




**AFSO**


AFGHAN FEMALE STUDENT OUTREACH

# ANNUAL REPORT

AFGHAN FEMALE STUDENT OUTREACH  
JUNE 30 | 2024

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Executive Message

# From our Board President

As we celebrate our inaugural year at AFSO, I am filled with gratitude and astonishment. Never did I think, when eight professors gathered in a room at Trinity College in Connecticut, that within a year, we would become an international collective of professors, teaching assistants, and other professionals bringing education and a future to more than 500 university women in Afghanistan. We responded, initially, to an emergency. Then we responded to what became, in short order, our beloved students.

Learning, and the hunger for learning that seems innate in every human being, was the founding premise of our initiative. Women in Afghanistan had been abruptly severed from their education; we were educators. But what is education? A lifelong quest, certainly. But more than that, a pathway to the future, not just for our students, but for their country as well. When the Taliban relinquished power in 2003, women had been suppressed for so long that very few had the skills or knowledge to take on positions

of responsibility. By endowing our students with the learning skills to navigate that pathway, and the deep knowledge garnered along the way, we ensure that on the next departure of the Taliban, there will be women ready to step in at all levels of need in the country.

Our first year is a testament also to our volunteer professors—many of them with full-time university appointments, others returning from retirement—who adapted quickly to the challenge of teaching in this unknown environment, across what for some seemed a cultural abyss. They learned to connect personally with students they could only know as a gray square and a name on a screen. They helped advise students on the skills they would need to continue and complete their education outside Afghanistan: not only English, but also critical thinking, reading analysis, academic writing, quantitative literacy, and research. They connected students coping with severe trauma to compassionate, professional counselors. They helped students learn about the academic environments outside Afghanistan and prepared them to master the language exams necessary to make the transition.

We've done all this with an exceptional team of Board members, volunteer and paid staff, and professionals advising us on everything from nonprofit tax laws to corporate sponsorship. We have also created partnerships that comprise the global village that it takes to support the indomitable university women of Afghanistan. We look to the future with hope, knowing that together we can meet the complex challenges that lie ahead. Thank you for being with us on this journey.

In solidarity,

Lucy Ferriss





Executive Message

# From our Executive Director

It is with immense pride and gratitude that we present our first Annual Report. Over the past year, our journey has been marked by resilience, determination, and the unwavering spirit of the young women we serve.

In August 2021, the lives of Afghans took a devastating turn as the Taliban took over Afghanistan. The country went from building a sustainable democracy to the hands of an extremist religious group. Afghan women suffered the most. The Taliban banned women from accessing education, work, public spaces, and all their basic human rights. In December 2022, the Taliban banned female students from universities, shattering countless dreams and limiting prospects. Despite all these obstacles, Afghan women have stood as symbols of resistance against a brutal extremist regime, keeping hope for liberty and justice alive in Afghanistan.



Amran Fatih , Executive Director

From our humble beginnings in May 2023, we have grown into a robust international collective of professors from around the world. Today, AFSO delivers a wide range of credit and non-credit courses to university women across Afghanistan. Our program rekindles the passion for learning among our students and offers a lifeline, providing hope and a pathway toward completing their formal education and pursuing professional careers.

Our first year has taught us invaluable lessons. We have navigated unreliable internet service, language barriers, and differing educational expectations. By listening to our students' needs and resolving their issues, we have built a program that truly serves them. Despite obstacles, the feedback from our students has been overwhelmingly positive, highlighting their joy and appreciation for being back in the classroom.

This year, we have also seen the power of community and partnerships. With the support of generous individuals, academic institutions, and organizations around the world, we have expanded our volunteer faculty, improved our resources, and provided essential internet data to our students. Our partnerships with institutions like Bard College, Moora University in Afghanistan, University College London, the Alliance for Education of Women in Afghanistan have enriched our online program curriculum and opened new opportunities for our students.

Looking ahead, we are committed to expanding our reach and enhancing the quality of our programs. We will continue to prioritize the safety and inclusivity of our recruitment process, ensuring that we serve a diverse and representative student body from all corners of Afghanistan. Our goal is to offer more structured and sequenced courses, particularly in critical fields that align with the current world education system.

The success of AFSO is a testament to the dedication of our professors who volunteer their expertise and time to our students, followed by teaching assistants, administrative volunteers, and supporters. Together, we are making a tangible difference in the lives of Afghan women, enabling them to reclaim their right to education and build a brighter future.

Thank you for your continued support and belief in our mission.

Sincerely,

Amran Fatih



## The Taliban’s Ban on Female Education



In December 2022, after the Taliban regime in Afghanistan had limited girls’ education to the sixth grade, they took the next logical, though somehow unimaginable step: They ejected all female university students from the universities. Some of these students were on the threshold of applying to professional degree programs; others had just begun their undergraduate studies. To the Taliban, it didn’t matter. They were sent home, denied access to libraries, parks, recreational facilities, and almost all employment. A wave of depression and a rising tide of suicide overwhelmed the young women of Afghanistan.

## A Brief History of AFSO: Year 1

*“Is there a doctor in the house?”*

is the cry we hear in a medical emergency. In this emergency of life and learning, we could hear the silent cry:

*“Is there a professor in the house?”*

As it turned out, there was. There were nine of us, in fact, all in Connecticut, inspired by a small, informal initiative at Trinity College. And just as a doctor responds without asking what will come next or who will pay for this tracheotomy, we plunged into the emergency in May 2023 with what students most needed: real-time classes, with a professor and other students in the Zoom room, learning English and mathematics, political science and chemistry.

