + - 1. **Development Plan:** NRC funding will support the development of new programming of high quality, while enhancing existing ones to depeen and expand their impact**.** We will promote diverse perspectives and a wide range of viewpoints on Africa and African countries in global perspetives equipping students for careers in government, education, business, and the non-profit sector (**AP1**). Activities proposed involve intellectual capacity building at Pitt as well as fostering robust collaborations with K-12 educators, CCs, MSIs and community partners on a range of pedagogical and professional development opportunities on African Studies themes and African priority languages in addition to partnerships with institutions in Africa (See Table I.1: Development Plan and Timeline).

**Responding to Absolute Priority 1** & **2**



**TABLE 1.1: Development Plan and Tlmellne**

ACTIVITY KEY:

Twi/Akan Part-Time Instructor

~~Twi/Akan Study Abroad~~  Online Swahili Instruction

Marketing African Languages LAC Coordinator

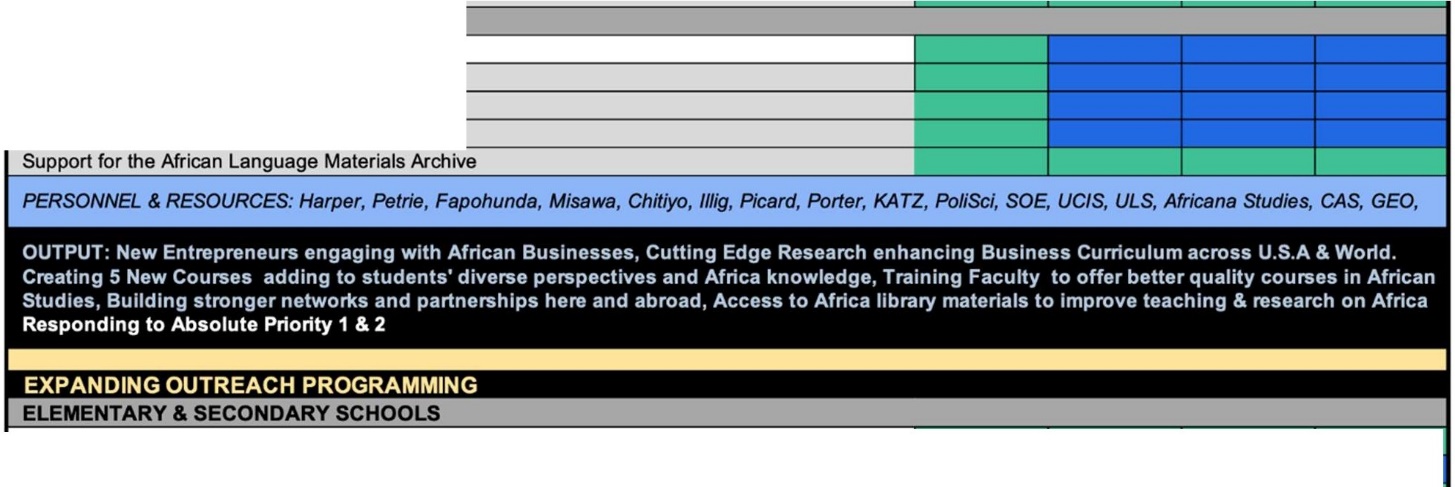
Swahili FLAC Trailer

LCTL Faculty Professional Development Grants Online Educational Resources

*PERSONNEL & RESOURCES: Make, Aiyangar, Lubua, Wang, FLTA, LCTL & CAS Staff*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OUTPUT: Higher Fluency in African Languages, Consistently Teaching Amhanc 1-6, Creating opportunity to learn AkanfTwi 1-4, Access to Swahili on regional campuses, Training of Quality Faculty, Intensive Language Track created in Ghana, Higher Enrollments in African Language, Broader Adoption at Pitt, Career Readiness, Specialists for Areas of National Need  •**ENHANCING INTELLECTUAL CAPACITY**  Pitt Business Africa Initiative | | | | | |
|  | |  |  |  |  |
| Entrepreneurship Summer Edge Study Away Program | |  |  |  |  |
| Case & Note Research Project | |  |  |  |  |
| Entrepreneur in Residence Program | |  |  |  |  |
| New Course: Health & Wellbeing in Africa | |  |  |  |  |
| New Course: Economy of Africa | |  |  |  |  |
| New Course: Education in Contemporary Africa | |  |  |  |  |
| Course Enhancement Grants | |  |  |  |  |
| Facuity Professional Development Workshop | |  |  |  |  |
| International Careers Toolkit Workshop & Course | |  |  |  |  |
| East Africa Field Based & Research Program | |  |  |  |  |
| Faculty Research & Partnership Grants |  |  |  |  |  |
| **LIBRARY SUPPORT**  Africa Collection: Acquisitions of Key subscriptions |  | | | | |
| Africa Collection: Language Materials |
| Africa Collection Multi-Media Materials |
| Librarian Professional Development | | | | | |

in



Expand Model African Union to minority serving schools Teach Africa Workshop K-12

Development of Curriculum Resources

Class Visits

Global Issues Through Literature

Virtual Summer Institute for Global Educators

Events for Educational Resources on Islamic Studies (CERIS) Support for African Studies Outreach Council

**POST SECONDARY INSTITUTIONS**

Expand Consortium to GALA Annual Spring Conference

Facuity Professional Development Workshop

Student Research Symposium Travel Grants

Creation of Global Distinction at CCBC

Virtual Workshops at CCBC

