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**Howard University Center for African Studies**

Comprehensive National Resource Center and FLAS Institution African Studies, 2022-2026

APPLICATION (PROJECT) NARRATIVE

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# COMMITMENT TO THE SUBJECT AREA ON WHICH THE CENTER FOCUSES

HU is an MSI whose commitment to African Studies is longstanding and exemplary, dating back nearly 100 years. A significant percentage of the university’s resources are allocated towards Africana faculty, curricula, research, international partnerships, and financial aid for African diaspora and underrepresented students. Since the establishment of the African Studies graduate program in 1953 and the undergraduate program in 1991, HU has consistently provided financial, material and other support to the Department of African Studies and other units that do Africa related teaching and research.

* 1. **Support for the Center for African Studies (CAS).** Since 2015, HU has provided support each year specifically for CAS: 95% of the salary of the Assistant Director of the Center; 65% of the salary of the Outreach Director; and 100% of the salary of the Assistant Outreach Director. In prior years HU also committed to provide a one-time $10,000 research stipend (2015) for the Center Liaison to the HU School of Education, $10,000 for Outreach teacher training workshops, and $10,000 for a graduate assistantship position (2015- 2016), and tuition support for all FLAS recipients to complement the FLAS tuition allocation. For the new grant cycle, HU has committed to continued support for CAS – 100% of the salary of the Assistant Director of the Center; 60% of the Outreach Director; 60% of the Assistant Outreach Director; and 60% of the Communications/Media Specialist; support for two graduate assistantship positions for the Center; and tuition support for all FLAS recipients to complement the FLAS tuition allocation. HU also provides space for CAS, including the Outreach library, in the Ralph Bunche International Affairs Center (RBC). (See Budget: I.A.)
	2. **Campus-wide Support and Commitment.** In 2020-2021, HU committed approximately

$14 million to Africa-related faculty salaries and benefits across all schools and disciplines. Additional support is provided in the form of internal research and travel funds, professional development training particularly in the area of online and digital learning and writing workshops to support scholarly publications.

HU continues its longstanding commitment to maintain and enhance Howard University Libraries (HUL), including its world-renown Moorland-Spingarn Research Center (MSRC). HU continues to employ a full-time Africanist librarian, and recently hired a senior, tenured Africanist historian to direct the MSRC. With this new hire, the University has also committed additional resources to digitize and promote the existing MSRC collections.

HU places a high priority on international and area studies, with Africa as a focal area.

HU’s motto of “Excellence in Truth and Service,” along with its mantra of “Leadership for America and the Global Community” plays out concretely in the robust infrastructure of linkages

- institutional and individual - with Africa and other world regions over many decades. HU has formal agreements, contracts and partnerships with more than 40 universities, institutes and laboratories from all regions of Africa in many disciplines for projects involving a) institutional development, b) curriculum development and teacher training, c) research, d) faculty resource sharing, e) study abroad programs, f) service projects, g) Alternative Spring Break initiatives, h) conferences, and i) short term training and capacity development.

Study abroad among Howard students has grown nearly three-fold in the past six years, confirming Howard’s commitment to facilitate international opportunities for our students and our growing international engagement. The University has also supported the successful

implementation of the Fulbright-Hays Swahili and Yoruba GPA Programs for the past several years, and recently submitted a third application to administer a Zulu GPA Program. As one of the 20 inaugural host institutions for the Mandela Washington Fellowship program, HU has hosted 125 young leaders from various African countries in a Public Management Institute. HU continues to expand ties with and provide capacity and skills development to African institutions and emerging professionals and entrepreneurs.

HU maintains a long-standing legacy of supporting students, particularly those in need, in Africa-related academic work. HU provides merit and need based scholarships to more than 60% of its student body across all schools. The total amount paid for all scholarships in AY2020- 2021 was $131,178,098, almost double the aid HU provided in AY2016-2017. As of Summer 2018, HU initiated the *Summer Tuition Assistance Grant for Excellence (STAGE)* which covers up to 6 credit hours free of summer school tuition for eligible students and supports students taking African languages and African Studies courses during the summer.