This first annual report tracks our journey from those humble beginnings to AFSO’s present status as an international collective offering credit and non-credit courses of the highest calibre to university women all across Afghanistan, along with a pathway for our students to complete their formal education and embark on their professional lives. A timeline noting milestones along the way is on p. 17. Here, we’d like to look at what we have learned as an organization and how we have responded at each step along the way.



Everything begins with our students. From our initial, determined cohort in Summer 2023, we learned that young Afghan women are avid for learning and blocked by innumerable obstacles—not all of them in the government. Internet service throughout our pilot program ranged from spotty to nonexistent. Language barriers were higher and wider than we had expected, with half our students placing at the low intermediate level in English. IT literacy was a challenge; the Afghan educational system had not pivoted to online learning during the Covid crisis, but had simply pressed “pause” for 18 months. Expectations on both sides of what constituted a college class and what degree of student acquiescence, response, critical thinking, or independent research should be expected were wildly at variance. Nonetheless, evaluations at the end of that term described the absolute thrill our students felt at being back in the classroom:



Art by Somaya Jalal, AFSO student

01

*“ The best thing about AFSO seminar was the method of teaching which was very good for me because it was very easy to understand the lessons very well.*

02

*“ I always thought that I could not understand the conversation of a person whose first language is English during the activities, but this class proved to me that I can understand.*

03

*“ I found that this committee has chosen professors with high experience and knowledge for students and we can use their knowledge in the best way. This rescue committee is mostly teachers who hold our hands in this current situation of Afghanistan and make us more knowledge. I want AFSO to continue these programs forever.*



04

*“ This course was very wonderful for us because, in this situation, all of us stay at home and we were depressed and also we were unhopeful because, all of dream lost. When I attended in this program I was very happy and I can solve my problems that I had in engineering and English. . . . I am really happy that I was student in this program I know a lot of thinks that was very useful for me and I didn’t believe foreign people help me because, until now, no one helped me. I can’t describe my feel because it is not describe to two line thank you so much for all serving that you give us and work for us also you was volunteers.*

*“ My best experience from this class was the motivated and capable teachers. We didn’t have such teachers in Afghanistan for a single day.*

05

*“ The best experience was that no one forget the humanity in some part of the world like AFSO for Afghan Female Students.*

---

06

*“ My best experience from this class was the motivated and capable teachers that we didn’t have such teachers in Afghanistan for a single day.*



Our students were also straightforward. Online classes were not enough. They loved learning, but they had hopes, dreams, goals. They needed inspiration; they also needed plans.



*This institution will be great if it can take Afghan girls abroad. I am sure that having lessons in person will be more effective.*



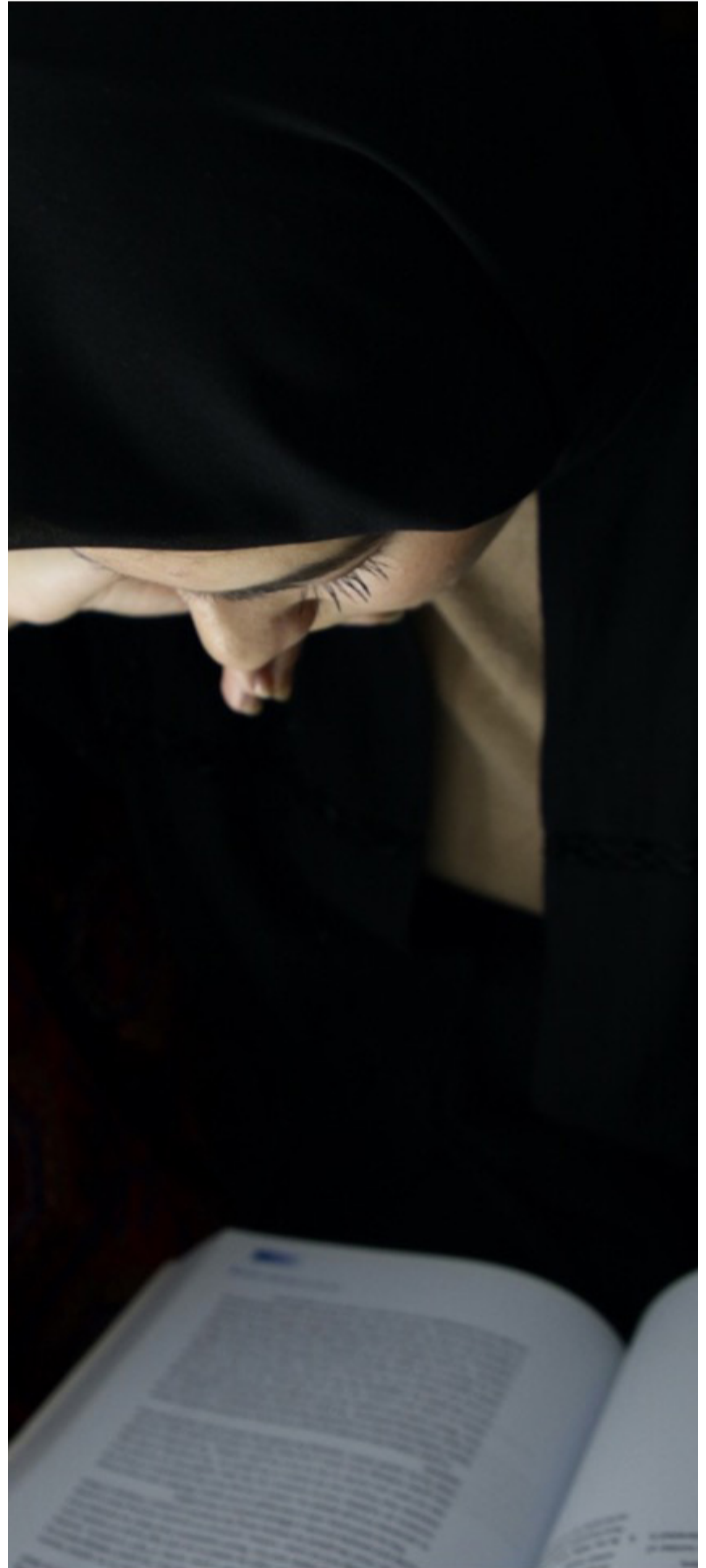
*I have a request that if there is any opportunity about online universities, scholarships, jobs or something like that please inform me and share them with me.*



