

Proposal

Doctor of Philosophy in Pan African Studies

College of Arts and Sciences

University of Louisville

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**PROPOSAL FOR A DOCTOR OF PHILOSOPHY DEGREE
IN
PAN AFRICAN STUDIES
UNIVERSITY OF LOUISVILLE, KY**

ABSTRACT

In the 1960s and 1970s the demand for a more inclusive curriculum, faculty, and students resulted in the emergence of the study of people of African descent inside of universities and colleges across America. This was the beginning of the development of the discipline of Black Studies (Afro-American, Africana, African American, and Pan-African Studies). The number of programs in Black Studies, while slowly increasing, is still largely underrepresented in universities and colleges locally and nationally. Moreover, no two Black Studies Programs are alike and few like ours are multidisciplinary in composition with a geographical focus on the African Diaspora. A survey conducted by Alkalimat reveals that in 2007 there was only 311 degree granting institutions that offered Black Studies. More recent information show that the number of institutions in Kentucky that established Black Studies programs and/or departments have increased from 3 in 2007 to 9 in 2010. Overall, there are 40 degree granting institutions in Kentucky but only 22.5% offer Black Studies.¹ Degree programs at the graduate level are even fewer in numbers. Nationally, there are 10 Ph.D.s in Black Studies offered at universities on either the East or West coasts, including Harvard, Yale, Northwestern, California- Berkeley, and Temple. The Ph.D. in PAS at the University of Louisville will be the only one in the Commonwealth of Kentucky and in the Southern Region and will therefore have minimum regional competition for student enrollment. Moreover, similar programs are offered within departments that are not as well established with a successful MA program as this department. The expertise of the present core and affiliated faculty to the Department of Pan African Studies is spread across African American and African Diaspora history, philosophy, sociology, political science, linguistics, religion, education, social work, psychology, music, anthropology, and women's and gender studies. This amalgam of interdisciplinary subjects makes the department a highly active research and teaching unit that is well positioned to offer a degree of Doctor of Philosophy in Pan African Studies. The Ph.D. program is expected to train professional researchers at the highest level in one or more of the traditional disciplines as well as to focus on two substantive areas; African American or African Diaspora Studies. Overall, the program is congruent with University's research mission to educate students with the knowledge, analytic abilities, and professional development skills that are important for both academic and non-academic careers. It is particularly important for this metropolitan university as approximately 52% of all African Americans in Kentucky reside in the metro Louisville area. The expected launch date for the program will be the fall semester of 2012.

¹ 2010 survey conducted by the African American Section of the Humanities Net listserv (h-afro-am).

SECTION 1: INTRODUCTION: MISSION, INFLUENCE, AND ORGANIZATION

In the United States, Pan African Studies, Black Studies, Africana Studies or African American Studies (as it is known by different names in various institutions) was established as an academic discipline in the 1950s. The discipline gained relevance through the social and civil rights movements of 1950s and 1960s. The UofL department of Pan African Studies was formally established in 1973, although the first “Black Studies” courses were offered in the summer of 1969 in response to the demands of African American students and their community allies. In the 1970s, Howard, Temple, and Northwestern Universities dominated the production of new Ph.D.s in Black Studies, with graduates taking faculty positions at major universities throughout the country. In other places, particularly at state institutions, established Black Studies programs disappeared because of lack of funding or outright neglect. Luckily, the Pan African Studies program at UofL survived as a small department over this period due to the support of faculty, students, and community members. The situation changed in the late 1970s and 1980s following the combustible mixture of politics, race, crime, segregation, and socioeconomic cleavages that became more pronounced in urban settings. These issues underlined the crucial relevance for Black Studies as an academic discipline across the country. At the same time, the issue of nomenclature, that is, the lack of uniformity of the name is a result of the diversity and youthfulness of the various programs and/or departments. In its original form, Africana Studies, termed ‘Black Studies’ was a reflection of the historical, political, and cultural struggle of a people; however, the discipline has since expanded into other areas of academia focus. Today, institutions with different levels of Black Studies programs are moving to create doctoral programs in the discipline with Temple University leading the way since 1988.

In Kentucky, the Pan African Studies program at the University of Louisville is the only program with a comprehensive undergraduate curriculum, evolving graduate programs, and a strong commitment to research and service. In 1997 a self initiated external evaluation of the department was done to provide data for the university’s enhancement plan. The study was conducted by Professors Molefi Asante (Temple University), Ronald Bailey (Northeastern University), and Gerald Smith (University of Kentucky). The study report concluded that UofL’s PAS ranked in the top 10 percent of “Black Studies” programs in the United States, the Caribbean and Latin America. Further recognition of the department’s scholarship manifested itself with the award by the National Council for Black Studies to the PAS department in 2009 for Outstanding Institutional Achievement in African Studies based on the level and consistency of the department’s student and faculty research and presentations at their annual conference. Within this context, the department occupies an important place within the larger mission of the University of Louisville’s quest for advancing knowledge and understanding of the problems of the twenty-first century. The goals of the department include the advancement of scholarship, research, and knowledge that contributes to the understanding of social inequality and cultural diversity particularly as it eschews racial and ethnic bigotry.

Black Studies is an interdisciplinary field that offers insights into the variegated dimensions of historical, cultural and social issues that have affected and continue to affect peoples of the African Diaspora. Scholars in the field use a multidisciplinary approach to scholarship and research to understand the historical, social and cultural episteme in specific settings. The fruits of the research conducted in these diverse settings are disseminated through libraries, media outlets and other agencies so that they are available to the public to use in the analysis of social problems of diversity and inequality, as well as gain an appreciation of the history, politics, social organization and culture of people of the African Diaspora.

In academia, several scholarly journals have been founded to help disseminate the growing research of black studies on topics about transnational relations, the black family, social inequality in health and education, race and ethnicity, culture and religions of the Diaspora, crime and social justice, black women's perspectives, race and the environment, and much more. In all of these journals, for example the *African American Review*, *Race and Class*, *Journal of Negro Education*, *Black Matriarchy*, *Ethnic Studies*, *Journal of African American History*, *Africology*, *Religion in Black America*, *Journal of Pan African Studies*, *Journal of African History*, *Journal of Diaspora Archaeology*, *Journal of African Studies Quarterly*, *Journal of Black Studies*, *Transition Magazine*, *Black Feminism*, and *The Callalous Journal*, the focus is the dissemination of research on the historical, cultural and social conditions of people of the African Diaspora and/or counteract the misperception that others have about them. The proposed Ph.D. program in Pan African Studies will continue along similar lines of knowledge generation and epistemological frameworks.

The program combines courses in research strategies and intellectual approaches with subject specific areas of expertise in history, religion, philosophy, political science, sociology, music, linguistics, art, anthropology, psychology, health, education, crime, and social work. The program will collaborate with local community organizations and utilize study abroad programs and other academic resources through Memorandum of Understandings (MOUs) between UofL and foreign universities. The aim is to provide students with the living experience as well as the educational and analytical tools necessary to investigate, document and create new knowledge about all aspects of the lives of people of the African Diaspora. Results from such studies will help in further understanding social and cultural issues that have either been historically ignored and to some extent remains unknown. To achieve the goals of the program students must complete a doctoral dissertation, a required number of courses, and a certain level of professional development. At the end of the program, graduates will be prepared to enter the professional work force as specialist in Pan African Studies in a wide range of professional positions such as educators, trade consultants, politicians, lawyers, diplomats, social scientists, administrators, community development professionals, and many other fields of endeavor.

1. University Mission

a. *National Prominence.* The planned Ph.D. in Pan African Studies is in agreement with the University's mission which states that:

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

Pursuant to UofL's mission, the proposed program will promote the university as a premier university in the Louisville Metro area, in the Commonwealth of Kentucky, the nation and the wider world through the university's five strategic areas. Current faculty members have already established professional relationships with community organizations, other universities in the US, as well as with the National Council for Black Studies (NCBS). Through faculty and institutional relationships research projects can be arranged at local institutions such as the African American Heritage Museum, the Muhammad Ali Center, the Louisville Urban League, and others. For such students, the experience may provide access to scientific data on issues of concern to organizations and agencies in metropolitan Louisville, the wider community in Kentucky, nationally and globally as called for in the University's mission statement. The proposed Ph.D. is structured in a fashion so that both the university and community at large will benefit from the program's curriculum, research activities; focus on diversity and equity, and partnerships and collaboration with others. As stated in the letter of support from a colleague at Howard university (Appendix 1) that "globalization and immigration in Kentucky, like the rest of America is becoming increasingly multicultural, multi-ethnic, and multi-religious." He suggested that the Ph.D. in Pan-African Studies will result in "intercultural understanding and collaboration on both national and international levels that are imperative for living in today's world." This potential for this program in bringing national prominence to UofL is also recognized by the Greater Louisville Inc. in their letter of support where they state that such a Ph.D. will "highlight the city of Louisville as a place of growth and development, attracting many soon-to-be professionals from diverse backgrounds".

b. *Increase External Funding.* The proposed Ph.D. program is also in line with the University's Research Strategic Plan (9/2007, <http://louisville.edu/research/strategic-plan/research-strategic-plan.html>). As an interdisciplinary department we are well situated to secure funding from national research organizations in both the social sciences and the humanities such as the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH). In addition, the department has one center, the Center for Crime and Justice in the Black Community, and two programs that we plan in the future to develop into institutes within the department, that is, the Underground Railroad Research Program and the Teacher's Training Program. These programs are currently writing proposals for grant funding and developing educational activities for different student clientele. If successful, candidates enrolled in the Ph.D. program will benefit by gaining grant writing experience as well as funds to conduct their own research. The department is also situated to strengthen its partnerships with agencies such as the African American Heritage Museum, the Urban League, the Muhammad Ali Center, and the Louisville Arts Council (to name just a few of the possibilities). Such partnerships will strengthen the departments' competitiveness in securing funding including that for Ph.D. candidates' research projects. On the other hand, these agencies will benefit from research conducted by well-trained graduate students under the professional guidance of faculty who share common areas of interest. Overall, the University will benefit from increased levels of funded research as well as enhanced visibility within the community. Our goal is to aggressively look for funding in forms of endowments, research grants, and scholarships for graduate students from local public and governmental agencies as well as from federal sources. Already faculty members have submitted grants to the National Endowment for the Humanities and the Department of Health and Human Services (see section on Budget). In addition, the Chair of the department is working closely with the UofL Development Office and a community based group called "Friends of PAS" who hope to raise funds for the departments programs and for graduate assistantships. Funds from grant and/or gifts and endowments will help

in funding additional TA's in the Ph.D. program as well as specific areas of research on the African American community locally and nationally.

c. *Expand Multidisciplinary Collaborations.* The multidisciplinary nature and composition of the PAS department provides ample opportunity for Ph.D. candidates to conduct interdisciplinary research in historical, social, and cultural studies, under the supervision of faculty mentors. The program will facilitate ground breaking research on a wide range of social, historical and cultural issues including, African American public history, politics in the black community, cultural traditions and practices of the Diaspora, crime and social justice, race and gender in the Black family and Black community, youth and violence, environmental racism, and so forth. The department will follow through with its philosophy of promoting “excellence in education with a social consciousness” in the new Ph.D. program and as such all collaborative research will be aimed at offering different perspectives in problem solving of social and cultural issues. Additionally, the PAS department has joint faculty positions, numerous cross-listed course and collaborative grant teams that reflect its collaborative efforts across disciplines.

d. *Develop a Capacity for Social Science/Humanities Research.* The *University Strategic Plan* (2020) calls for raising the University's social science/humanities research productivity. The proposed Ph.D. program has a strong research component and will strengthen the efforts of faculty and student to pursue a more systematic way of studying the black experience locally, nationally and globally. The pursuit of this knowledge is aimed at building a more inclusive history, culture, and social understanding that will help in the eradication of racial and ethnic stereotyping across gender and social class. Currently, the Department of Pan African Studies loses quality graduating seniors and potential Master's students to other universities that offer a Ph.D. in Black Studies. With the proposed Ph.D. program, the department would be able to recruit an additional number of high caliber students at the M.A. level, retaining them for the Ph.D. program. Additionally, in the absence of the department's Ph.D. program graduates of the PAS MA enroll in Ph.D.s programs in the social sciences and humanities at other universities although the department has the faculty to supervise and direct doctoral student research projects (see Letters of Support from interested students in Appendix 1).