Professional Development Seminar CCAC International Professional Development Stipends Support for ASA Speaker, Panel, Workshops Travel Grants for MSls & CCs to AASP Pedagogy Workshops with ISCG

**BUSINESS, MEDIA,** & **GENERAL PUBLIC**

Celebrate Africa Week

Enhance the Africa Nationality Room Entrepreneur in Residence Pro ram

*PERSONNEL & RESOURCES* ""

..

*& Out ch C rd' t & CAS Staff St d* I *Amb*

*d UCIS* AfJ. *Std' NRCs*

to Absolute Priority 1 & 2, and the Competitive Preference Priority

Resources, Engaging with Pittsburgh Businesses, Enhancing the Nationality Room with upgraded technology

Responding

& Expertise on teaching about Africa, Expanding Programming to Students of Color. Creating quality Curriculum

Confidence

Instructors"

the Appalachia Region, Creating Networks and Partnerships, Strengthening Teachers' &

OUTPUT: Expanding Programming to lone Afncanists

# High Quality and Relation to Purpose of NRC Program:

**Investing in Priority African Languages:** To meet high-level language proficiency in areas of national need, funds are requested for the expansion of African languages through the LCTLs Center. We are requesting funding for: a **full-time visiting instructor for Amharic** to strengthen the current offering; a **part time instructor to add Akan/Twi** as a new offering thereby increasing the number and geographic diversity of languages offered; and resources to begin offering **Swahili levels 1 and II through online instruction**. Online language instruction will expand access to African languages to students at our regional campuses, and to neighboring institutions in the Pittsburgh Council on Higher Education (PCHE). The PCHE includes eleven accredited institutions none of whom offer any African languages **(AP1).** Funding is requested to support **marketing of African languages** to these populations to increase student awareness of, and consequently enrollment in our African languages. These marketing efforts will also include advertisement of FLAS Fellowships. As part of the Languages Across the Curriculum initiative (LAC), CAS will support the **LAC Coordinator** in efforts to recruit new instructors and develop new LAC offerings and liaise with the relevant language department to oversee language pedagogy, particularly 1-credit LAC trailers. We will offer one **LAC trailer** in one of our African languages each year of the grant cycle. NRC funding will **support training and professional development** for African language instructors **(AP1, AP2)**. Support is also sought for the development and maintenance of **Online Educational Resources (OERs) for LCTL instruction.** This program cost shared with other UCIS centers, enables instructors to receive enhanced pedagogical training on the creation of OERs to supplement the traditional textbooks currently in use. Filipo Lubua, Swahili instructor and Language Program Coordinator, has a PhD in Instructional Design and years of experience with creating digital language instructional tools. He

will produce Swahili instructional videos to supplement existing Swahili curriculum, that will be made freely available as OERs to Swahili instructors globally. **(AP2).**