*I highly appreciate your hard work to help girls develop their skills and knowledge. I just want to mention that those programs that AFSO provides for us are very effective programs; however I would like you to offer for us some TOEFL or IELTS preparation classes, because one of the most important requirements of scholarships is having the score of TOEFL / IELTS test.*



*Life in this country does not worth for living any more. We need to seek opportunity in a developed country where our future life and career is insured. Therefore this option is good but we are waiting for further cooperation and opportunities as well.*



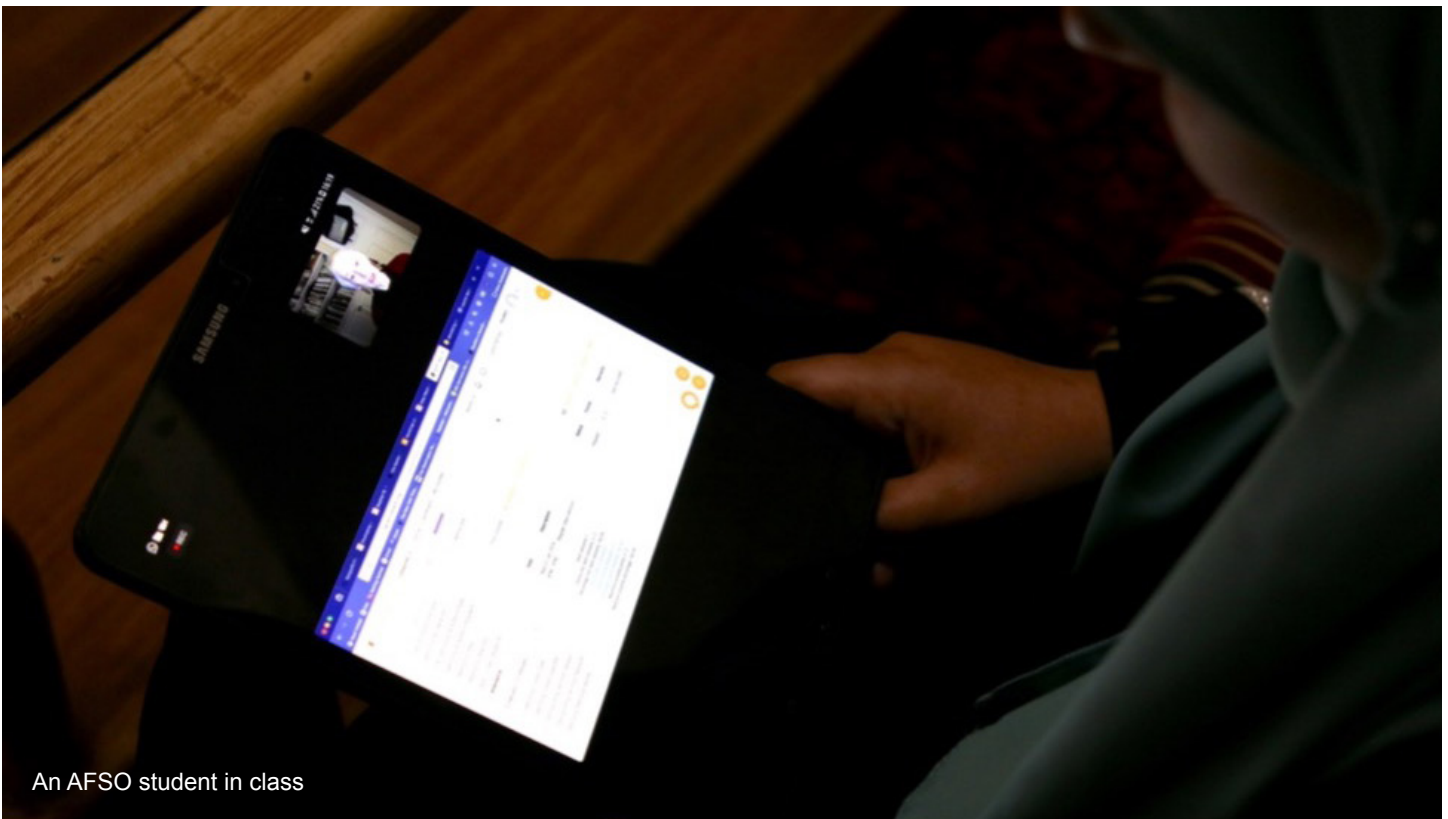




## AFSO's Response

AFSO pivoted quickly. With the extraordinarily help of a generous individual, we were able to hire Amran Fatih to be our first Executive Director. With the remainder of the funds from that individual gift and countless other gifts made by AFSO supporters, we were also able to improve our website; expand our subscription to Ellii.com, our language learning site; and perhaps most important, supply our student with data packages.

Visitors to our classes are often astonished by the format in which our students learn. The remote learning screen, with its digital squares, is populated not by the faces of students regarding their computer monitors, but by gray squares and avatars. Almost none of our students have wi-fi in their homes. They attend class on their mobile phones, seeking out a spot in their household (going outside is dangerous) that can receive a signal, hoping that the electricity that powers their phone will not fail. They have neither the bandwidth nor the sense of security needed to show their faces on the screen during class. Expanding their data, and thus their access to the internet, became a priority for AFSO as the fall semester began.