e. *Explore New Areas of Research.* The University of Louisville's Strategic Plan for Research (<http://louisville.edu/research/strategic-plan/research-strategic-plan.html#summary>) calls for the expansion of research in new areas. The proposed Ph.D. program would open new opportunities for funded research in diverse areas of the social sciences and humanities. Moreover, as a Black Studies program, its nature and structure will focus on areas that are underrepresented in academia: that is, on the experience and perspectives of people of the African Diaspora. The PAS Ph.D. program would facilitate research projects that examine the impact of race, class, and gender on crime, access to employment, health care and education specific to Black families and communities in Metro Louisville, the State of Kentucky, the wider US, and the African Diaspora in general. In the areas of history and culture, Ph.D. candidates can engage in oral and public history, in the of study of religion, music and various art forms within the cultural traditions of African Americans and people of the African Diaspora. The potential to develop such research projects are high because of the interdisciplinary nature of the program, the diverse educational and research specialization of PAS faculty members, the PAS Center and Research and Training Programs, as well as PAS relationship with a wide range of local community groups, and national and international affiliations. On graduating, students will be highly competitive to gain work with the

Louisville Metro government, private agencies, national, and international agencies that are interested in addressing areas of cultural diversity and social inequity in the workforce.

f. *Increase Doctoral Degree Productivity.* The proposed Ph.D. program in Pan African Studies would contribute to the University's Strategic Goal of increasing the number of Ph.D.s awarded each year. Since 2005, UofL has made great strides in the number of Ph.D.s it has awarded attaining its goal for the first time in 2006. The proposed Ph.D. program in Pan African Studies will increase the university's graduation rate, funding research projects, and scholarship productivity.

g. *Institutional Needs.* A new Ph.D. program in Pan African Studies would contribute to several important dimensions of UofL research, education, and community development goals. In particular, the program would enhance the College of Arts & Sciences and the University's *Ideas2 Action: Using Critical Thinking to Foster Student learning and Community Engagement.* The PAS Ph.D. would build on the Ideas to Action University-wide program designed to develop the critical thinking skills of undergraduates and apply to doctoral students so that they, too, can acquire skills necessary to address an authentic question or problem, and thus serve the local or larger community. To achieve this goal the program will create opportunities for doctoral students to develop their critical thinking skills at the highest possible level of intellectual engagement. All too often, students memorize information but are then unable to make the transition to practical application beyond the university. In the proposed program, critical thinking skills would be developed and exercised in graduate courses in which students will be challenged, have the opportunity to test their knowledge, and at the same time engage in high levels of reasoning. Students would be encouraged to think about the purpose and assumptions of research materials, to challenge concepts, to consider different points of view, and to think through the implications and potential consequences of research findings. Some of the courses and dissertation research projects will involve connecting research and the lived experiences of people. Within this context, students would be pushed to critically assess theories and the application of concepts to real situations in society, organizations, events and other spheres of individual and group experiences. Additionally, some course materials would challenge the dominant Eurocentric epistemology in traditional research so that students are exposed to a broad spectrum of knowledge and the need to think critically.

h. *Diversity Policy Statement.* Equality and diversity are at the core of Black Studies departments including that of the Department of Pan African Studies at the University of Louisville. According to the department's 2009-2010 Vision Statement "the creation of the Department of Pan-African Studies (PAS) in 1973 was one of the earliest and most successful diversity initiatives undertaken by the University of Louisville". By virtue of its curriculum and faculty composition, the mere existence of the department contributes to diversity in the College of Arts and Sciences (A&S) and the University. The new Ph.D. program will further enhance the department's commitment to actively recruit and retain students of color and with gender equity. Moreover, the scope of a Pan-African department suggests that the meaning of diversity must also reflect a world view in its curriculum, and a student and faculty population that is part of a "global community." The Ph.D. program will help the department heighten its attempt to build an inclusive, pluralistic campus community and curriculum. The department will actively promote faculty members to ensure that the doctoral students (and all students) are free from discrimination on the grounds of nationality, gender, race, social background, skin color, disability, religious or political belief, age, and sexual orientation. The Department of Pan African Studies recognizes that the elimination of all

forms of discrimination is integral to ensuring the best possible service to both the university community and society at large.

2. Program Influence

a. *Local Community.* Outreach and community engagement have always been part of the department's programs. As a result, the department will encourage doctoral students to link their research interests with that of Louisville's community, and in particular West Louisville groups, organizations and residents. This goal will be achieved by attaching doctoral students to the department's center and programs which already have research agendas linked to the Louisville community and Kentucky in general. Additionally, graduate students whose assistantships include working with certain community based groups/organizations such as the Urban League, The African American Heritage Museum, Louisville Arts Council and others, will have the advantage of identifying community issues as potential research areas. For example, in the support letter from the Urban League (Appendix 1) issues of the socioeconomic conditions of minority and low-income groups were identified as possible areas of common interest. The outcome of these projects and other PAS doctoral research agendas are on-going contributions to the enhancement of the life of local communities such as the "fostering of a better understanding of race relations and eliminating racial inequalities" suggested by the Louisville Urban League. The proposed program is therefore consistent with UofL's strong commitment to the urban mission of integrating intellectual work with enhancing the life of the local community.

The various programs in the department including its current MA program have historically attracted professionals in the public and private sectors in Jefferson County and surrounding areas. The PAS Ph.D. program is expected to do the same, particularly for individuals in the education and community development sectors who may want to pursue the degree on a part-time basis. Students enrolled in the doctoral program will gain research skills, expertise in one or more substantive areas and theoretical knowledge that will broaden the understanding of the social and cultural issues of the organizations for which they work, as well as for the communities and families in which they live. Support and interest at the local level, is evident in the several letters of support for the Ph.D. in Pan African Studies in Appendix 1 of this document.

Additionally, the program will make a contribution to the community through its professional development and/or its assistantship/internship program. As part of its curriculum, the Department of PAS presently offers students in its Master's degree program the opportunity to work with several community based organizations and agencies as part of their professional development and/or as part of their graduate assistantship. In the past, students have been placed with the Saturday Academy, Anne Braden Center, The Jan Carew Memoirs Research Project and others. In addition, the department hopes to work closer with the UofL's Cultural Partnership Projects and expand its graduate student experiences with other community based organizations/agencies such as the African American Heritage Museum, Sister Cities Inc, Louisville Arts Council and others.

b. *Statewide, National, and International.*

In the Commonwealth of Kentucky, none of the 40 degree granting institutions offers a doctoral program in Black Studies. At the same time, the demand for Black Studies in degree

granting institutions is evident in the fact that Black Studies programs in Kentucky have increased from 3 in 2007 to 9 in 2010.² Nationwide, currently there are only ten universities that offer a Ph.D. in Black Studies including University of Massachusetts, Howard, Harvard, Northwestern, Michigan State, UCLA, Temple, Yale, and Indiana University. In addition, the University of North Carolina, Chapel Hill offers a Ph.D. in African American Literature only and Virginia Tech offers post-doc opportunities. Since there is no comparable program in the state or the region, the demand exists for training of professionals in Black Scholarship who will have the expertise to conduct research that will document local historical events and cultural traditions as well as provide analytical data on social issues that can inform public policy and decisions making by both public and private organizations. The local demand for this Ph.D. is reflected in the letter of support from the Director of the Southern Interdisciplinary Roundtable on African Studies (SIRAS) housed at Kentucky State University, Frankfort, who notes that there is *“increasing demands for such programs from our graduates at Kentucky State University.”* The Director of SIRAS also suggests that the strategic location of the program in the State of Kentucky will greatly enhance higher education in the region.

At the national level, the proposed program has endorsed letters of support from the National Council for Black Studies³ as well as faculty members from various Black Studies programs and departments across the country. According to the President of the National Council for Black Studies in his letter of support (Appendix 1), *“over the last two decades, Africana/Black Studies has experienced an unprecedented growth in its acceptance as a site of knowledge production....with the greatest indicator of the discipline’s strength is its expansion from 2 to 11 Ph.D..”* He further states that *“the Louisville proposal is the first in the South and as such... is poised to play a major role in the production of new faculty in the discipline.”* The Ph.D. in PAS has also been described by a colleague from Marquette to be *“well suited to explore the changing national boundaries and cultures...and specifically the new theories in this age of globalization.”* Another colleague from Baylor in his letter pointed out that the proposed program should also attract Title 6 funding from DOE and NEH and that *“there is no other time than now giving the increasing demand for a multidisciplinary doctoral program like the proposed PAS Ph.D..”* One of the leaders in Black Studies, Dr. Asante, succinctly pointed out in his letter that *“there is no such doctoral program in any of the Southern universities...and it is time that Louisville distinguishes itself from all legacies that resist progressive thinking.”*

Expanding the University’s strategic vision, the Ph.D. program would also endeavor to provide international opportunities for students whose research topics are more global. International students would have the opportunity of interning in an organization in their home countries, and students who are citizens of the United States might be placed in a number of international settings, in areas where the department and its faculty members have established partnerships, such as in Trinidad, Ghana, Egypt, Senegal, Nigeria, Kenya, and South Africa. Research support such as faculty supervision and use of library resources in foreign universities are outlined in the various Memorandum of Understanding (MOU) already established as well as in Letters of Support from some of these universities. Similarly, students from universities located in the African Diaspora are expected to pursue the Ph.D. in Pan-African here in Louisville. This trend is already observed in the PAS MA program where currently 7 students from Africa and the Caribbean are currently enrolled

² 2010 survey conducted by the African American Section of the Humanities Net listserv (h-afro-am) :

<http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-afro-am&month=1010&week=d&msg=RtuA8FEPenONkc0/nmOJvg&user=&pw=>

³ The National Council for Black Studies (NCBS) is the leading organization of Black Studies professionals in the world with members for more than 30 years.

in various stages of the program. It is expected that further interest in the Ph.D. program will be generated from the department's successful study abroad programs and PAS faculty research in other countries. Moreover, the level of training and education structured in the Ph.D. will contribute to the need for more research in all aspects of Pan African Studies. Given the timeliness and strategic location of the PAS Ph.D. statewide, nationally and internationally it is expected that the program will get student recommendations from other degree granting institutions particularly those that offer different kinds of Black Studies programs (see letters of support from faculty in other universities).

3. Organization

a. *Exceptional Circumstances Favoring Development.* The limited opportunity available for a Ph.D. in Black Studies combined with a growing demand for experts on African and African Diaspora studies, presents the University of Louisville with a unique opportunity to fill a market need and to attain regional and national recognition in Pan African Studies. The University of Louisville received the Carnegie Classification for Community Engagement in the areas of Curricular Engagement and Outreach & Partnerships in 2008. The UofL has also been designated an "RU/H: Research University (high research activity)" by the Carnegie Foundation for the Advancement of Teaching. This designation places UofL as one of only 103 institutions to have attained that classification among the 4,392 colleges and universities ranked (Carnegie Foundation for the Advancement of Teaching, 2007). With only 10 other programs like this, the launching of the proposed Ph.D. program in Pan African Studies would not only position the university within that category but also place UofL in national prominence as a lead institution for unique degree programs. The unique nature of this Ph.D. falls into two categories, as one of few Black Studies graduate degree as well as one of a growing number of interdisciplinary Ph.D. programs.

The Ph.D. is being launched at a time when the state and country are experiencing fiscal problems that have impacted post-secondary education in Kentucky since 2008. Within this environment, the proposed Ph.D. is structured so that it requires minimum additional resources from the university and has the potential to generate increased income for UofL. The program is expected to produce opportunities for successful grant writing within the various centers/institutions of Department of Pan African Studies, with individual faculty members, and by working in partnership with organizations in the metro region, the Commonwealth and beyond.

b. *Relationship to University Structure.* The proposed Ph.D. in Pan African Studies would be located within the Department of Pan African Studies in the College of Arts and Sciences and would be administered by a director, consistent with the existing structures and standards of University of Louisville graduate education.

c. *Timetable.* AY 2011-2012: student recruitment and admission; program promotion and marketing; adjust teaching schedules. AY 2012-2013: admit first class and initiate program.

SECTION 2: PROGRAM DESCRIPTION: PH.D. IN PAN AFRICAN STUDIES

Students enrolled in the doctoral program in Pan African Studies will acquire a mastery of the knowledge, research strategies, and intellectual discourse of the discipline. As a distinctive part

of the program, graduates of the proposed program will have (1) area specializations in African American, Caribbean and the rest of the African Diaspora, as well as (2) grounding in a traditional discipline such as history, literature, philosophy, politics, psychology, anthropology, sociology, religion, art, music, Women Studies, Latin American and Latino Studies, and others. Competencies in these fields will be developed in the following curriculum plan.