The Honors Programs in various schools provide additional support for students. The Lucy E. Moten Fund and the Globalization Fund provide support ($2000-$3000 average) for travel and study abroad specifically for undergraduates. Undergraduates who graduate within three years are eligible for a one-year tuition refund. In the Graduate School, the Just-Julian Fellowship, the Frederick Douglass Fellowship, the Dean’s Choice Awards, the Hawthorne Fellowship, and the Ryoichi Sasakawa Young Leaders Fellowship all provide a $20,000 stipend and up to $31,000 tuition waiver to support graduate student research for one year. In 2020-2021 and 2021-2022, the Graduate School provided more than $540,000 in stipends and tuition to 19

M.A. and Ph.D. students in the Department of African Studies (DAS) alone. Graduate students

doing Africa related studies in other units benefit from similar funding. Graduate students admitted to doctoral candidacy continue to benefit from a reduced flat tuition rate of $5,200 for the academic year. The HU School of Business, the College of Pharmacy and School of Communications provide support to students with Africa-related foci in International Business, Finance, Journalism, Mass Communication and Culture, and Radio, TV, and Film.

# QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

HU leads in African language training, with the largest student enrollment in African language courses of any institution in the United States. Student enrollments in seven priority African LCTLs since Fall 2020 have exceeded 1,600. Our African language students represent a diverse cohort, hailing from the sciences and the social sciences, from the School of Business (SOB) and the School of Communications (SOC). (See Appendix 4) HU’s growth in African language instruction and pedagogy is unparalleled and unprecedented.

We are uniquely positioned, given the composition and growth of our student body to significantly grow our African language instruction, especially at the intermediate and advanced levels. In the upcoming grant cycle we plan to add an eighth African language – Twi/Akan – and request Title VI support for a part-time instructor. We also plan to create a World Languages major, with an African languages minor, as well as an online certificate program that would offer accredited language certification to students and non-Howard participants. (See Budget: I.B.)

* 1. **Extent of African Language Instruction.** Language instruction at HU is located in the Department of World Languages and Cultures (DWLC). Currently, 7 priority African LCTLs are

offered in the classroom on a regular basis – Amharic, Arabic, Kiswahili, Somali, Yoruba, Wolof, and Zulu. ***HU offers the largest number of established (not on-demand) African language courses that attract 800 student enrollments per year, with 300 student enrollments in the intermediate and advanced levels.*** The enrollment, quality of instruction, student performance in and evaluation of these courses are consistently excellent over the past three years, especially. By far, the most popular is Kiswahili, which also has a formal intensive summer study abroad program in Tanzania and Kenya (HUSSA). One measure of the strength and quality of the African language programs, especially Kiswahili and Arabic, is the consistently high enrollment numbers for almost a decade. Students from universities in the D.C. consortium, such as AU, Catholic, GU and GWU, regularly enroll in Kiswahili at HU. UNC Chapel Hill also sends their FLAS students regularly for the summer HUSSA program in East Africa. In the Summer 2021 HU held its first Summer African Language Institute online, and attracted FLAS recipients from Yale, Kansas, Michigan State, and other campuses.

In addition to a minor in Arabic and Swahili HU plans to begin a minor in African languages. Somali language courses were added during the current grant cycle and Twi will be added in Fall 2022. Given our success in growing and sustaining courses in Amharic, Arabic, Kiswahili, Yoruba, Wolof and Zulu, HU will now cover the costs of language instruction for these languages. Title VI funding will be used to support the nascent Somali language instruction, and to add Twi as an eighth language. (See Budget: I.B.). We also request support to hire instructors to teach advanced independent study language instruction for those students who will continue their studies beyond level IV. In addition, Title VI support to certify instructors and create online materials will 1) expand access to HUs African language instruction

to non-Howard students, and 2) make more publicly available a growing body of language instructional materials. (See Budget: V.D.2)

Through DWLC’s Critical Languages Program and in collaboration with the DAS and other local language centers and African community organizations, several other African languages (Ga, Igbo, Hausa, Xhosa, Mandinka/Bamana, Tigrinya, Dinka, Peulh and others) can be offered on demand. There is a significant pool of individuals (at HU and in the D.C. area) with native language capacities to support robust on-demand training in the least-commonly studied African languages. In the recent past, individualized, on-demand instruction was provided for Xhosa, Twi, Tswana, Peulh and Moroccan Arabic for HU students, US government officials, and diplomats.