An AFSO student in class



And what a changed semester it was! Professors from Europe, the Middle East, and South America had heard about us by word of mouth. We offered 13 classes, including the Colloquium, an honors seminar for students of high caliber hoping to continue and complete their education outside Afghanistan. With the many partnerships we were forging, we brought visitors to the class who were able to provide our students the tools they need to begin this journey: an introduction to English language tests, an understanding of American college application and admissions processes, an introduction to

outreach programs in the U.K., resources for improving their English beyond their AFSO classes, programs at regional universities that target Afghan women. Students completed checklists of the steps needed to make a successful application. Other classes addressed human rights, anthropology, chemistry, physics, public health, critical thinking, and an array of other subjects. Every class included a teaching assistant, a college student or adult who helped with the Afghan students' English skills, running extra sessions, tutoring one-on-one, conducting writing workshops.

Over the winter holidays, many of our students improved their English skills through one of the many partnerships we had begun to build: Education for Humanity, an outreach program of Arizona State University, providing placement testing and self-paced classes in academic English. Along with other organizations with whom we'd begun to forge ties, like Canadian Women for Women in Afghanistan and the American University of Afghanistan, Education for Humanity founded the Alliance for the Education of Afghan Women, which AFSO joined after attending a conference in Washington, DC, in Fall 2023. More on these partnerships below.





# AFSO Partnerships June 29, 2024

The main goals of our worldwide partnerships are these:

- ① Recruit students from high school programs for Afghan women
- ② Connect students with other online enrichment programs
- ③ Connect women to online degree-granting initiatives that focus on Afghan university women:
  - Accrediting AFSO courses (OSUN, AUW)
  - Linking to online programs (NYU Abu Dhabi, AUAF)
- ④ Connect students who are able to emigrate to institutions and scholarships worldwide
- ⑤ Recruit TAs
- ⑥ Offer ESL resources to students unable to enroll in our courses
- ⑦ Build relationships for grant applications





## In Spring 2024, our program continued to grow.

01

We now had 70 professors on our volunteer faculty, from Vancouver to Singapore.

02

We enrolled 150 students in 23 classes, some of them co-taught.

03

Nine of our students enrolled in credit-bearing classes through our partnership with the Open Society University Network.

04

In March 2024, responding to student demand and the generosity of student teachers from Smith College in the U.S. and University College London in the U.K., we began offering Intermediate and Advanced peer-taught grammar classes, for which 60 students signed up.

05

Our English Language Test Preparation class, focused primarily on the TOEFL exam but also exploring the Duolingo English Test, was open to Colloquium students and other Advanced students, who studied the relevant areas of Reading, Listening, Speaking and Writing.

06

Although 36 advanced students signed up for the class, only 3 scored high enough on practice tests to be eligible to use our limited vouchers for the actual TOEFL—an indication both of how difficult the test is and of how much work remains to be done.

07

Twenty students took the Duolingo English Test, and 6 of them scored 120 or above, high enough to be seriously considered for admission at an American institution of higher learning.



## In Summer 2024, our enrollments ballooned.

We have 500 students in 17 AFSO classes plus 3 sections of peer-taught grammar classes. Three AFSO classes are now cross-listed with the Open Society University Network, with three more scheduled to cross-list in the fall.



Two key changes in course administration are taking place beginning this summer.

01

First, to track student progress in English, our teaching assistants are conducting individual speaking assessments both before and after classes, using rubrics from the IELTS. These assessments will enable students who are making steady progress in English to enroll in high-level courses.

02

Second, all professors are participating in intra-AFSO advising, counseling students on class selection for the following term to create the best sequence for students to progress toward their goal of completing their education and obtaining a degree. This advising system augments the advising and mentoring already in place by way of the Colloquium, the English Language Test Preparation classes, and mentoring on academic choices, preparation of applications, research into scholarships, and the legal hurdles involved in emigrating from Afghanistan.



# Student Recruitment

Our executive director, Amran Fatih, began his work with AFSO by activating recruitment. He foresaw that key to AFSO’s identity would be a student population not just from Kabul, but from all over Afghanistan. The original 137 students whom he recruited in May 2023 came from all five major provinces, and the word has spread farther since. A short excerpt from his original report on recruitment exemplifies what continues to be AFSO’s position on recruiting students:

*In order to effectively target the target audience (women ages 18 – 35 inside Afghanistan who are able to benefit from higher education opportunities) and ensure the success of our project, AFSO has developed a comprehensive approach with a specific focus on the safety of students, recruiters, and educational institutions.*

*To initiate the pilot phase, AFSO recognized the importance of local knowledge and expertise. We collaborated with individuals who have extensive experience over the past two decades working with civil society organizations and educational institutions dedicated to empowering Afghan women. By leveraging their networks and relationships, our outreach efforts reach the target audience effectively.*

*To ensure a diverse and inclusive recruitment process, AFSO used an existing database of Afghan women to provide with a broad pool of candidates from various backgrounds. We also tapped into the network of previous women professors who possess valuable insights and recommendations. Their expertise and understanding of the educational landscape in Afghanistan help us identify highly qualified candidates.*