**Enhancing Intellectual Capacity:** The **Pitt Business Africa Initiative** is a strategy to enact a substantial and transformative business-focused Africa program. NRC support will augment existing funding awarded to Professor Paul Harper and his team at Pitt. The **Summer Edge Study Away Program** with the theme Entrepreneurship engages undergraduates, who will later showcase their experiences during Black History Month and participate in the MBA-Global Research Practicum**.** The **Case & Note Research Project** will engage students in research and publication of best Africa business practices. This will begin to address the marginal coverage of African business in Business-School curriculum **(AP1, AP2).** Lastly, the project will host a short- term **African Entrepreneur in Residence.** The goal is to bring Africa into mainstream discussions and conversations in business and to offer opportunities for students to be exposed to positive stories about Africa’s untapped business potential and strengthen African resources in the business community in Pittsburgh (**AP1, AP2, CPP).**

We will strengthen our curriculum by developing **three new courses**: ***Health and Wellbeing in Africa*** taught by Abi Fapohunda, ***Environmental sustainability in Africa*** taught by Danielle Andrews-Brown, and ***Education in Contemporary Africa*** taught by Jonathon Chitiyo. Furthermore, we plan to offer **two course enhancement grants** for faculty from any of the Pitt campuses to add Africa content to existing courses that are already taught. We plan to strengthen faculty output by hosting a **faculty professional development workshop** every other year during our spring conference. The purpose is to foster innovative approaches/innovations in curriculum design, management, and delivery. **(AP2, CPP)** (See post-secondary Outreach). CAS seeks funding to support the **International Careers Toolkit Workshops and a one-credit**

**International Careers course** to enhance employment in internationally focused careers and expand the workshop opportunities to Pitt’s regional campuses (See Quality of Curriculum Design) **(AP1).** Funding is requested to expand our graduate **East Africa Field-based Research and Internship Program.** Through the program students attain practical field experience and needed research skills to serve in various positions of government, the private sector, academia, and public service **(AP1, AP2).** The program emphasizes broad competencies to generate debate, critical thinking, communication skills, global awareness, and social responsibility and equips students with intercultural and leadership skills directly aligned with the mission of Title VI and that of Pitt to develop a globally competent workforce. The program was initially designed for graduate students in GSPIA with Bright Kids Uganda, but in view of demand from faculty and graduate students from across the professional schools including, Education, Law, Nursing, Social Work and the School of Arts and Sciences; we are expanding the program to reach a wider range of students. NRC funding will support **faculty travel to East Africa** to develop new university partnerships, expand the program into western Kenya and support director travel, along with two student travel grants. We also request funding **for two Faculty Research and Partnership grants** each year for faculty and staff from any of the Pitt campuses who are building networks, researching, or traveling to conferences in Africa. We will build the capacity of faculty like Jacob Kariuki, School of Nursing; Abi Fapohunda, School of Public Health; and Eric Beeko, Department of Africana Studies, who plan to carry out research projects with students in Kenya, Nigeria, and Ghana. These provide opportunities for students to engage in research and develop strong partnerships with universities abroad while preparing for careers in areas of national need **(AP1, AP2).**

Funding to support Pitt’s outstanding **University Library System** will be used for **acquisition of key subscriptions** to African Studies journals, new materials on regional cooperation in Africa resources for **language and multi-media materials** and public viewing licenses for new and existing films in our extensive collections, which will enable us to host screening and discussion with partners in media, business, and the wider community as well as **professional development opportunities for our Africana Studies librarian (AP1).** Funding is requested for collaborative support with other African Studies NRCs for the West African Research Association’s **African Language Materials Archive (ALMA)** – the multi-partner, multi-university project focused on promoting documentation of literature and assisting African language authors and publishers in publicizing and distributing their work **(AP1, CPP).** CAS also requests funding for **evaluation costs** shared with other UCIS centers.