Enrollment in all African language courses has been consistently high with Kiswahili attracting the largest numbers, mostly undergraduates. Graduate students, principally from the DAS, take these courses to acquire advanced proficiencies for fieldwork, career opportunities, and the African language requirement for the M.A. and Ph.D. degrees.

TABLE B: AFRICAN LANGUAGES STUDENT ENROLLMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **AFRICAN LANGUAGE** | **AY2020-2021** | **AY2021-2022** | **TOTAL** |
| *Amharic* | 73 | 67 | 140 |
| *Arabic* | 189 | 157 | 346 |
| *Somali* | 16 | 31 | 47 |
| *Swahili* | 299 | 310 | 609 |
| *Wolof* | 25 | 34 | 59 |
| *Yoruba* | 115 | 121 | 236 |
| *Zulu* | 114 | 88 | 202 |
| *TOTAL* | *831* | *808* | *1639* |

In 2018, HU Yoruba professor, Dr. Bayo Omolola, secured a Fulbright-Hays Group Project Abroad grant for Summer Intensive Advanced Yoruba Language study at the University

of Ibadan, Nigeria. In 2019 Dr. Leonard Muaka who teaches Swahili at HU secured a Fulbright- Hays Group Project Abroad grant for Summer Intensive Advanced Swahili Language study at the University of Dar es Salaam in Tanzania. In recent years, the Fulbright-Hays Zulu GPA Fellowships have been awarded almost exclusively to Howard students. This year, under the leadership of Dr. Phiwokuhle Mnyandu, Howard has applied to administer this program for the upcoming cycle, further expanding our language study abroad opportunities for our students. In addition, DAS graduate students have won Boren fellowships to study Zulu and Arabic and conduct research in South Africa and Morocco, respectively. Similarly, students studying Swahili have won scholarships to study Swahili in Tanzania.

* 1. **Level of African Language Instruction.** Amharic, Arabic, Kiswahili, Somali, Wolof, Yoruba and Zulu are offered each year at levels I, II, III, and IV. Arabic and Kiswahili are also offered beyond level IV for minors and FLAS students. Courses include Grammar Review, Oral Expression I and II, Advanced Grammar and Composition and Independent Study, which involve working with literary and other types of texts in the original language. Efforts are underway to provide more options in the curriculum for minors in Swahili, Arabic, and a new minor in African languages. In addition, we have on-demand advanced instruction for all courses. We are committed to increasing the number and levels of African language classes. We now incorporate technology into teaching of African languages (Kiswahili and Zulu), and continue to develop online language courses, in partnership with Boston University African Studies Center. Training received at the National African Language Resource Center (NALRC) at Indiana University, Bloomington as well as HU’s CETLA (HU-TEACH) has enabled Swahili

and Wolof teachers to flip some of their sections into hybrid for Swahili courses (40% online) and occasionally 100% online for Wolof.