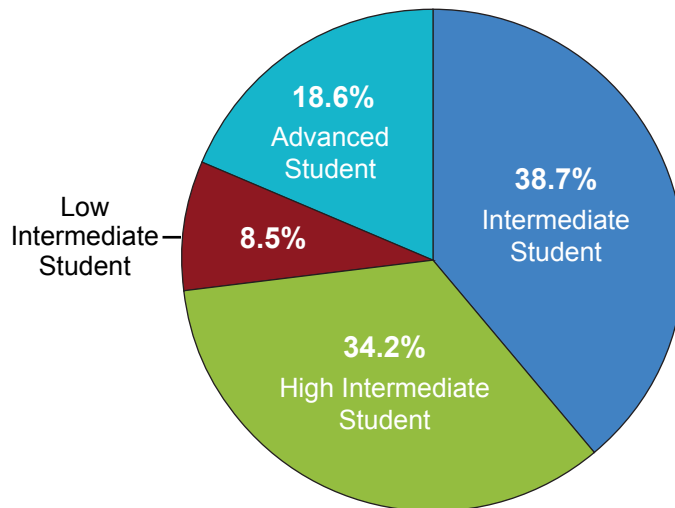
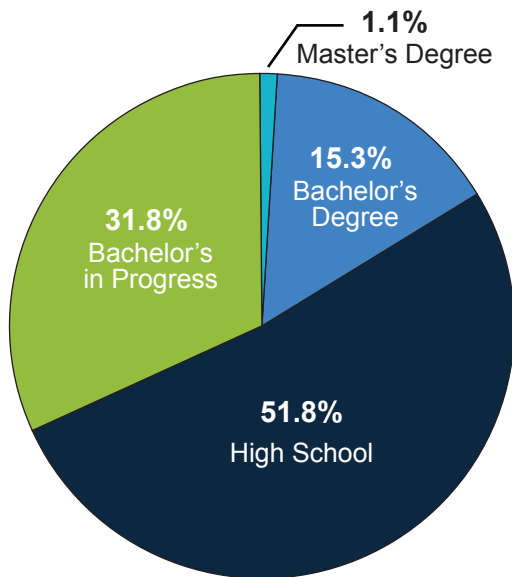


*Through these collaborative efforts, AFSO successfully targeted 137 eligible female students for the pilot phase programs. The breakdown of the target audience’s post-secondary qualifications-- those pursuing their bachelor’s degrees (1st-3rd years), those in their last semesters of their bachelor’s degree (4th year), and those who have completed their high school diploma (12th grade)--demonstrates our commitment to accommodating women at different stages of their academic journey.*



*The recruitment process covered major provinces, different ethnic backgrounds, and both urban and rural female students. We selected the top five major provinces in Afghanistan: Kabul, Bamyan, Kandahar, Balkh, and Herat. These provinces were chosen based on ethnic diversity, geographical representation, and accessibility to resources. Looking ahead, AFSO is committed to continuously improving and expanding our recruitment process. We plan to include additional provinces while carefully considering factors such as security, safety, and the lack of fundamental resources across Afghanistan.*

The charts below demonstrate the range of English language ability and educational status among students applying to AFSO. With applications rising exponentially, we are finding new solutions and avenues of support to be sure we admit those who can succeed in our classes and beyond. Administrative oversight continues to grow to accommodate this pressing need.



- Bachelor's Degree
- High School
- Bachelor's in Progress
- Master's Degree

- Intermediate Student
- High Intermediate Student
- Low Intermediate Student
- Advanced Student



## Faculty, TAs, and Course Development

From an initial pool of 8 professors mostly associated with Trinity College, we have expanded to a corps of 74 professors at 26 different institutions around the world. Addendum 1 lists our current faculty pool. Not all these professors teach every semester. At this writing, 11 professors have been able to teach in at least 2 of the 4 semesters we have conducted thus far. We continue to recruit professors through word of mouth and professional connections. While we currently cover a broad range of the liberal arts and sciences, including TESOL and engineering, we are still actively seeking professors in economics, public policy, computer science, and leadership, among other fields.

We have built a system for English language support and peer mentorship by teaching assistants, of whom we likewise have a broad base of volunteers. Almost every class has a TA assigned to it. Duties of teaching assistants have grown along with the program. They are now responsible not only for attendance and peer mentoring, but also for oral English assessments and grammar classes. Defining a clear internship for assistants should be a priority in the coming year.

**As we grow, we are seeing a need for more in-depth course development, especially in three areas:**

- 1** Sequencing. In math especially, we need to organize more remedial instruction and clear sequencing from algebra through calculus. This issue is part of the larger question of creating multi-course certificates in broad disciplinary fields.
- 2** Communication within disciplines. We have grown to the point where we have 3 – 6 professors in a field (e.g., health sciences; humanities; data sciences). We need to create an engagement structure among ourselves to better deliver courses and understand our own disciplinary structure.
- 3** OSUN courses and student engagement. Our students have benefited enormously from the opportunity to take credit-bearing courses with the Open Society University Network, in an arrangement that began in Fall 2023. Now our own professors are offering courses that are also open to OSUN students and bear credit. This is an exciting development for our two organizations and for our advanced students. It has also exposed a risk in accepting students to courses, since a certain percentage of AFSO students currently in AFSO-taught OSUN courses are insufficiently engaged. This has led to an increased range of responsibilities for administrative staff, as outlined below.





## Mental Health

Early in AFSO's history, professors learned that the trauma of war, loss of security, expulsion from school, and economic issues was taking a toll on our students. Many professors found themselves counseling students who were at risk of deep depression and suicide. We have now signed an MOU with Trauma Assistance Program International (TAP-IN), which has wide experience in helping individuals and groups within traumatized populations. We are referring at-risk student to TAP-IN, and also inviting them to visit classes and teach our students methods for handling stress. This addition to our program makes AFSO unique among efforts to help educated Afghan women.