**Expanding Outreach Programming:** We request funding to expand our outreach programming that is central to our mission for K-12 teachers and schools specifically in the inner city and in rural areas, as well as to strengthen initiatives for postsecondary educators with a focus on CC and MSI educators in our greater Pittsburgh region and across Appalachia **(AP1, CPP).**

**K-12 Outreach:** Funding to support our K-12 outreach includes expansion of our **High School Model African Union** (MAU) program by recruiting more students from minority schools and paying busing fees for low-income schools, removing a major barrier to participation; offering a hybrid **Teach Africa Workshop annually,** and the development of **open access curriculum resources for K-12 educators** in partnership with Pitt’s School of Education **(CPP).** Previous workshops in 2018 and 2020 were so successful that teachers are requesting more frequent workshops on specific topics. Funding will allow us to meet the demand. Furthermore, we plan to expand the Teach Africa Workshop and access to resources by partnering with the Global Studies

Center by reaching out to schools in the Global Appalachia Learning Alliance **(GALA) (CPP).** Funding to **support travel for class visits** is needed. We also ask to support our UCIS shared programming for teachers including the “**Global Issues through Literature**” series and, the **Summer Institute for Global Educators**, and events with the **Consortium for Educational Resources on Islamic Studies** (CERIS). We request funds in partnership with other African Studies NRCs for the **African Studies Outreach Council** (ASOC), which provides professional development for K-16 educators at local and national levels. In addition, we seek funding to support the **Global Read Webinar Series**—an annual online webinar series open to the public to learn about diverse children’s books—and its culminating symposium for educators in year four at the annual conference of the American Library Association **(CPP).**

**Post-Secondary Outreach:** As a leader in post-secondary outreach, we plan to expand our African Studies Great Lakes and Mid-Atlantic Consortium deeper into the Appalachia region focusing on CCs and MSIs to stimulate research, share programs and resources and host our annual conference and professional development workshops **(AP1, AP2, CPP).** Funding is requested for a **Program and Outreach Coordinator** to support these efforts (See Position Descriptions) as well as to augment our **Annual Spring Conference.** We plan to add an undergraduate **student research symposium** as part of the conference agenda to provide students opportunities to hone research skills and network with other students with similar interests in African Studies **(AP1, AP2)** and a **professional development workshop** for faculty and educators interested in enhancing African Studies in their teaching **(AP1, AP2, CPP).** We request funding to offer **travel grants** for CC and MSI faculty and students presenting at the conference **(AP1, CPP).** Alongside other UCIS centers, we propose to support the creation of a **Global Distinction** student credential with our long- standing partner **Community College of Beaver County (CCBC).** We plan to offer **Annual**

**virtual workshops** on the themes of Business, Energy, Technology, and Health (BETH) that will address all world regions, including Africa, to prepare attendees to develop internationally focused courses, modules, and co-curricular activities **(CPP).** Our new partner, the **Community College of Allegheny County (CCAC),** serves most minority communities in the Pittsburgh region. We will offer an **African Studies Professional Development Workshop** every other year to support their internationalization efforts and offer support **grants** for participation in conferences and professional development opportunities as they relate to international and African topics **(CPP).**

In partnership with other African Studies NRC’s, we ask to support the **African Studies Association (ASA) keynote** lecture series, **ASA panel series, ASA K-12 workshop**, and **travel grants** to the annual meeting of the Association of African Studies Programs (AASP) to bring CCs and MSI universities to the table **(CPP).** Furthermore, in partnership with other UCIS centers we ask for support to host annual **pedagogy workshops** exploring global issues through regional expertise for faculty from UCIS’s long standing partner the **International Studies Consortium of Georgia,** which includes 17 institutions (16 of which are MSIs or HBCUs), collectively enrolling over 78,000 students **(CPP).**