1. Requirements for the Ph.D. Degree

To be admitted to the Ph.D. program, students must demonstrate advanced competency in research skills, as evidenced by completion of a Master’s thesis or another independent research project, such as a sole-authored research report or published articles in peer-reviewed journals or edited volumes. To be qualified for the Ph.D., completion of a minimum of 33 hours of graduate credits at the M.A. level (beyond the baccalaureate degree is required for admission), and 60 hours beyond the Master’s degree are required to complete the doctoral coursework. Since the Ph.D. is a multidisciplinary program students with a Master’s degree in Black Studies or a traditional discipline in the humanities or social sciences will be considered for admittance. Students who apply for the program without a Master’s degree in Black Studies are required to take the PAS 601 (Graduate Research methods) and PAS 602 (Theories and Issues in Pan African Studies) as prerequisites. Students may transfer 6 hours from a previously earned master's degree toward the Ph.D., subject to the approval of the degree program and the unit dean. Students with a PAS MA degree will be allowed to transfer a maximum of 12 credit hours to the Ph.D. In both cases students may petition for another 6 additional credit hours. Only courses in which the student earned grades of "B" or better will be considered for transfer. Tables 1 and 2 outline the plans of study for students beginning the program with a Baccalaureate degree and a Master’s degree.

Table 1: Curriculum for M.A. (full time study)

Semester	Hours	Credit	Other Tasks
<i>Year 1, Fall</i>			
Research Design (edited PAS 601)		3	
Theories and Issues in Pan African Studies (PAS 602)		3	
Seminar in Historical Studies (PAS 605, 615, 619, 620, etc)		3	
<i>Year 1, Spring</i>			
Seminar in Cultural Studies (PAS 621, 641, 643, 686, etc)		3	
PAS Elective		3	
PAS Elective		3	Select thesis advisor
<i>Year 2, Fall</i>			
Seminar in Social Studies (PAS 612, 614, 616, 662, etc)		3	
PAS Elective		3	
Independent Study (PAS 606)		3	

Year 2, Spring
Thesis Research

6

Select thesis committee
Defend thesis

TOTAL

33

Table 2: Curriculum from M.A. to Ph.D. (full time study)

<u>Year I & II</u>	<u>Credit Hours</u>	<u>Other Tasks</u>
<i>Research Strategies</i>	(9)	
Quantitative Research Strategies (new course)	3	
Qualitative Research Strategies (edited PAS 601)	3	
Research Strategies – Discipline Based (historical, social, cultural – courses not in PAS)	3	
<i>Intellectual Approaches</i>	(9)	
Pan-African Social Thoughts (edited PAS 614)	3	
Advanced Seminar on Race (edited PAS 615/614/ 515)	3 OR	
Seminar on Race & Ethnicity in the Diaspora (new course)	3	
Intellectual Approaches – Discipline Based (historical, social, cultural – courses not in PAS)	3	
<i>Major (Track Area/Discipline)*</i>	(12)	
4 courses in one of two tracks: African American Studies or the African Diaspora and within a historical, social or cultural field. At least one of these must be cross listed.		
(Example: PAS 510, 520, 528, 531, 535,551, 577, 575, 612, 616, 618, 619, 625, 645, etc. or PAS 505, 532, 533,550, 567, 581, 618, 620, 621, 643, 657, 660, etc.).		
<i>Minor (Electives) **</i>	(6)	
<i>Professional Development Seminar</i>	(0)	
<i>Reading for Comprehension (Summer Course)</i>	(6)	Comprehensive Exam
<u>TOTAL (Year I & II)</u>	<u>(42)</u>	

* Courses from this area are potential teaching/research fields. They could be cross-listed with other departments and must be discipline/subject based. For example, a Ph.D. student interested in history of the “Slave Trade,” will study this as a history class with possible specialization in the “Atlantic Slavery” or “African Slavery” or “Comparative Slavery,” etc. Upon graduation, the student can compete favorably for job in traditional history departments as well as Black studies departments.

** The two elective courses could be taken outside the PAS as part of the student’s potential teaching fields.

<u>Year III</u>	<u>Credit Hours</u>	<u>Other Tasks</u>
<i>Semester 1</i> Special Topics Courses	9	
<i>Semester 2</i> Dissertation Research	9	Special Topics Exam
Total (for year III)	<u>(18)</u>	Defend dissertation proposal

<u>Year IV</u>	<u>Credit Hours</u>	<u>Other Tasks</u>
<i>Semester 1</i> Dissertation Research	2	Documentary/Fieldwork & Writing
<i>Semester 2</i> Dissertation Research	2	Defend dissertation
Total (for Year IV)	<u>(4)</u>	

TOTALFOR PROGRAM **(64)**

Based on this structure students will take at least 5 courses in a specific discipline at the end of the first two years. This includes 1 in research strategy, 1 in intellectual approaches, 2 electives, and at least 1 cross listed course with PAS. These courses can also be in another area study such as Women Studies, Latin American/Latino Studies and others.

The Professional Development Seminar (0 credit hours) is a required and will be offered every semester. Students must complete the seminars with a Pass- Fail grade before registering for degree candidacy. The seminar will meet once per month (approximately 4 sessions per semester) and inclusive (not exhaustive) of the following areas: research of graduate students and faculty, grant writing, special discussion sessions on issues that relate to Pan-Africanism, writing for journal publications, presentation at conferences, teaching and technological developments, etc). These sessions will be organized by the Director of the PAS Ph.D. program and involve faculty members within and external to the department as well as other specialists in the field. Part-time students will be expected to attend at least 2 seminars per semester until they get to the degree candidacy stage. In total, the meetings that part-time students attend should cover the range of professional development topics in order to meet the seminar requirements. In order to accommodate the working schedules of our part-time students, we will hold these seminars after working hours and if necessary on Friday afternoons or Saturday mornings.

The above structure is based on the enrollment of a student on a full-time basis. For ***Part-Time Students*** the program will follow the following steps to ensure that all part-time doctoral students in the program will have access to an intensive and immersive educational experience. First, the policy on residency for part-time Ph.D. students stated in the Graduate Catalog will be incorporated as written, into our proposal. Second, from the beginning of their enrollment in the Pan-African Studies Ph.D. program, part-time students will be included with full-time students in all aspects of our program, except serving as graduate teaching assistants or receiving a university fellowship. Third, the part-time student is expected to enroll in the ***Professional Development Seminar*** where provisions have been made for their participation. Fourth, in order to be properly advised we will require all part-time students to be in contact with the Director of the Ph.D. Program at least twice per month via email or telephone and face to face every semester and when in degree candidacy meet with the Chair of their committee at least once per month until successfully completing their degree. Additionally, faculty members will be encouraged to mentor part-time students as they will for full-time students and the department will support their efforts to present at professional meetings and conferences.

a. *Course descriptions.* Most of the classes will be structured as graduate seminars aimed at helping students move from generalized research areas to more subject specific content-based approaches. The goal is to have doctoral students gain mastery of both research strategies and intellectual discourse in an area of expertise. This approach, we believe, will hasten graduation and position our graduates favorably in the highly competitive academic job market. Part-time students will follow a schedule appropriate to their needs. A list and description of Pan African Studies graduate courses can be found in Appendix 3. Changes in the existing inventory of courses will be minimal. Few new courses will be created and some current course offerings will be edited to meet the needs of the new program. In particular, current research methodology and Pan-African theoretical focused courses will be modified and upgraded to the doctoral level. Students will also enroll in courses in other departments in accordance to their discipline interests and needs for both the M.A. or Ph.D. programs.

b. *Comprehensive and Special Topics Exams.* Students are required to take and pass two exams: a Comprehensive Exam and a Special Topics Exam in order to qualify for degree candidacy. The Comprehensive Exam will be coordinated and supervised by the graduate studies committee and administered at the end of Year II and/or upon completion of all required coursework. The purpose of both the Comprehensive Exam and Special Topics Exam is to demonstrate expertise in research strategies, intellectual approaches, and content knowledge in a major area of study. It is designed to cover an area larger than the dissertation and to qualify the student to teach in a given field. The committee will decide, with input from the student, on whether the exam will take a written take-home format to be completed within 72 hours or a closed-book six hours exam in a secure room taken in one day. Contingent upon passing the written exam, after a period of one week and not longer than two weeks, the chair of the graduate studies committee will schedule an oral exam of a duration of not less than one and not longer than two hours, during which the student will respond to questions presented by members of the committee about the written essays. To render a passing grade, all committee members must agree to pass the student on both the written and oral exams. Only on successful completion of this exam will the student move to the next phase of the program that prepares him/her to take the special topics exam. Students can appeal to the Graduate Studies Committee to re-take the comprehensive exams only once and this must be taken at the end of the following semester.

If successful with the Comprehensive exam the student will prepare and be tested on a topic specialization. The committee Chair will be selected by the student as well as the members of the exam committee all of whom the student has been working with in a specialized research area. Topic Specialization indicates the field of the student's research interest. This exam will be based on a reading list selected by the student and his/her faculty who will chair the Special Topic Exam and who would most likely direct the student's doctoral dissertation. The reading list will also include other suggested readings from other members of the Special Topics Exam Committee. Preparation for this exam will also include materials from some of the courses taken in a track area, a specific discipline, elective courses, and from the student's dissertation research efforts. This exam will take the form of a written take home exam to be completed within 72 hours or a major research paper to be submitted by a date and timeframe agreed to by the committee and the student. After the Special Topics Exam committee has assessed the written work and determined that the student has passed, ideally within a two-week period, the chair of the exam committee will schedule an oral exam of a duration of not less than one and not longer than two hours, during which the student will respond to questions presented by members of the doctoral committee about the written essays or research paper. Students can appeal to the Graduate Studies Committee to re-take the Special Topics exams only once and this must be taken at the end of the following semester.

Only on successful passing of both the Comprehensive and Topic Specialization Exams will the student proceed to the next step of degree candidacy and can defend his/her dissertation proposal. It is anticipated that the dissertation committee will closely resemble the Special Topics Exam committee.

c. *Grades.* Doctoral students are expected to produce high quality work. No student may take the qualifying exams until he or she has completed all Incompletes or grades of X, except for dissertation or research hours. No student who has more than 6 hours of a grade of C+ or below may take either of the two exams. Students who fail the exams may re-take the work judged unsatisfactory within the following semester. Students failing the second attempt will be dismissed from the program.

d. *Dissertation Proposal.* Upon successful completion of the written and oral Comprehensive and Special Topics Exams, students will be admitted to candidacy. Students are required to write and present a dissertation research proposal to a dissertation committee for approval. The dissertation committee will consist of at least 4 faculty members one of which must be external to the program and qualify as a graduate faculty. The proposal will include a summary of research literature on the topic to be researched, the ways in which the proposed research is expected to expand upon the literature in meaningful ways, an explanation of the theoretical framework and/or relevant concepts that will, or is likely to, inform the analysis, the data collection methods to be used, and the source of the data to be analyzed. After the proposal is completed, the dissertation committee chair will schedule a defense of the proposal, at which the student will address questions and concerns presented by committee members. Such concerns will be included in a final draft of the research proposal, which the student will distribute to all committee members. After approval of the research proposal, the student will conduct research for the dissertation, which will include the elements required in the research proposal, as well as a section on findings, analysis and discussion, and summary and conclusion.

e. Documentary /Fieldwork Requirements. To qualify for documentary and/or fieldwork, students will be required to have successfully completed all prerequisite exams with a minimum grade of B-. Additionally, the student must have successfully defended her/his dissertation topic proposal. Documentation/Fieldwork research can only be embarked upon when the student is ready, with the approval of the major dissertation advisor or supervisor. The documentation/fieldwork may consist of collection and analysis of primary or secondary data. The Graduate Advisor, who serves as the director of graduate studies, will work together with the student and the chair of the dissertation committee to coordinate the research work preparation and logistics. Each student's committee Chair/mentor will supervise the documentation process and/or fieldwork. The documentation/fieldwork report will consist of the following sections: I. Summary of the Research Topic, Purpose of the Research, Research Questions and/or Hypotheses, Summary of Assumptions and Concepts; II. Research Strategies; III. Findings; IV. Summary and Conclusions.

f. Dissertation Defense. Upon completion of a defensible draft of the dissertation, the student will submit the draft to all members of the dissertation committee. The student will also place a copy of the dissertation at the front desk in the Pan African Studies Department, where it may be read by interested faculty. The committee chair will schedule a defense to be held not less than one week after distribution of the final defense draft and its placement at the front desk of the Pan African Studies Department. Enough time will be allowed for a university-wide announcement and the dissertation defense should be held not more than two weeks after its distribution. In the defense, the student will present his or her work and then respond to questions and critiques from members of the committee. The student will be responsible for making any final changes required by committee members. Upon completion of the final document, it will be distributed to committee members and submitted to the University, following its applicable guidelines.