## Administration and Volunteer Staff



### Amran Fatih, Executive Director

Until October 2023, AFSO operated as an entirely volunteer organization. Growth was so rapid, however, and the student demand for a pathway so urgent, that we put most of our initial, private seed grant into hiring our Executive Director, Amran Fatih. Amran's experience in public policy and strategic planning, and his lived familiarity with Afghanistan, has proved invaluable. He holds an MPA from University of the West of Scotland. Amran took on the responsibilities of mounting a system to deliver data packages to students so they could connect to classes; organizing teaching assistants; running a strategic planning initiative; building our fundraising and administrative capacity; and generally troubleshooting every aspect of the program as it continued to grow.



### Katy Masuga, Student Affairs Coordinator

Beginning with a flurry of applications in January, we hired Katy Masuga on a contract basis as a Student Affairs Coordinator, and continued that association with a longer-term contract from mid-March to mid-July 2024. Katy has deep experience in managing international programs and holds a PhD from the University of Washington. With a new registration system, an active student body of 500, and 1500 students in the registration system and needing classes, Katy's presence has become indispensable, and establishing her salary is a priority for the current fundraising initiative.



## Other staff are all volunteers and deserve our praise and thanks:

- Kathy Lindblom, volunteer bookkeeper
- Maureen McLaughlin, volunteer Strategic Planning coordinator
- Christina Schoux Casey, volunteer Donor Management System builder and coordinator
- Bobbie Smolow, volunteer librarian
- Thomas Wu, volunteer accountant
- Simran H., volunteer grant writer
- Negar Dehghan, volunteer graphic designer
- Sadia Ghafari, student communications volunteer

Without these overworked and heroic staff members and valuable volunteers, AFSO could not operate at all.

## Teaching Assistants and Interns



### Diversity

We now have about 45 teaching assistants from many walks of life. Most are college or graduate students, but some are retired professors, ESL experts, or recent graduates. Most are in the United States, but a large cohort are at University College London as well as in Canada and other countries. Assistance in other classes, TAs are also an invaluable peer mentoring system for AFSO students.



### Guidelines

A section for teaching assistants has been added to our Faculty Manual, so that these generous individuals have a guide for their participation in classes. TAs generally mark attendance, conduct small-group and one-on-one sessions to help students with reading comprehension and writing, check homework, and conduct speaking assessments at beginning and end of classes to determine improvement in students' English levels.

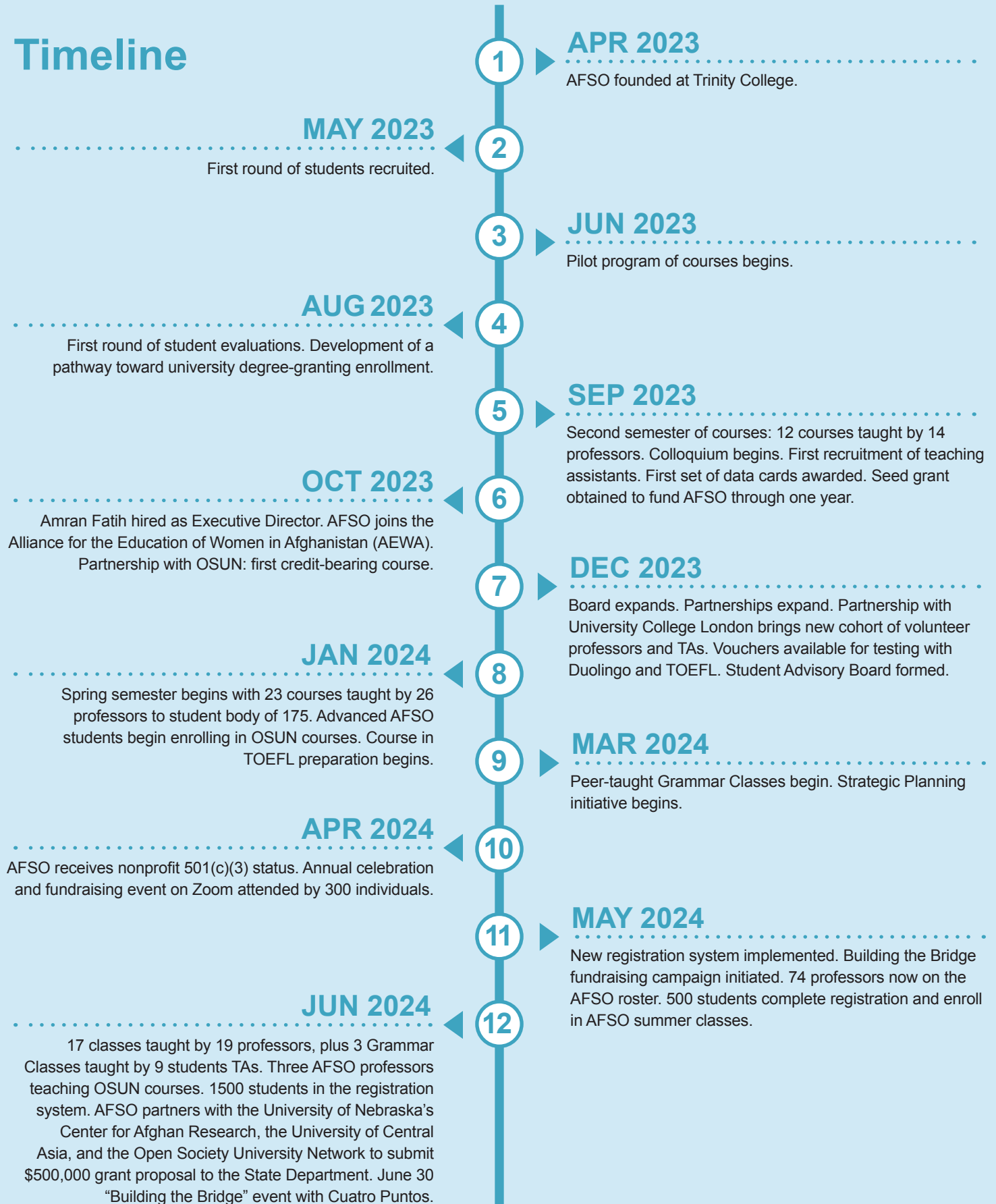


### Mentoring

In March 2024, a subset of TAs began running peer-taught English Grammar courses centered on our Ellii language platform and the grammar-based curricula it provides. Through these courses as well as their assistance in other classes, TAs are also an invaluable peer mentoring system for AFSO students.