**Business, Media, General Public:** NRC funds are sought for outreach to the public through an Africa week across all of Pitt campuses. The annual **Celebrate Africa Week** will involve daily interactive events with the African communities/business and students at Pitt **(AP1, CPP)** and connect with our local public libraries. Funding is requested to enhance the **Africa Nationality Room** to showcase students’ study abroad experiences to Africa on 360 video to the over 30,000 visitors the Room receives annually. Funding is requested for the **Entrepreneur in Residence** part of our relationship building strategy with partners in Africa, the U.S., and within the Greater Pittsburgh region particularly working with African Diaspora communities. **(AP1, CPP).**

**Faculty and Staff Resources:**

NRC funds are sought to support a new CAS **Program and Outreach Coordinator**, who will work closely on linking urban schools to our K-12 initiatives and strengthening our consortium with new MSI and CC partnerships; a **DEI Coordinator for International Studies** (cost-shared with other UCIS Centers) to work with all units of UCIS, including the Global Experiences Office, to build more inclusivity in global and regional studies, study abroad, and experiential learning; and to connect with and enrich Pitt’s Diversity, Equity and Inclusion efforts by developing campus-wide initiatives that explore diversity, equity, and inclusion from the perspective of global and regional studies; **LAC coordinator** (Split among Pitt’s NRCs); **Academic Advisor**; **administrative assistant** and **travel to professional meetings** for CAS staff; **LCTLs and other language instructors**; **Entrepreneur in Residence**, **Business Faculty lead**, and **participation in overseas programs for faculty**.

* + - 1. **Costs:** The programs and initiatives proposed in this section are largely new or substantially enhanced. They have been designed to complement existing Center programming, align with both the Pitt Global Plan and the priorities of the US Department of Education, leverage existing funding and other external support, thereby increasing long-term sustainability. CAS will use NRC funds carefully to support high-quality, high-impact programs that enhance teaching and learning, promote faculty research, and facilitate outreach and engagement with K-16 educators from diverse institutions. We will use NRC funds strategically towards stated goals and objectives, taking care to steward funds prudently and leverage cost-sharing partnerships, internal and external grants, endowments, and other resources for maximum cost effectiveness.
      2. **Long-Term Impact:** The programs and activities proposed will have long-term impact on our students, city, region and nation, encouraging debates and conversations on Africa’s challenges

from diverse perspectives in a global context. At the end of this grant cycle CAS will have: 1) an enhanced language program that will expand the number of Americans linguistically proficient in priority African languages; 2) a larger pool of instructors trained in performance-based language instruction; 3) an expanded curriculum that increases the number of international experts with in- depth knowledge of the languages and cultures of Africa and the development of professional skills at both undergraduate and graduate levels through field-based research and internship opportunities; 4) a strengthened African studies center at Pitt that will serve as a leader in a region that currently has no NRC for Africa; 5) a strengthened outreach program that provides K-20 educators and students in the Pittsburgh area and beyond with increased expertise on Africa and relevant teaching resources; 6) a research library that expands access to significant records and the best of contemporary research on the African continent; 7) a stronger and more integrated community of people with an interest in Africa in the Appalachia region; 8) leveraged FLAS funding to aid students with financial need and promote LCTL study, and, 9) contributed to enhanced US-Africa relations.

# FLAS AWARDEE SELECTION PROCEDURES

**High Quality Selection Plan:** CAS will implement a high-quality awardee selection plan, working closely with other centers in UCIS that have administered FLAS for many years. **Advertising:** Advertising the application for the requested FLAS Fellowships (FLASF) will be coordinated among all the FLAS-granting Centers at Pitt to amplify impact and promote efficiencies. Individual center Advisors begin promoting FLASF in early fall semester. The FLAS granting Centers advertise the program broadly via email lists, campus mail, newsletters, and social media. In addition, graduate admissions committees, the LCTL’s center, and graduate schools and departments across Pitt receive information to send to current and prospective

students. UCIS works with the external fellowships coordinator in the Honor’s College as well as the PittFund$Me online funding database to promote FLAS applications to undergraduate students. All FLAS undergraduate applications will be coordinated through PittFund$Me, which is the centralized database for students to search for external and internal funding opportunities. In November and December, UCIS holds campus-wide workshops, both virtual and in person about applying for FLAS Fellowships. All CAS-generated FLASF information will encourage the study of LCTLs. In December and January, FLAS deadlines and procedures will again be sent to all departments and professional schools and placed in the CAS Newsletter and website. Applications are due in mid-February.