SECTION 3: RESOURCES

1. Facilities.

The Department of Pan African Studies is located on the fourth floor of Strickler Hall on Belknap Campus. The department's administrative and faculty offices, conference rooms, seminar room, and computer lab are located on the same floor. The computer lab was recently updated and now has 6 student work stations. The lab is regularly maintained by one of the department's graduate assistant and a staff member.

a. Office Space. The department has office space to accommodate two more additional graduate assistants. More recently, the department was approved some space in Stevenson Hall and will be moving two of its three research centers. This will allow some additional space for faculty and/or teaching assistants in the Ph.D. program. Any further growth, however, would require additional office space.

b. Library. The University of Louisville became a member of the Association of Research Libraries in 2002. The department's research agenda relies primarily on the resources of the Ekstrom Library located on the Belknap campus. The Ekstrom Library and the other university libraries have several programs to support scientific research activities. These include a wide range

of electronic search engines, an efficient library loan service, an excellent archives program, and links to a number of statistics websites.

The library's journal holdings are adequate in several areas. One of the exceptional strengths of the library is the special collection on African American Studies located on the first floor of the Ekstrom Library. The collection measures well with any of the R1 university libraries across the country. More recently, there was a proposal supported by several A& S departments to purchase the African American Newspapers 1827-1998 collection to add to what the library already has. The Dean of the College of Arts & Sciences agreed to purchase this invaluable resource material for African American Studies collection for a one-time payment of \$27,918 plus a yearly maintenance fee of \$1,000, starting one year after subscription. Additionally, the Ekstrom Library's Photographic Archives holds the best materials in Kentucky for research on African American Studies. These collections already present are important library resources for this Ph.D. program.

However, given the diverse focus of the proposed program, per recommendations of Latisha Reynolds, Reference Librarian/Collection Specialist for PAS and Head of Collection Development, James E. Manasco, we request that the library subscribe to the *Caribbean Quarterly* journal, Mona, Jamaica; and to purchase the following historical newspapers in microforms: the *West African Pilot*, Lagos, Nigeria; the *Sierra Leonean Weekly News*, Freetown, Sierra Leone; and the *Daily Graphic*, Accra, Ghana. In addition, per these librarians' recommendations, we would ask that the library bring its book holdings in Pan African Studies up to benchmark levels by purchasing a select number of new titles over the next five years for an approximate sum agreed to by all parties involved. We have already identified the Council for the Development of Social Science Research in Africa (CODESRIA) in Dakar, Senegal as an excellent source of publications for students interested in the African Diaspora. Given recent budget cutbacks, the College of Arts and Sciences and the Department of Pan African Studies will subsidize part of the acquisitions necessary to increase the library's holdings to benchmark level.

In addition to the UofL Libraries collection, the PAS department is a chartered member of the National Museum of African American History and Culture, Washington, D.C. We have also located in the city of Louisville and surrounding environs several good sources of research materials on African Americans such as: the Filson Historical Society; the Western Branch Library (a small collection); the Shawnee Library; KY State Archives and Records (Frankfort); KY Historical Society; King Library at UK; country records throughout the state. The Indiana State Archives (Indianapolis) and the Ohio State Archives (Columbus) are both nearby and have very good sources of materials for dissertation research.

c. *Faculty.* Since its inception the department has grown in size and is well positioned to launch and sustain a Ph.D. program. Currently, the department has 14 core faculty members and 3 others position that will be retained in the next AY. A total of 17 faculty members mean that the department compares well in size to other departments in the College of Arts and Sciences who offer Ph.D. programs. For example, the Department of Sociology has 18 core faculty members; Art History has 19, Physics 17, Chemistry 24, and Mathematics 26 (not counting adjunct and professor emeritus).⁴ On a national level, the PAS core faculty composition falls in a similar range with most other Black Studies departments that offer Ph.D. programs. It is larger than Temple University (a core of 11), Indiana University (a core of 14), UC Berkley (14 core faculty), and Northwestern (16 core faculty). It is smaller than Harvard whose core faculty composition totals 32 core members⁵.

⁴ Data taken from UofL website

⁵ Data taken from the various universities websites.

There are 2 Full Professors, 5 Associate Professors, and 7 Assistant Professors, and 1 Professor Emeritus in the department. Three additional faculty hire is expected at the end of the next academic year as position retention replacements. Like most interdisciplinary departments some faculty members (4) have joint appointments. All PAS faculty members are highly qualified and are potential contributors to the doctoral program. Faculty qualifications are attested to by the number of teaching awards won by PAS faculty members, including the University of Louisville Faculty Favourite Awards, the consistent winning of the award from the College of Arts and Sciences for student advising, as well as the prolific production of peer reviewed publications including several books, book chapters, and journal articles published by highly respected academic publishers.

In addition, over the years there are some faculty members from other departments who have consistently offered cross-listed graduate courses, independent studies, served on thesis committees, and mentored PAS MA students. These faculty members are included in the list below as Associates to the department who are expected to continue in similar roles in the Ph.D. program (see Letters of Support in Appendix 1). All faculty vitae are found in Appendix 2 and members who will launch the program and their teaching and research areas are listed below:

List of Graduate Faculty (2011) by Areas of Interest

Dr. Tomarra Adams – Ph.D. in Social Work with a research focus on Black student retention in higher education and the influence of racial identity development on their academic persistence and adjustment at predominantly White Institutions. Secondary research focus on the socialization of Black women and its impact on their identity development.

Dr. Mary E Bani – Ph.D. in Comparative Literature with a research focus on literature of Africa and the African Diaspora. Secondary research interest on ritual theatre and performance in traditional and modern Africa and women in West African popular culture.

Dr. Latricia Best – Ph.D. in Sociology and Demography with a research focus on gender disparities in health and aging specific to the impact of psychological factors of race and/or ethnic differences.

Dr. Joy Carew – Ph.D. in Linguistics with a research focus on languages of the African Diaspora and Blacks in Russia.

*Dr. Robert Douglas – Ph.D. in American Studies with a research focus on African & African American Art, Architecture and Aesthetics; African Americans in Literature and Film, and Popular Culture.

Dr. Anita Harris – Ph.D. in English and Cultural Anthropology with a research focus on African Diaspora Studies. Specific areas of research include Black cultural traditions in Africa and the Diaspora, Black museums, public art and folk traditions.

Dr. J. B. Hudson – Ed.D. in Higher Education and History with a research focus on the study of African Americans in the antebellum period--slavery, slave trade, resistance and abolition movements. A secondary area of research includes the African Diaspora, race and education.

Dr. Pearlie Johnson – Ph.D. in Art History and Sociology with a research focus on African and African American Textile Arts & Aesthetics.

Dr. Ricky Jones – Ph.D. in Political Science with a research focus on African American Politics and Leadership; Political Theory; African American Nationalism; Violence and Resistance; the African American Male.

Dr. Yvonne Jones – Ph.D. in Anthropology with a research focus on urban political economy: race and space; entrepreneurship and "inner city"; economic development strategies.

Dr. Raphael Chijioke Njoku – Ph.D. in African History with a research focus on African History and Politics, African Social and Economic History, African Culture and Development

Dr. Theresa Rajack-Talley – Ph.D. in Sociology with a research focus on the inter-section of Race, Class, Gender on social inequality in the USA and the Caribbean. Specific research focus includes Black women's resistance to domination, global poverty, and Caribbean rural development.

Dr. Kaila Story – Ph.D. in African American Studies with a research focus on the intersections of race, class, and sexuality in identity performance, mass media, body politics, and the like. Other research interests include Gender Socialization, Transnational Sexualities, Black feminisms, and Transnational Feminisms"

Dr. W.S. Tkweme – Ph.D. African American Studies with a research focus on African American music and cultural production. Specific research includes the Black Arts and Black Power movements, Pan-Africanism, the cultural politics of soul music, and jazz and its discourses.

Dr. Alicetyne Turley – Ph.D. in American History with a research focus on African American history in Colonial to Progressive Era America; American Reform Movements with a focus on the Underground Railroad; and American Public Policy.

*Professor Emeritus

** Positions to be filled include Religions of the African Diaspora, Comparative Race and Ethnic Studies (Africa, Caribbean, and South America), Race, Ethnicity and Education.

Associates to the Department

Dismas Masolo, Ph.D.

Ludeanna Thomas, Ph.D.

David Anderson, Ph.D.

African American & African Philosophy

African American Theatre

African American Literature, Harlem Renaissance

2. Budget Matters

a. *Program Onset.* This program can be initiated with existing department resources and avoiding new expenditures in several areas. The department's inventory of computers, internet and telephone lines are sufficient to initiate the program. In relation to the curriculum, the department can offer new required courses by adopting a variety of strategies. Currently, Full and Associate Professors are required to teach at least one graduate course per year for the MA program. These courses are scheduled pending student enrollment and demand in each semester. This requirement of senior faculty will remain for the Ph.D. program with some modifications to balance the offering of 500 and 600 level courses so that both MA (and upper level undergraduate students) and Ph.D. candidates be presented with adequate upper level courses. Faculty teaching a graduate level course for the Ph.D. will allocate 10 % of his/her time to this course congruent with university guidelines. In addition, AWP guidelines indicate that faculty members assign 1-2 % per independent study or thesis supervision. With the new Ph.D. program it is expected that most full and associate professors will serve as a chair of at least one committee and/or member for another. This will result in an additional 4-6% of that faculty's time. In total a faculty member who is teaching a graduate level course and supervising/serving on a dissertation committee can allocate 12-16% of their effort to the graduate program in the area of instruction. On the other hand, the Director of Doctoral Studies can also allocate a total of 10% of his/her AWP in the area of service and serve as Chair of the Graduate Studies Committee. All new assistant professors are expected to become members of the graduate faculty within three years of joining the department and serve on thesis and/or dissertation committees.

Additional graduate courses specific to the Ph.D. program will be required in the department. Faculty members currently offer at least one course to the MA program and pending on the demand some of these can be reallocated to the Ph.D. program as a separate or combine course. However, if there is a need to shift senior faculty instruction from the undergraduate to the graduate level the department will adopt strategies that will not affect the quantity or quality of the undergraduate programs. For example, only if necessary the department will bring its introductory course offerings closer to that of some other departments by slightly increasing the size of the classes and reducing the need to increase the number of sections. The process of increasing class sizes has already begun where the number of seats in the PAS 200: Introduction to Pan-African Studies has increased over the years particularly in those taught by our senior faculty members (see table 4). Currently we offer approximately 145 seats per semester in 4 course offerings. The department proposes to offer 2 sections of 60 seats each taught by fulltime professors with assistants from the MA program and a smaller section of 35-40 taught by a Teaching Assistant from the doctoral program. This will allow one senior faculty member per semester to substitute a PAS 200 course for a graduate level course. The department's philosophy has always been to put our most engaging and experienced faculty to teach our introductory and will continue to do so with only minor substitutions. At all times the department will monitor the 200 level courses and utilize the student evaluations to ensure that the quality of the undergraduate course offerings is not affected by these changes.

Further, since some of the primary start-up costs for the Ph.D. program will be borne by the department's funds including two new graduate teaching assistantships, part of the responsibilities of the two graduate assistants will be to teach lower division courses once they meet the requirement by SACS. Quality of the courses taught by all TAs will be ensured through the College's training protocol, the department's internal training and mentorship program, and use of student evaluations and peer reviews. Periodically, part-time lecturers who hold a PAS MA, a Black

Studies Ph.D. or the equivalent, will be used to teach specific undergraduate courses if additional PAS faculty members are required to teach upper level graduate courses. The department's continued effort to offer on-line courses will also open up seats for undergraduates who prefer this option. These changes will be monitored on an annual basis to assess that there are no unintended negative effects to our undergraduate course offerings and academic programs in general.

Table3: Course Offerings, Seats Available and Numbers of Students Enrolled in PAS 200: Introduction to Pan-African Studies 2005-2010

Semester	2005	2006	2007	2008	2009	2010
Spring	41 /40 37/35 46/40 + 2 online	38/35 36/35 + 2 online	37/35 37/35 + 2 online	34/35 36/35 53/50 + 2 online	42/40 41/40 39/40 40/40 + 2 online	42/40 40/40 41/40 16/24 + 2 online
Fall	42/45 47/45 51/45 + 2 online	44/45 52/50 48/45 45/45 + 2 online	44/45 40/40 41/40 + 1 online	46/45 38/40 50/45 + 2 online	46/45 40/40 48/45 + 1 online	45/45 51/50 45/45 21/24 + 1 online

Data Taken From Schedule of Courses.

b. *Future (Projected) Costs.* At present the department's faculty composition is adequate to launch and sustain a Ph.D. program. However, as the Ph.D. program expands new areas of expertise may arise that require further enhancement of the department's academic resources and the hiring of additional faculty members. Given the current financial situation the department is not asking for additional faculty lines to be filled at the onset of the program but to consider possible adding 1-2 faculty positions in the future when the financial situation improves.