# Timeline





## Current Challenges and Opportunities

The number of partnerships AFSO has established over the last year is remarkable and should yield opportunities in almost every dimension: recruitment, resource sharing, accreditation, affiliation, and degree and scholarship opportunities for our students. The number of students we are serving, and especially the number of students who are now continuing with AFSO and viewing AFSO as their main conduit toward an academic and professional future, is also heartening at the same time that it presents us with the challenge of researching and guiding these students along a very narrow pathway toward a new academic life.

With growth come challenges. Our greatest at this moment is funding. Besides that ongoing challenge lies the difficulty of retaining faculty, which is intertwined with the challenge of continuing to recruit engaged, serious students who are qualified to take our classes and capable of committing to the consistent work and attendance required. Our strategic planning process will yield new directions and ways to reshape and respond as the situation evolves—no doubt rapidly. Growing our Board as well as increasing our funding base will be an immediate priority as we enter our second fiscal year.



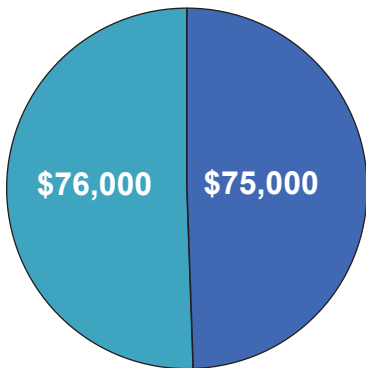


# Financial Report JUL 1, 2023 – Jun 30, 2024

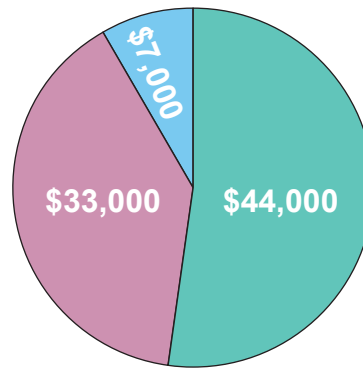
During its first 12 months of operations, AFSO received in-kind donations of enormous magnitude:

- 65 professors teaching courses at \$5,000/course: \$325,000
- ½ time bookkeeper: \$30,000
- 60 hours of strategic planning at \$75/hour: \$4500
- 40 hours of fundraising at \$75/hour: \$3,000
- 20 hours of certified public accounting at \$100/hour: \$2,000
- 20 hours of design work at \$75/hour: \$1,500
- **Total in-kind donations: \$366,000**

The graphs below account for monetary donations and program expenses.



- **Total individual donations:** \$76,000
- **Total corporate donations:** \$75,000
- **Total donations:** \$151,000



- **Wages:** \$44,000
- **Student support:** \$33,000
- **Administrative, program, and marketing expenses:** \$7,000
- **Total program cost:** \$84,000



# \$67,000

**Net revenue**



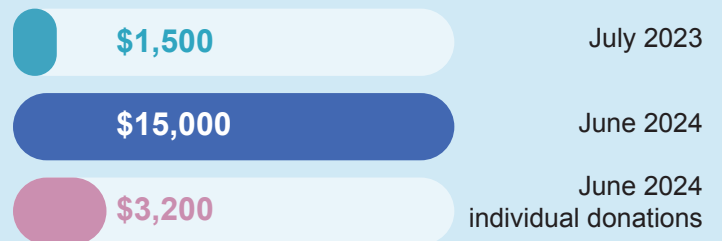
## Help Us Build the Bridge: Support AFSO's \$100,000 Match Campaign!

Your support is essential for AFSO to continue operating.



Donate here!

### Increase in monthly expenditures:





# Addenda

## Afghan Female Student Outreach: Faculty, 2023 – 2024

Name	Academic field	University
Adil, Adnan	Data analysis, AI, leadership	University College London (UCL)
Aimar, Simona	Philosophy	UCL
Altman, Naomi	Statistics	Pennsylvania State University
Anderson, Ellen G.	Biochemistry	University of St. Joseph
Arneodo, Francesco	Physics	NYU Abu Dhabi
Azari, Rahman	Environmental Engineering	Pennsylvania State University
Bans, Shani	English literature	UCL
Barth, Hilary	Psychology	Wesleyan University
Barton Hronesova, Jessie	Political sociology	UCL
Bauer, Janet	Anthropology, Int'l studies	Trinity College
Bengtsson, Agostino Marianne	Public Health	Sapienza University
Berretta, Elena	Mathematics	NYU Abu Dhabi
Biazar, Bahar	Academic English, Culture	Seneca College, Canada
Casey, Christina Schoux	Linguistics, TOEFL	Smith College
Coxon, Sebastian	Medieval German Literature	UCL
Craciun, Diana	ESL	UCL
Damsma, Alinda	Biblical Hebrew	UCL
Elukin, Jonathan	History	Trinity College
Esmaeili, Nooshin	Architecture & Planning	University of Calgary
Ewegen, Shane	Philosophy	Trinity College
Feili, Sara / Arshia Rahmati	Ethnomusicology	Wesleyan University
Felder, Gary	Physics, Math	Smith College
Ferriss, Lucy	Literature, writing, ESL	Trinity College
Finnan, Carmel	Communications	University of Limerick
Fisher, Sheila	Literature	Trinity College
Francini, Elisa	Mathematics	University of Florence
Frymire, Erin	Writing, Rhetoric, ESL	Trinity College
Fuccaro, Nelida	Middle Eastern History	NYU Abu Dhabi
Goodfield, Eric	Political Science & Public Admin.	American University of Beirut
Altea, Grau	Fine arts, history of art	Slade School of Fine Art
Grewe, Maria	Composition/Rhetoric, Minority lit	John Jay College
Habibi, Rana	Urban Design	University of Breda
Haynes, Emily	Chemistry	Rutgers University
Huber, Sonya	Writing, Rhetoric, ESL	Fairfield University
Jezek, Elisabetta	Linguistics	University of Pavia, Italy
Kahn, Peter	Biochemistry	Rutgers University
Kaltenbacher, Barbara	Mathematics	Univ. Klu, Austria
Keshawarz, Saleh	Engineering	University of Hartford
Kidd, Katherine	International Relations	Berkshire Community College
König, Christoph	Law	Freie Universität Berlin
Lewis, Judy	Public Health	Uconn
McCann, Sean	English	Wesleyan University
Mertens, John	Engineering	Trinity College