**How Students Apply:** The University of Pittsburgh has one common application for all FLAS applicants, regardless of language or world region. The FLAS coordinators from each FLAS- granting Center work together to standardize the application and selection procedure, as well as follow-up post award procedures. Graduate students submit their applications (which consist of full academic records, two recommendation letters, a research and study plan, and a language plan) through their home department/school. Undergraduates will follow similar procedures, with a detailed statement of purpose submitted in lieu of the two separate plans. Information about submitting a Free Application for Federal Student Aid (FAFSA) and having results released to the CAS are included in the application packet and UCIS works with the Office of Financial Aid to disseminate information about FLAS fellowships to students who qualify for need-based aid (**FLCPP1**).

**Selection Criteria.** The CAS FLASF selection committee is provided with a scoring rubric and detailed instructions for evaluating applicants. The Criteria for Selection reflect US/ED’s priorities for FLAS funding: level of academic performance (AP), extent to which the student’s language

plan demonstrates the relevance of language study to his/her academic and career plans (AS), quality of the written statements (WS), and the language (priority and level) the applicant wishes to study (L). Additional weight for financial need is based on reported FAFSA score and informs final ranking **(CPP1, CPP2).**

**Selection Committee.** The CAS Director will appoint four CAS faculty members to serve on the FLAS committee (drawn from humanities, social sciences, professional schools and LCTLs). Dr. Filipo Lubua, African Languages Coordinator, will chair the committee. The committee are trained on the priorities of FLAS funding and meets in late February to evaluate applications. The FLAS coordinator and associate director attend meetings only to answer questions regarding FLAS guidelines and to remind the committee of their obligation to support FLAS priorities. The committee operates under strict rules that accord with FLAS guidelines and priorities and ranks candidates based on their files using the selection criteria. Committee rankings determine offers. **Timeline.** Advertising occurs October-February. The online FLAS application system opens in December. Students have three months to complete the application. Our deadline is February 15. FLAS selection committee members read and rank proposals before they meet. The committee meets and makes award decisions by March 1st. All candidates notified of status before March 15th.

|  |  |
| --- | --- |
| **TABLE J.1: Timeline of FLAS Selection Procedure** | |
| **When** | **Process** |
| October-February | Advertise, Hold Info Sessions |
| Dec-March | Open Applications, Promote |
| March | Applications due, Selection Committee Meets, Notifications given |
| During Fellowship | Language Assessments, Advising, Career Toolkit Opportunities |

Awards made will correspond to the two competitive preference priorities (CPPs) for FLAS Fellowships. Competitive Preference Priority 1—awarding FLAS Fellowships for students who

demonstrate financial need. Competitive Preference Priority 2—FLAS fellowships will be awarded for study of critical African LCTLs (Arabic and Swahili).

# COMPETITIVE PREFERENCE PRIORITY

|  |
| --- |
| **Table K:1. Proposed Activities Addressing NRC and FLAS Competitive Priorities** |
| **NRC, Partnership with Community Colleges and MSIs:**  Diversity and inclusion initiatives, professional development workshops, curriculum development, resources, and institutional partnerships with Western Pennsylvania and national community colleges and MSIs in collaboration with CCAC, CCBC, International Consortium of Georgia and Africa-area  NRCs |
| **FLAS 1, Preference for students with Financial Need:**  Academic Year and Summer FLAS selection committees give competitive preference to meritorious graduate and undergraduate applicants demonstrating financial need  **FLAS 2, Academic Year Fellowships for Less Commonly Taught Languages (LCTLs)**  Award 100% Year Fellowships for LCTLs (Arabic, Amharic, & Swahili) |