The department of Pan-African Studies currently has an MA program, several study abroad programs, and programs that support graduate student participation at professional conferences and meetings. The projected 7-8 new students in the doctoral program who will also be taking advantage of these opportunities suggest that additional administrative support will be required in the department. Currently, the department is funding a Program Assistant through its distance education funds with a commitment of 0.2 FTE to assist in administrative activities linked to the graduate program. If the university budget situation improves, we would like for this staff position to be partially funded by the college and partially funded by tuition remission from the Ph.D. program.

Additional office space is not required at the on-start of the Ph.D. program. Recently PAS was approved for additional space in Stevenson Hall. In addition, by rearranging current resources and doubling-up, the department could provide sufficient space to house the new graduate assistants temporarily. Office space for new faculty and Ph.D. doctoral scholars may be required in later years.

The department recognizes the rich sources of information at the UofL library as well as various venues and institutions in the Commonwealth of Kentucky that are valuable for research.

However, we recognize that there is always a need to expand and upgrade library resources. We are therefore requesting the College to contribute the \$5,000 need projected by the library. Please see attached supporting letters and budget spreadsheet.

c. *Revenues.* To support this program, the department will initially utilize two main streams of revenue: distance education and tuition remission from new programs. The PAS department is fortunate that it can make a major financial contribution to the Ph.D. program through its current distance education program that generates sufficient and reliable income (see Table 4). The department is willing to allocate some of its distance education income to initiate the Ph.D. program (see Appendix 4). The estimated returns to a department from an undergraduate course are \$198.60 per credit hour for AY 2010-2011 and \$200.15 for AY 2011-2012. For graduate level courses the estimated returns to the department after fees are \$288.01 per credit hour for AY 2010-2011 and \$287.68 for AY 2011-2012 with an anticipated increase of approximately 5% annually. Like others, we are concerned about the sustainability of this source of funding despite the trend that shows distance education revenues as a stable source of income in times of fiscal limitations. To offset the dependency on distance education funds the department plans to use tuition remission from the new Ph.D. program as well as through increased efforts in grant proposals and fundraising for endowments. Attached is a budget spreadsheet of what is expected from tuition remission to the department at 80% return after fees are paid (see Appendix 4). The department recognizes that students enrolled in Ph.D. programs have greater success if funded. As such, the department proposes to add revenue from tuition remission to that of the distance education funds and use to support an additional 2 TAs per year with a minimum of \$18,000/line (see also letter of support from the Dean, College of Arts & Sciences). Successful grants, gifts and endowment funds as they come in will help either supplement funds for existing TAs or add new ones.

In addition, the department also earns income through the college's summer initiative program. Figure 1 below indicates that the department has consistently increased its summer course offerings over the last 10 years. This has allowed the department to gross an additional \$20,000 annually over the last 3-5 years. The department will revise and reallocated some of the summer initiative funds to support the new Ph.D. program through scholarships, support to Ph.D. candidates to present at professional conference, faculty development of course materials, etc.

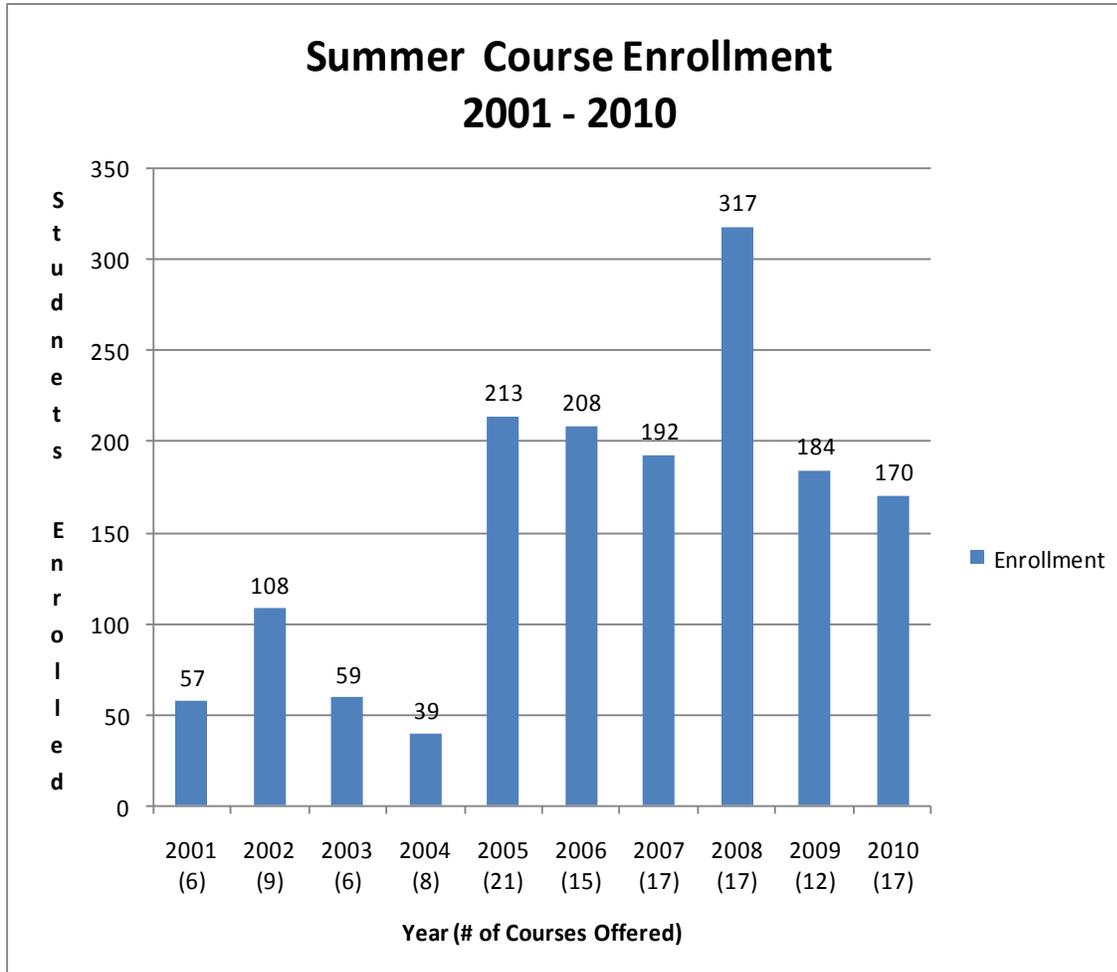
The department has already expanded its efforts in the areas of research grants, gifts and endowments to support the Ph.D. and other departmental programs. In 2010, grants submitted by PAS faculty included one to the National Endowment of Humanities for \$200,00 and one to the Department of Education, Presidential Academies for \$850,000 by Dr. Turley (Underground Railroad Research Program) and Latonia Craig (Teachers' Training Program Project). These grant proposals made provisions to support graduate assistantships. In addition, Dr. Rajack-Talley was part of a multi-disciplinary team that submitted a grant to the Department of Health and Human Services for \$217,285 which has been successful and supports a GTA. Additionally, fund raising initiatives have been launched and the department is currently working with the development office in the College of Arts & Sciences and community members. The goal is to raise funds and/or endowments for the departments programs and academic scholarships/assistantships for students including those enrolled in the Ph.D. program.

Table 4: Distance Education Enrollment in PAS by Course Level (2005-2010)

Year & Semester	Level		
	200-URD Enrolled Students	300-URD Enrolled Students	Total
2005-06			
2 Fall 2005	92	9	101
3 Spring 2006	109	50	159
Total	201	59	260
2006-07			
1 Summer 2006	33	-	33
2 Fall 2006	36	76	112
3 Spring 2007	131	23	154
Total	200	99	299
2007-08			
1 Summer 2007	32	-	32
2 Fall 2007	74	62	136
3 Spring 2008	102	70	172
Total	208	132	340
2008-09			
1 Summer 2008	35	70	105
2 Fall 2008	110	91	201
3 Spring 2009	96	86	182
Total	241	247	488
2009-10			
1 Summer 2009	33	38	71
2 Fall 2009	59	161	220
3 Spring 2010	76	86	162
Total	168	285	453
Grand Total	1018	822	1840

Source: University of Louisville Office of Institutional Research and planning

Figure 1:



SECTION 4: “THE FIVE QUESTIONS”

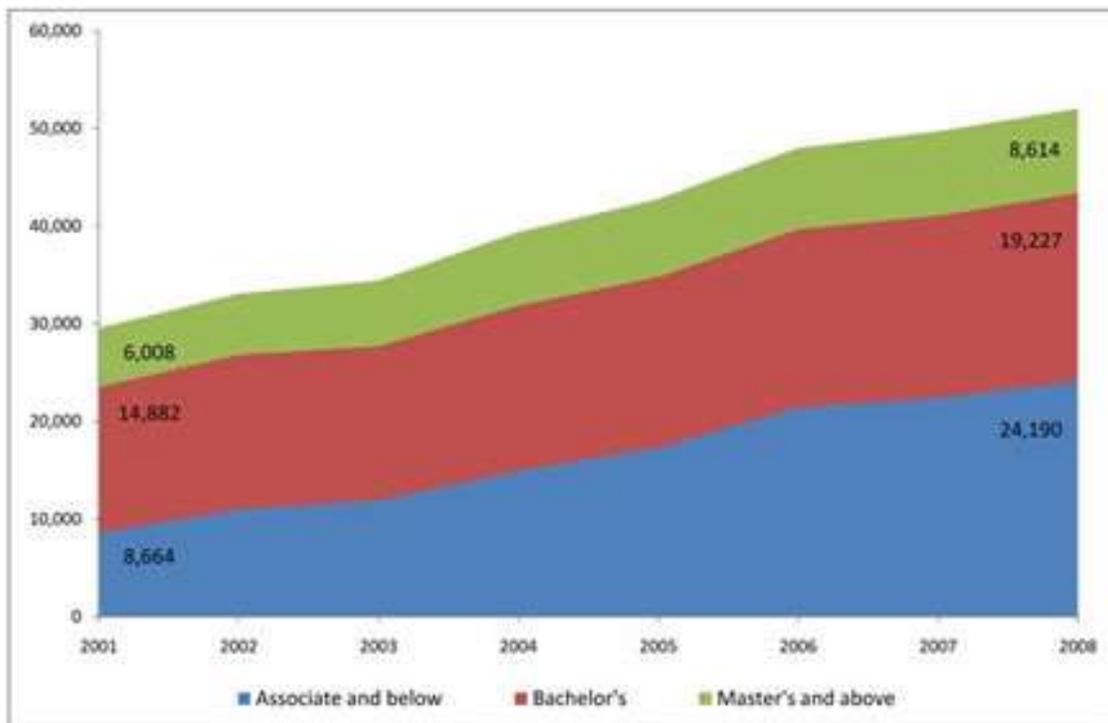
1. Are More Kentuckians Ready For Post-Secondary Education?

- a. *List and describe any program admission or transfer criteria, standards, or procedures that are more specific than the published institution-wide admission or transfer criteria, standards, or procedures.*

According to the Kentucky Council on Post-secondary Education (2008) degrees and other credentials awarded at Kentucky’s public and independent colleges and universities have consistently climbed since 2001. In particular, the number of Kentucky students earning graduate degrees, Masters and up, have reached historical heights (see Fig: 2 below). These figures indicate that more Kentuckians are ready for Post-Secondary Education.

Fig: 2

Total Degrees and Other Credentials Awarded by Level
Kentucky Public and AIKCU Independent Institutions



Source: Kentucky Council on Post-secondary Education

In the Commonwealth of Kentucky a growing interest in Black Studies has resulted in an increase in the number of Black Studies programs and/or departments from 3 in 2007 to 9 in 2010. These statistics demonstrate that not only is Kentucky ready for this Ph.D. program but recruitment within the state looks favorable. This emergent trend has also manifested in the increasing interest, enrollment and graduation rates in the PAS MA program. While the number of students graduating with a baccalaureate degree in PAS remains consistent (table 6) student enrollment in all PAS courses has consistently increased over the years. Currently, the department offers between 130 and 200 courses at the 500 and 600 levels each year. For the past 5 years this averages to 174 courses or 522 credit hours of which 41.9% (approx 73 courses) are upper level (600) courses.