## Afghan Female Student Outreach: Faculty, 2023 – 2024

Name	Academic field	University
Michelle Slater	Comparative Literature	U Wisconsin
Mondino, Anna	Biology	San Raffaele Institute
Moon Don	Political science, ESL	Wesleyan University
Morrison Janet	Chemistry	Trinity College
Mukerji Ishita	Biology, Biochemistry	Wesleyan University
O'Hara, Ellen	ESL	HS ESL teacher
Omeed Alyas	English	Ryerson University
Paramo Adriana	Anthropology, writing	Fairfield University
Parker, Natalia V	Language teaching	UCL
Paz, Reut Yael	International law	University of Giessen
Pitts-Taylor Victoria	Gender Studies, Sociology	Wesleyan University
Poli Valeria	Biology	University of Turino
Prudent, Xavier	Data science, research	Independent scholar
Rajtmajer, Sarah	Data Science	Penn State University
Roynon, Tessa	Literature	UCL
Anna Rubartelli	Biology	Natl Cancer Center Genoa
Sadaf Shazia	Literature, Human Rights	Carleton University
Sadeghi Givi, Fatema	Philosophy	UCL
Samek-Lodovici, Vieri	Theoretical linguistics	UCL
Smith, Kirstin	Performance studies	UCL
Spezialetti Madalene	Computer Science	Trinity College
Staub Sandra	Architecture, Urban Planning	Penn State University
Trifonova, Temenuga	Creative Arts & Humanities	UCL
Vaziri Persheng	Media & Communications	Hofstra University
Vogt Erik	German literature	Trinity College
Walsh Andrew	Urban Planning	Trinity College
Whitney, Sarah	English, Women's Studies, ESL	Penn State University
Wilhelm, Isaac	Philosophy, Logic, ESL	Univ. of Singapore





## Teaching Assistants, 2023 – 2024

Name	Field	University
Aslam, Ammar	Classics	UCL
Boleslawski, Zoe	Economics	UCL
Bookham, Julie	ESL	Unaffiliated
Cahusac de Caux, Jenna	English literature	UCL
Chen, Yan	TBA	Nat'l Univ. of Singapore
Crack, Sophia	English literature	UCL
Crawford, Marina	ESL	Unaffiliated
Drummond, Violet	English	UCL
Fedoruk, Julia	French literature	Wesleyan University
Feiz, Zainab	TBA	UCL
Ferro Bernardino, Carlota	Int'l Political Studies	UCL
Hajela, Olivia	TBA	UCL
Hamid, Sultanya	ESL	Wesleyan University
Hojlo, Alison	TBA	Wesleyan University
Hussaini, Jamila	Biology	Trinity College
Koebel, Camille	TBA	UCL
Karbassi, Shireen	Philosophy	UCL
Large, Nia	Philosophy	UCL
Link, Cherry	Philosophy	UCL
Naoumi Lugtu	Arts & Sciences	UCL
Man, Nikki	Chemistry, English	Hoch Universitat, Berlin
Mann, Asmie	TBA	Univ. of Washington
Massey, Artem	Philosophy	UCL
McKibben-Baier, Scout	TBA	Wesleyan University
Muniandi, Rashmitha	MFA	UMass
Murkumbi, Malvika	Arts & Sciences	UCL
Musazay, Munazza	Psychology	Penn State University
Nicoletti, Lena	Int'l Political Studies	UCL
Miu, Hailey	Biology	Simmons College
Olivieri, Diego	Educational Studies	Wesleyan University
Qin, Ray	Philosophy	UCL
Rasuly, Fatima	Graphic Design	Roger Williams College
Santa Maria, Leonardo	Philosophy	UCL
Semiao Miranda, Beatriz	Comparative Lit.	UCL
Shahenshah, Carlotta	French, Film	UCL
Shimamoto, Murphy	History, Political Theory	UCL
Stimpson, Georgia	TBA	UCL
Sterling, Jody	Literature	Hudson Comm. Coll.
Sihn, Emma	TBA	UCL
Stoj, Stefanie	TBA	Wesleyan University
Sultanya, Hamid	TBA	Wesleyan University
Sykora, Kathy	ESL	Unaffiliated
Takahashi, Yumiko	Gender Studies	Wesleyan University
Tyler-Clark, Marika	Fine Arts	Slade School Fine Art
Watharow, Ella	TBA	UCL
Whitfield, Emma	TBA	UCL



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