Over the years, the department's Master's degree program has experienced growth and stability. Table 8 show that the US Department of Education estimates that PAS has graduated approximately 6.4 students over a 6 year period (2002-2007). More recent data in Table 7 shows that between 2005 and 2010 a total of 24 students graduated with a PAS MA. From 2003 when the program was approved to 2010, the number of students enrolled in the MA program has grown and includes local, national and international candidates. The program graduates on average 6-7 degrees per year. Since its inception 83 students enrolled and 41 graduated with 32 MAs, 7 with the PAS Certificate, and 3 with the joint MA/MSW degree. Currently there are 23 actively enrolled students and others in various stages of progress. The PAS MA graduation rate equals or exceeds that of all but a few Black Studies programs in the nation (see table 8 below). In the last 3 years the department has implemented a plan to meet and exceed the CPE requirement by intensifying its recruitment efforts, increasing student intake, and closer mentoring of students. We expect that the graduation rate for both the MA and new Ph.D. to meet that of the CPE and continue to exceed that of other Black Studies Programs. We believe that this goal is possible because the interdisciplinary nature and structure of the Ph.D. program is attractive for student enrollment, graduation, and employment. This is already evident in the post graduate placement of the PAS MA graduates in Ph.D. programs in Black Studies as well as in sociology, anthropology, history, American Studies and others. Graduates have also gone on to further their career in education, law programs and within the private sector.

Some of these students, including those who are residents of Kentucky, have gone elsewhere for their post-graduate training because of the lack of a Pan-African/Black Studies Doctoral program in the Commonwealth of Kentucky, others are waiting (see student letters in Appendix 1). The availability of this program will be attractive to students who may otherwise be forced to leave the state for a similar program. Students will be actively recruited from the current MA program into the Ph.D. and recruited jointly to the MA and Ph.D. Program. Additionally, some of our current and past PTLs will be recruited into the Ph.D. program. Already there is an attraction to the MA program from students across the US and internationally. Nationally, students have been recruited through several avenues including having current graduate students present at professional conferences, engage potential students, and distribute information materials, particularly at the National Council for Black Studies annual meetings. In addition, the Chairs of other Black Studies departments or programs periodically encourage their students to enroll in this department's graduate program. Over the years, this social network has extended to our graduates going back to their alma mater and encouraging others to enroll. These avenues will be enhanced and encouraged. Student to student reference works well and the Department's Post-graduate Association has been active in their recruitment efforts via the email, face book, twitter, and formal and informal gatherings that are far reaching geographically. At the international level, recruitment will continue through our international faculty networks at conferences and through activities that are part of

Memorandum of Understandings with foreign universities especially those that were initiated by this department and located in the Diaspora.

Table 5: PAS Baccalaureate Degrees Awarded 2005-2010

Major: Pan African Studies		Baccalaureate Degree	Post Baccalaureate Certificate	Total
2005 06	2 Fall 2005	3	-	3
	3 Spring 2005	2	-	2
	Total	5	-	5
2006 07	1 Summer 2006	-	1	1
	2 Fall 2006	1	-	1
	3 Spring 2007	6	-	6
	Total	7	1	8
2007 08	1 Summer 2007	2	-	2
	2 Fall 2007	1	-	1
	3 Spring 2008	6	-	6
	Total	9	-	9
2008 09	1 Summer 2008	1	-	1
	2 Fall 2008	-	1	1
	3 Spring 2009	5	-	5
	Total	6	1	7
2009 10	1 Summer 2009	1	-	1
	2 Fall 2009	5	-	5
	3 Spring 2010	2	-	2
	Total	8	-	8
Grand Total		35	2	37

Table 6: PAS MA Degrees Awarded (2005-10)

Major : Pan African Studies		Masters Degree MA
2005 06	2 Fall 2005	-
	3 Spring 2005	5
	Total	5
2006 07	1 Summer 2006	-
	2 Fall 2006	1
	3 Spring 2007	5
	Total	6
2007 08	1 Summer 2007	1
	2 Fall 2007	1
	3 Spring 2008	2
	Total	4
2008 09	1 Summer 2008	1
	2 Fall 2008	2
	3 Spring 2009	1
	Total	4
2009 10	1 Summer 2009	1
	2 Fall 2009	1
	3 Spring 2010	3
	Total	5
Grand Total		24

Source: University of Louisville Office of Institutional Research and Planning

Table 7:
Masters Degree Program Sample in Black Studies
 (U.S. Department of Education & Institute of Education Services, 2009)

Institution	Department Focus	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Average 2002-07
Yale Univ	African-American Studies	1	7	1	2	1		2.4
Harvard Univ	African and African American Studies	DNR	DNR	DNR	3	2		2.5
Indiana Univ – Bloomington	African American & African Diaspora Studies	2	2	2	2	7		3
New York Univ	Africana Studies	3	4	3	1	9		4
Cornell Univ	African and African American Studies	3	8	3	6	5		5
Univ of Louisville	Pan-African Studies	7	7	7	5	6	4	6.4
Columbia Univ	African-American Studies	14	3	14	6	8		9
The Ohio State Univ	African and African American Studies	7	14	7	6	11		9
Temple Univ	African-American Studies	DNR	6	10	15	8		9.75
SUNY Albany	Africana Studies	8	12	11	12	10		10.6

U.S. Department of Education, & Institute of Education Services. (2009). National Center for Education Statistics. Retrieved February 25, 2009, from <http://nces.ed.gov/>

Admission to the proposed Ph.D. program will be consistent with current University criteria, with the addition of the following:

1. students entering the program with a M.A. in PAS or a related field from an accredited college or university should have a cumulative graduate grade point average of 3.3 on a 4-point scale;
2. students applying to the program without a PAS background must take prerequisite courses in research strategies and theoretical frameworks in Pan-African studies;
3. applicants must have three letters of reference addressing readiness for graduate studies;
4. applicants must have a combined minimum score of 1000 on the Graduate Record Examination (GRE); and
5. potential students must submit a statement of purpose indicating their academic interests and professional goals.

b. State any provisions you may have for advanced placement.

Requests for advanced placement will be reviewed by the Department's Graduate Committee on a case-by-case basis.

c. What preparation (e.g., math, science, foreign language, specific skills and knowledge) is required for entrance into the program?

Pre-admission preparation includes completion of a Master's degree from an accredited college or university. Prerequisites in Black Studies courses, and/or theory and research methods in the social sciences or humanities, are necessary to prepare applicants for advanced study. The Graduate Committee will assess applications for appropriate preparation.

d. Detail arrangements with lower-level schools (e.g., feeder high schools, community and technical colleges, and universities) to ensure adequate preparation of entering students.

Currently, PAS works with the Future Scholars Program and the Essence Program which mentor African American students from high schools located in metropolitan Louisville. This involvement serves as both a preparatory program for potential college as well as recruitment for PAS. In addition, PAS actively participates in all the university's recruitment programs by having faculty speak at various forums as well as through the distribution of informational materials. Similar to its undergraduate and MA recruitment strategies, the Department of Pan African Studies will continue with face to face interactions at university organized recruitment programs. The department will also advertise the Ph.D. program via the internet and mail posters and brochures to all state and regional colleges and universities. Already one faculty member has established a very successful Face Book account aimed specifically to potential graduate students. Admission requirements will be clearly articulated. The department already has well established national and international recruitment efforts for its MA program via use of fliers, public relations at national and international conferences, symposiums, and other similar events. Over the years, the department has found that the sponsorship of our MA students at the SIRAS Conference at Kentucky State University and at the NCBS conference nationally serve as a good strategy for potential students to talk with current students about requirements and preparation for our graduate programs. The department's PAS Post-Graduate Student Association actively engages in recruitment, information dissemination and mentoring potential and new graduate students. We plan to improve and continue this practice.

The PAS department was integral to the signing of memoranda of agreements between the University of Louisville and universities in Africa and the Caribbean. The Ph.D. program will seek to recruit students from these institutions through collaboration with colleagues, dissemination of information, and through our various study abroad programs (letters of support from the University of Maseno, Kenya, and the University of the West Indies, Trinidad are attached). The PAS department has adequate faculty with the experience to assess students' records and advise students from these institutions so as to allow graduates of these foreign institutions to gain admission to the proposed doctoral program. International students will be required to submit: (a) documentation of completing a M.A. degree; (b) a completed thesis or similar research project; and (c) three letters of reference attesting to the students' suitability for doctoral studies. International students applying to the program will not be guaranteed financial support but will be considered for available scholarships on merit only. Out of state tuition paid by these students and/or their sponsors will assist in funding the new program.

2. Are More Students Enrolling?

a) Document the need for the program, including student demand and employer demand for graduates of the program. What are the estimated student enrollments for the first five years? How many students will be drawn from other majors? How many new students will be attracted to the program? Data should be gathered and reported to assess need for the program based on survey research and/or forecasts for occupations related to the discipline.

The need for this program is reflected in a high student interest for a doctoral program that is only offered by a small number of universities nationally. Potential feeder programs for the Ph.D. are located in 18 universities across the country that offer a Master's degree in Black Studies and others are in the preparatory phases. This includes the PAS Department here at UofL whose recruitment efforts and program description has attracted a steady enrollment into the MA program by students from the Commonwealth of Kentucky as well as nationally and internationally. We expect that by linking the MA program to the Ph.D., student enrollment will increase. In addition, there is little competition nationally and none regionally for a Ph.D. in Black Studies. There are only 10 universities that offer a Ph.D. in African-American, Africana, Black Studies and/or Pan-African Studies. These are: Brown University, Harvard, Howard, Indiana University, Michigan State, Northwestern, Temple, UC Berkeley, UMASS-Amherst, and Yale (table 9).

Table 8: Doctoral Degrees in Black Studies 2005-2009

Doctoral Degrees in Black Studies					
IPEDS ID	Institution Name	2008-2009	2007-2008	2006-2007	2005-2006
217156	Brown University	0	0	0	0
166027	Harvard University	4	2	0	0
131520	Howard University	8	4	2	7
151351	Indiana University-Bloomington	0	0	0	0
171100	Michigan State University	2	0	0	0
147767	Northwestern University	0	0	0	0
216339	Temple University	6	8	11	6
110635	University of California-Berkeley	3	3	1	5
166629	University of Massachusetts Amherst	4	3	7	2
130794	Yale University	3	7	6	9
		30	27	27	29

Note: Selected 2000 CIP Codes include: 05.0101 African Studies, 05.0201 African-American/Black Studies, 16.0201 African Languages, Literatures, and Linguistics

Source: IPEDS Data Center (retrieved on 20110713)

In October 2005, a survey was sent to the six stand-alone Ph.D. programs in Black/African American/Africana Studies. The survey included program founding dates, number of students admitted and enrolled, and the number of Ph.D.s awarded thus far. The results for the quantitative questions are reported in *The Griot: Journal of African American Studies*, Vol. 25: No. 1, Spring 2006. The data from this survey as well as from table 9 indicate that there is a clear association between enrollment and graduation rates whereby higher enrollment leads to higher rates of Ph.D. awarded. The 2005 survey report also show that 153 doctorates were earned since the inception of Black Studies with Temple producing the vast majority of those degrees with growing numbers at Massachusetts, Michigan State and Berkeley. In his letter of support for this program, Professor Asante explained that when the Ph.D. at Temple was first launched:

“The demand for African American Studies was tremendous. We had five hundred applicants the first year and although it was not sustained in succeeding years, we still had high demand”.

Moreover, there are no Ph.D. programs in the South. Evans (2006) argues that the southern region's historical lag in granting access to Black students has translated into a lag of development of Black Studies. The growth and development of PAS at the University of Louisville has increasingly addressed this issue and equally important, it has given academic validation to Black Studies. The proposed Ph.D. is yet another step in this direction. At the same time, while student enrollment in doctoral programs in Black Studies has increased at a steady pace in the small number of available programs graduation rates pose a challenge. As a result, the PAS Ph.D. must not only have a strong recruitment and enrollment plan (*see plans for recruitment under section F*) but also a plan of close supervision, guidance and mentorship to assist in the graduation rate. The current PAS MA graduation rate in the department compares favorable with that of Temple and exceeding that of Yale and Harvard (see table 8).

We have seen in the past five years, a number of students who have earned the Master's degree in PAS at UofL have gone on to Ph.D. programs in other states. Scores of others have not pursued the Ph.D. because personal factors have tied them to the region. Based on these considerations, we anticipate that those attracted to the program will exceed the number admitted. Furthermore, the Commonwealth of Kentucky, and indeed the Midwest has no Ph.D. program in Pan African Studies. The proposed program will draw prospective students from the state, region and nation. Already, students who have a PAS MA and are not currently in a Ph.D. program have indicated an interest in enrolling in the PAS Ph.D. program. Others have indicated that had there been a Ph.D. in PAS at UofL they would have stayed (see Letter of Support from Potential Students in Appendix 1). Based on our high levels of recruitment for the MA program as well as the experiences of the current existing Ph.D. programs in Black Studies at other universities, we hope to enroll approximately 8 students annually including 4-6 full-time students with and without assistantships, as well as 2-4 part-time students.

Career options for graduates in Black Studies are usually stereotyped as being problematic. Arguably, this is seen as a major problem faced by students at all levels, BA/BSc, MA and Ph.D., that has made the significant decision to focus one's career on getting qualified *solely* in African-American/African or Black Studies. While PAS graduates are increasingly finding career opportunities in the discipline itself, more opportunities exist in social, cultural and educational agencies and organizations.

In his letter of support, Dr. Molfei Asante, one of the leaders in African American Studies and founder of the first Ph.D. program in Black Studies at Temple reported that he has

“Personally directed more dissertations in this field than anyone, more than 130, and I do not have any former student without a job or position. This is true for my European, Japanese, and Chinese students as well as my continental African and, of course, mostly African American and Caribbean students”.

Indeed the multidisciplinary nature of the program qualifies graduates to find jobs in academic institutions as well as in social work, education, business, international affairs and areas where a liberal arts degree is accepted. Increasingly at the university level the need for African American/African or Black Studies programs is being recognized. In some instances, full departments are being established. This growing demand for Black Studies combined with economic downturn has resulted in the preference for joint appointments. Doctoral graduates with multidisciplinary degrees in Black Studies are currently highly marketable. Christian (2010) argues that there is no real “hard evidence” that scholars in Africana Studies face problems on the job market. He suggests, however, we can talk about “anecdotal phenomena”. The Ph.D. in PAS is structured in a fashion that if graduates are employed in “joint appointments” they can teach courses, conduct research and be assessed for tenure by Black Studies departments and/or programs, as well as more traditional departments.

In addition, the PAS Ph.D. program makes provisions for a *Professional Development Seminar* (p. 14). The current Director of Graduate Studies (Dr. Njoku), has collaborated in different projects with his counterpart in Indiana University Bloomington, and has started introducing our MA graduate students to the H-Africa job database, the Academic Keys, Chronicle of Higher Education, and other websites that specialized in advertising African Studies and African-American related job and fellowship opportunities around the world. Additionally, we are putting together a database of institutions, including private and governmental institutions that often hire graduates of African Studies/Black Studies/African American Studies. The overall plan is to use the development seminar series which is part of the Ph.D. curriculum to guide students through the intricate waters of the job market and mentor them through the process of securing placements. This is in accord with the quest to use this program prepare Kentuckians for life and work.

b. Project the full-time headcount enrollment and the part-time headcount enrollment. Show how the projections were determined. Estimate the number of students projected above who will be drawn from existing programs within the institution and the net increase in institutional enrollment in the fifth year of the program.

Table 10 indicates projections for student enrollment for the first five years of the program. Projections are based on benefits of the planned recruitment efforts and the ability to offer some assistantships and other financial aids. We expect that an additional two to four students may enroll on a part-time basis each year. This projection is based on experiences with the MA program as well as inquiries by working individual about the PAS Programs. The projected graduation rate reflected in the table will meet the CPE requirement after the first five years and is expected to increase with the inclusion of graduating part-time students.

**Table 9. Projected Enrollments First Five Years:
Full-Time & Part-Time Students Entering with an M.A.**

	New	Continued	Graduated
2012-2013	8		
2013-2014	8	8	
2014-2015	8	16	
2015-2016	8	24	5
2016-2017	8	27	8

The proposed PAS Ph.D. program is multidisciplinary in its structure and should attract a small number of students from other departments at the University of Louisville. In general, until the benefit in terms of employment opportunities with a PAS Ph.D. is recognized it is likely that the total enrollment would be very small. However, the program’s objective is to recruit students with backgrounds in PAS who have graduated from the University of Louisville, students with a Black Studies background from Kentucky colleges and universities, as well as interested students from all disciplines nationally, and internationally so that there is a high enough enrollment that supports a graduation rate that meets the CPE requirement (*see section F for recruitment plans*).

c. Briefly describe any identified institutional, local and regional needs to which the proposed program would be responsive.

The proposed program will contribute at the highest intellectual level to the well being of the University of Louisville community, the wider Louisville community and the region. Its Diaspora focus suggests that the program and its outcome will also make contributions to communities nationally and internationally. For the University of Louisville, this program will be strategic in helping attract national attention and prominence, increasing external funding, expanding multi-disciplinary collaborations, increasing the capacity for social science and humanity research, exploring new areas of research, increasing doctoral degree productivity, and increasing university-community partnerships and diversity efforts. The program will accomplish this goal through its curriculum, research efforts and service links to the department’s research centers and outreach programs and partners. For example, currently the department assigns a GTA in the MA program to the SCJBC and Anne Braden Institute where they engage in research and community engagement activities. Participants in the Ph.D. program will engage in similar activities based on their research and professional interests. This includes collaborating in grant writing, conduct of research, organizing and presenting research at conferences and public forums organized by the department and college centers and programs.

More specific, this program is important to the university’s Signature Partnership program that seeks to use the resources of the university to enhance the quality of life of the residents of West Louisville; a significant proportion of whom are African American residents⁶. The program’s teaching and research focus has at its core addressing historical, social and cultural factors that influence social and economic disparities among African Americans and people of color in general. The department has worked in the past and continues to work with the Urban League, teachers within Jefferson County Public Schools, Louisville Arts Council, Saturday Academy and others in these areas. PAS faculty members are also active in the university’s Cultural Arts Partnership

⁶ It is estimated that 20% of the population in Jefferson County are African Americans, that is 44.2%, of all African Americans in Kentucky

developments. The program also responds to the needs of the Louisville business community which according to the Greater Louisville Inc in their letter of support:

“Believes that education plays an important role in the economic prosperity of our community, particularly in a globally-competitive environment. As such, the graduates from the PAS Ph.D. program will be a welcomed addition to the business community, adding knowledge on the economics, politics and culture of people and societies of the African Diaspora”.

At the regional level, the Ph.D. program will be the only one in Kentucky and the South to offer Diaspora studies with a disciplinary specialization. In a news release on a similar program at IU Bloomington, it was reported that graduates from such a program will find employment in government, private foundations and non-governmental organization with an international focus.

At the national level, this Ph.D. program supports the idea argued by Manning Marable (2005) for the need for a “New Black Renaissance” where various Black Studies programs can help shape the realities of dealing with the intersectionalities of race, class, and gender within migration, globalization, and hybrid identities. Further, Christian (2010) discusses Africana Studies in the 21st century as part of a need to develop critical perspectives related to Africana thought and practice. At the international level, the Pan African studies faculty is presently conducting research in the Caribbean, Africa, and North America and already has relationships and/or formal linkages with universities in Ghana, Kenya, and the Caribbean with on-going negotiations with universities in South Africa, Nigeria, Kenya, Botswana, and other places.

In reference to similar efforts at IU, Bloomington Associate Professor Grim explains “*we are establishing a strong international component because we believe you can’t have this conversation without these other voices. It is not enough for us to read about these experiences. We need to have people in our programs that have lived those experiences.*” While students are not mandated to participate in international programs as part of their Ph.D. requirement, these relationships offer students the opportunity and academic support should their research interests extend to other parts of the Diaspora.

d. Describe any unusual or special faculty/student needs to which the program would be responsive.

It is anticipated that a number of non-traditional students and working individuals will be drawn to the program for two reasons. First, the University of Louisville is located in an urban setting and therefore presents educational opportunities to students who may be older than the national average and who may already be employed on a full- or part-time basis. Secondly, both non-traditional and/or working African Americans may be interested in further understanding their history and culture as well as those of the other parts of the African Diaspora (similar to the Saturday academy participants and students taking both undergraduate and graduate PAS courses). This program will make efforts to address the needs of these students by offering flexible scheduling.

e. Describe any exceptional circumstances that favor the development of this program, for example, special facilities, grants, and/or patrons.

At present, there is no Ph.D. program in Pan African Studies offered within the Commonwealth of Kentucky or in the South and therefore, UofL is not in competition for a similar program in the Region. Furthermore, PAS is one of few departments that have an outreach program and long ties within the Louisville community, specifically the African American community. These ties have resulted in several collaborative events and informal professional relationships that

will provide opportunities for student internships and/or research projects, research collaborations, and future employment outside of academics. In addition, the department currently has three major research and educational efforts linked to the Center for Crime and Justice in the Black Community (CCJBC) and the Underground Railroad Research Program/Project as well as that of the Teachers' Training Program/Project, all of which offer potential for graduate students to gain research and grant writing experiences, publications, community development training, and work on public policy.

The international relationships with other universities, governments and institutions offer graduate students opportunities to engage in research and development, such as with the Human Rights Institution and National Museum in Nairobi, Kenya, with the Accelerated Savanna Development Project in North Ghana, or with the Creative Arts Center at the University of the West Indies in Trinidad, among others. Students will be encouraged to write for appropriate grants and scholarships to pursue these opportunities if it is in their research interest. Other features that position the department for this program include a modern and recently renovated computer lab, and already-established links with regional agencies through faculty collaborative research activities and graduate students participation in academic conferences, workshops, debates, symposiums and other similar activities.

f. Detail plans for student recruitment (include specific plans to attract non-traditional students, including minorities, and to address gender-related issues).

The department has plans to recruit candidates at local, regional, national and international levels and has been making contacts at these levels in readiness for the launching of the Ph.D. program. At the local level we hope to expand our recruitment drives to other departments in the Humanities and Social Sciences such as Departments of anthropology, sociology, modern languages, history, political science, just to mention but a few. This idea is disseminate information to show how the structure the proposed Ph.D. program competes favorably in the job market as Pan African/African Studies/African-American Studies experts as well as disciplinary-based experts in anthropology, literature, history, sociology, and others.

On a state-wide and national level we have recruited the support from faculty at Kentucky State University (Frankfort), University of Texas (Austin), Baylor University (Waco, Texas), Marquette University (Wisconsin), University of Bowling Green (Ohio), Central State University (Ohio), and American University (Washington DC). Towson University (Maryland), Kalamazoo College, (Michigan), and University of Maryland (College Park), among others.⁷ At the international level, the department and its faculty members have initiated MOUs and collaborative teaching and research relationships with colleagues and program directors at University of the West Indies (Trinidad), University of Ghana (Legon), University of Maseno (Kenya), United Nation's University (Japan), University of Bergen (Saint Louis, Senegal), and University of Nigeria (Nsukka, Nigeria). These contacts have indicated support for the program and are waiting to recommend potential candidates for admission.

Nationally and internationally, our strategy is to deploy multiple and aggressive methods of recruitment. The Graduate Studies Director has begun to create posters and handbills to be sent to different African Studies and African American Studies departments across the nation. Our plans also include encouraging faculty members and graduate students to distribute our program fliers and handbills at regional and national/international conferences and workshops like the Southern Interdisciplinary Roundtable on African Studies (SIRAS) based at KSU, Frankfort, and the National

⁷ See letters of support as well as from contacts submitted by PAS faculty for the proposal.

Council on Black Studies (NCBS). These regional conferences bring together a host of scholars and students from the Mid-south regional as well as those from across the nation and outside the country. Additionally, the program will be advertised on H-NET (with over 100,000 viewers per week), and USA-African Dialogue which has more than 50,000 subscribers in the academia around the world. Social networking has become a major source of information to the young and old. As such, there are plans for the department to use face book and twitter to recruit potential students to all our programs including the Ph.D. Pending funds, the Director (or member) of the Graduate Studies Program and a graduate student will travel at least twice a year to selected schools and/or forums to recruit candidates. The department's postgraduate association had also indicated their support in all recruitment efforts including posting an open house/on site visit to all interested candidates.

As we have learnt from our contacts at Temple University's African American Studies program, our plan is to recruit a minimum of 8 students every year so that we expect to graduate at least 5 annually. In order to ensure that students are graduated timely, and thus meet the university/program expectations, potential candidates for our Ph.D. program will be mentored by faculty with similar research interests and closely advised by the graduate studies director and members of the graduate studies committee. Annual assessment will be mandatory with the intention of developing and evaluating individual plans to graduate.

Specific to minority students, the observation is made that currently minority students dominate the enrollment in the PAS baccalaureate and MA programs. African American women in particular appear to be attracted to PAS programs. In addition, students of various race/ethnicity and gender have steadily increased their enrollment in PAS courses over the years particularly in the General Education courses. Approximately 40% of all PAS undergraduate courses are approved as Cultural Diversity courses. Many of these courses are also approved for a social science or humanities designation and/or as a Writing Requirement course (WR) and are cross listed in the Women and Gender Studies department. The department will continue to recruit in part with diversity in mind. The attraction of women and ethnic minorities to PAS is due to the department's mission of providing a curricular emphasis on diversity and inequality. In addition, a large majority of the departmental faculty's research programs are in the areas of gender and racial/ethnic inequality, racial and gender identity, African American history, education and health, African religion, art, and culture, Diaspora music, language and literature, among other topics. Recruitment efforts will include mailings, appearances at professional meetings, and attending recruitment opportunities at state, regional and international colleges, use of the internet and Face Book. Currently, PAS faculty and graduate students have a strong participation record at the National Council for Black Studies conference as well as at the CIRRAS conference at which students are recruited to the programs. Faculty members and graduate students also participate in the Saturday Academy and other community forums where non-traditional students are made aware of the department and its programs.

g. Provide a statement of your institution's EEO status and plans.

The university has achieved automatic degree program eligibility status based on the CPE Equal Education Opportunities annual review of performance indicators (Feb. 1, 2008). The University of Louisville's full statement on Affirmative Action and Equal Opportunity Employment can be found at <http://louisville.edu/hr/affirmativeaction/aa/plan.html> The University of Louisville strives to provide equal employment opportunity on the basis of merit and without unlawful discrimination in terms of age, color, disability status, national origin, race, religion, sex, sexual orientation, or disability of an otherwise qualified individual.

3. Are More Students Advancing Through the System?

a. What is the anticipated time-to-graduation for full-time and part-time students entering this program?

Full-time students entering the program with an M.A. in hand are expected to finish their studies in four to five years, which is consistent with similar Ph.D. programs across the nation. Table 2 outlines the full-time curriculum plan for students with an MA degree. Part-time students are expected to graduate in 5-7 years.

b. Describe your plans for collaborating with other institutions to offer this program. Why is it necessary that your institution offer the program? Include a list of other Kentucky institutions offering similar or related programs at this and other levels. Describe arrangements for transfer and articulation into and from this program within the institution and in the state. Describe the extent to which student transfer has been explored and coordinated with other institutions. Provide information about completed, signed articulation agreements.

It is important to offer the Ph.D. program in PAS because it will contribute to an area of study that is still underrepresented in institutes of higher learning at this level in the state. While various areas of Black Studies are increasingly integrated into the curriculum of traditional disciplines, very few institutions offer concentrated programs in research and scholarship in Pan African/Black Studies. Given that it will be one of eleven nationwide and the only one in Kentucky, the PAS Ph.D. presents a unique educational opportunity. The department's undergraduate degree and its various majors and minors along with its MA and certificate programs have set the stage within the university to launch this program. Further, the departments online and study abroad course offerings have gained local, regional and international attention for the program in the department, college and university.

Currently, the department has no official coordinating programs with other institutions for transfers, etc but students from other local and national universities have been referred to our MA program and were subsequently enrolled. The list of universities includes the University of Kentucky, Berea University, and Kentucky State University. On a wider scale, students from African American programs from the University of Texas, Houston and Georgia State University have consistently enrolled in our MA program. We expect that this trend would continue with the new Ph.D. and we anticipate working with the other M.A.-granting schools to develop transition policies for qualified students wishing to enter the Ph.D. program after completing their master's degree.

c. What plans are in place for delivering this program through the Kentucky Virtual University and other distance learning technologies?

This program may offer a number of prerequisite courses through distance learning in which the Pan African Studies Department has a proven record of accomplishments at UofL (see table 5). The PAS department has routinely offered undergraduate prerequisite courses with great success and plans to offer graduate level courses through distance education. Plans are in the making to offer the department's graduate certificate online that will give Ph.D. candidates at least 5 graduate courses they can take online towards the program. In addition, we are currently exploring the possibilities of distance education course offerings in collaboration with other universities in the Diaspora particularly those with whom UofL has MOUs. This would benefit students who are interested in the Diaspora Studies option with special interests in the Caribbean or the African continent but who do not have the resources to travel and access materials abroad and vice versa.

4. Are We Preparing Kentuckians for Life and Work?

a. How does the program prepare Kentuckians for life and work?

The Ph.D. in Pan African Studies will prepare its graduates at the highest level to explore, investigate, analyze and document historical, social and cultural issues relating to people of African descent and the world around them. Graduates will be well-trained in critical thinking, problem-solving, and analytical techniques that will create opportunities for employment and personal enrichment. Through courses, research experience, writing papers and a dissertation, presentation at professional conferences and meetings, and the mandatory professional development seminar students will gain the knowledge, skills and experience necessary for being competitive in the today's labor market. Moreover, the program will place particular emphasis in dissemination of information to the community through creative writing and verbal presentations. Additionally, candidates will gain work and life experiences through their assigned assistantships to the department's various centers as well as through collaborative research and outreach projects with community organizations.

b. What are the accreditation expectations for this program? Are there recommended criteria and/or other program standards available from an accrediting body, certifying agency, or professional society? If so, identify the source and compare your program with the recommendations and/or standards.

There are no accrediting programs specific to Pan African Studies.

c. Discuss the program objectives and the evaluation scheme planned for the program. If the proposed program relates to or articulates with an existing program within the institution, describe the process and results of the most recent evaluation of this related program that may provide a base of support for the proposed program.

The primary goal of this program is to offer an interdisciplinary degree devoted to the exploration and analysis of the history, politics, culture and social issues of African people in the United States, the Caribbean, and Africa, that is nationally and internationally recognized. It focuses on the Black experience in order to illuminate the contributions of African people and provide an alternative to traditional interpretations and approaches. The objective of the program is to provide a comprehensive and inclusive program that exposes students from all cultures, religions, and ethnic backgrounds to the experiences and interpretations of people of the African Diaspora. The program will be assessed by evaluating completion rates, student research productivity as indicated by dissertations, research reports and papers presented at conferences, publications in academic journals, book reviews, and grant/project reports. Students will also be expected to fill out an Exit Survey on completion of their degree. This provides students the opportunity to assess the program. Career placement will also be closely monitored and documented and the program will be reviewed by the Provost's Office every 10 years.

d. Describe how the program's quality will be demonstrated in terms of faculty qualifications, available resources, support services, and student outcomes.

All members of the faculty of the Department of Pan African Studies have a Ph.D./EDD from acclaimed universities. The course they teach, their on-going research and publications demonstrate that they are competent in PAS in general and in their specific disciplines. Their CVs reflect the level of their expertise illuminated in published papers or books and presentations at

professional meetings. Full and Associate Professors have all served on thesis and some dissertation committees and can direct students' dissertations. The program quality will also be evaluated and improved on an annual basis using the required Student Learning Outcome assessment exercise and final report. The department's physical resources include the computer laboratory, which was recently remodeled to accommodate the demands of this proposed doctoral program. The lab contains the most current versions of the software required to conduct research in the field at the highest level. Support services and expertise from the department's staff will further add to the quality of the program.

e. If the program is designed to prepare a student for a particular occupation, describe the competencies the student will have upon completion of the program and how these will be evaluated.

N/A

f. Are there licensure requirements for graduates of this program?

There are no licensure requirements for this program.

g. What are the projected degree completions? Project the number of graduates during each of the first five years.

The first graduation should occur in the fourth or fifth year of the program. Six to eight students are expected to graduate each year from year six to year ten. From that point, the program will strive to graduate students each year that meet or exceed that of the CPE.

5. Are Kentucky's Communities and Economy Benefiting?

a. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, and labor interests). If an external advisory committee has been used in the development of the proposal, identify committee members and their affiliations and describe the committee's role in developing and overseeing the program.

Colleagues from other Black Studies programs and departments in other universities have been consulted in the development of this program. Letters of support originate in universities in the Caribbean and Africa as well as professional/academic Associations in the USA, all of whom in various ways had inputs in the proposal process.

b. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

Employment opportunities for graduates with a degree in Black Studies have been raised as a concern for new and continuing programs in Black Studies. However, careers for Black Studies graduates can be found throughout the United States, particularly in metropolitan areas or regions that are home to large minority populations. African-American/Black Studies prepare students for varied careers in public, private and non-profit employment as diversity in knowledge prepares one for diversity in careers. For example, academic training received by graduates with a Ph.D. in Pan-African Studies with a humanity orientation make students competitive for career positions on the staffs of many of America's premier museums, cultural centers and historic sites. Across the country, museums that feature American art, music or theater displays are likely to have career

opportunities for graduates with a degree in African American studies because they are qualified to research, consult, and supervise the development of African American galleries, displays and exhibits. The leadership of institutions with multicultural displays is increasingly recognizing that it is important to work with African American Studies graduates in order to insure the cultural authenticity and historical accuracy of the African American exhibits as well as the manner in which they are displayed and incorporated in the total museum presentation. Graduates with a historical and/or social orientation in Black/African American may apply for work in federal government departments that help to maintain hard won civil rights in America because of their background knowledge of race relations and justice. In general, Pan African Studies is entering into a period of increasing demand for new Ph.D.s, both within academe, where new professors will be needed to teach growing numbers of Black Studies courses in various departments at both the undergraduate and graduate levels. Agencies and organizations that recognize the need for a more inclusive understanding of the world's social and cultural challenges of the twenty-first century are drawn to graduates in Black Studies.

Urbanization and globalization trends in Kentucky, the United States, and the world, creates a demand for experts on the African Diaspora to help in understanding the process and problems of integration including issues of cultural diversity and the social issues that arise from migration. Some of these attendant issues may include issues that are outlined in the support letter from the Urban League of Louisville such as problems of poverty, racial and ethnic prejudices, gender inequalities and nuances in different cultures, inequality in education, health and employment, segregation in housing, homelessness; the role of race, class and gender in crime and delinquency; domestic violence and gender roles in different family structures, how culture affects global trade, politics, and international relations. These trends call for graduates in Black/African American/Pan-African Studies to deal with the multidisciplinary challenges of a globalizing world; to research on the trends and issues, and to help mitigate and solve conflicts for a more peaceful order. Migration and globalization does not equate to social and cultural problems as they also lead to economic development and more diverse culturally rich communities. This Ph.D. proposal in Pan African Studies is offered as a means of meeting the increasing demand for new Ph.D.s capable of assessing and addressing these complex issues that are confronting governmental, private, and non-governmental organizations and agencies in Kentucky, the United States, and throughout the world.

c. What other benefits to Kentucky's community and its economy will the program provide?

Pan African Studies is directly pertinent to Kentucky's historical, cultural, social and economic development. The program will attract students locally, regionally and nationally who will strengthen the capabilities of local and foreign institutions, agencies and governments that deal with education, trade and development, culture, arts, and all other aspects of the lives of people in general and people of African descent in particular. Letters of support from the Saturday Academy, Louisville Arts Council and others attest to this. Additionally, the programs international flavor will attract professionals from all over the country and world that can subsequently help build the economic and social life of the state. This view is reflected in the attempts by the Greater Louisville Inc (G.L.I.) who recently established The Greater Louisville International Professionals (G.L.I.P.) branch. The goal of the G.L.I.P. is to "showcase Louisville's welcoming and inclusive nature by serving as a trusted source of information, conversations and connections between international professionals and the region's business community. The G.L.I.P. also offers a valuable forum for the area's professionals or companies doing business internationally and thinking with a global perspective." This Ph.D. program should complement and serve initiatives like this in Louisville and in the Commonwealth of Kentucky overall.

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H-AFRO-AM Network of the H-Net listserv. <http://www.h-net.org/lists/subscribe.cgi?list=H-Afro-Am>.

Appendix 1

Letters of Support

1. Dean, College of Arts and Sciences
 - University Libraries

2. Within College:
 - Departmental Chairs
 - Department of Sociology
 - Department of History
 - Department of English
 - Department of Anthropology
 - Department of Theatre Arts
 - Department of Women's and Gender Studies
 - Department of Philosophy
 - Latin America and Latino Studies

 - Faculty Associates
 - Dr. Dismas Masolo (Philosophy)
 - Dr. David Anderson (English)
 - Dr. Ludeanna Thomas (Theatre Arts)

3. Nationally
 - National Council on Black Studies
 - SIRAS
 - University of Houston, Texas
 - University of Cincinnati
 - Georgia State University
 - Temple University
 - Howard University
 - Marquette University
 - Baylor University
 - Kentucky State University

4. Internationally
 - University of the West Indies
 - University of Maseno, Kenya

5. Local Community
 - Louisville Arts Council
 - Greater Louisville Inc.
 - Urban League
 - Saturday Academy
 - Anne Braden Center
 - Muhammad Ali Center

6. Potential Students