* 1. **Language Faculty.** All African language instructors at HU, except for three, hold a Ph.D. degree, and have undergone training in language instruction and performance-based teaching. Leonard Muaka (Ph.D. in Linguistics from the University of Illinois, Urbana Champaign) is Associate Professor of Kiswahili, Department Chair, and Coordinator of Critical Languages at HU’s DWLC. He was hired in 2016 as part of an effort to revamp the African Language Program. Dr. Esther Mukewa Lisanza (PhD in Education: Language and Literacy Development and an advanced certificate in Second Language Acquisition and Teacher Education (SLATE)) is Assistant Professor. She teaches Kiswahili and African Studies. Dr. Magdalyne Akiding (PhD in Second Language Studies from Michigan State) is a new lecturer, and she teaches Swahili. Mr. Raslan Moutraji, (M.A., American University of Cairo) teaches Arabic; Dr. Eman Hussein, (PhD in Arabic Literature) teaches Arabic courses. Ms. Tafessework Gebeyehu, (M.A in Education and a native of Ethiopia), handles Amharic. Zulu is taught by Dr. Phiwokuhle Mnyandu who also teaches courses in DAS. Dr. Bayo Omolola teaches Yoruba and a Humanities course, and Wolof is taught by Dr. Khady Diene. Ms. Maryan Ali teaches our newest language, Somali. In total HU’s African languages are taught by 8 full-time professors and lecturers, and two adjuncts, which confirms the strength and quality of our offerings.
	2. **Quality of Language Program.** Language proficiency requirements in Amharic, Arabic, Kiswahili, Yoruba, Wolof, Zulu, and other on-demand African language courses follow guidelines stipulated by ACTFL. We develop a highly effective program by using a proficiency- oriented approach to develop basic language skills (speaking, listening, reading and writing) at

the introductory level and enhancing these further at the intermediate and advanced levels. To enhance the quality of education, the program offers various types of learning experiences: collaborative, chunk, experiential, active, reflective, individualized, interactive, and task-based learning. HU CAS is a member of the collaborative North-East Regional Consortium of Programs in African Languages (NERCPAL) and contributes to and benefits from its instructional, training and assessment resources, especially in the development of instructional health materials. DWLC has smart rooms equipped with up-to-date audio-visual technology that enhances African language instruction and learning. In addition to the many teaching aids developed by instructors in the US as well as in Africa, there are online web-based and interactive African language resources. Additionally, HU maintains a state-of-the-art lab that houses the Center for Excellence in Teaching, Learning and Assessment (CETLA) that provides, many resources, including training in technology-based instruction and assessment.

# QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

HU’s Africa-related Area and International Studies instructional programs have achieved significant growth and innovation over the past four years. Notably, a new Interdisciplinary Studies Department was established in COAS, which houses new and very popular majors and minors including International Affairs and Women, Gender and Sexualities Studies. In the DAS, faculty continue to innovate the curriculum, through the development of online textbooks and instructional materials, and a new partnership with the Department of State’s *Diplomacy Lab*. In the upcoming grant cycle we will build on these achievements, prioritize support for COAS’s Interdisciplinary Studies Department and the strategic research areas COAS has identified,

including environmental studies/climate change. We will add a new policy and practicum- oriented course *Africa Policy in Practice* that will expose our students to government officials, African embassies, think tanks, and international organizations. (See Budget: V.C.14) We will also prioritize growing Africa content of courses in professional schools, in particular within the School of Communications (SOC) and the School of Business (SOB) where we have already forged successful partnerships and collaborations.

* 1. **The quality and extent of the Center's course offerings in a variety of disciplines and professional schools.** For AY2020-2021 and AY2021-2022 HU offered over 150 courses with at least 25% Africa content, with a student enrollment of over 8,000. (See Appendix 1: Course listing by Department). Over 50% of these courses have 100% Africa content, are taught across numerous disciplines and schools and cover all African regions. Many departments offer independent study, directed reading, and special topics courses that allow for greater depth and exploration of African issues.

Enrollments and student evaluations are consistently high, particularly at the introductory and intermediate levels. This is the case with the hugely popular *Introduction to African Studies* and *Introduction to Afro-American Studies* undergraduate courses. Other measures of quality include the high number of tenured faculty teaching these courses who are engaged in sponsored research with students, the high number of students presenting papers or posters on African related topics at conferences in the US and abroad (Research Week at HU, the African Studies Association (ASA) and the African Literature Association (ALA) conferences, and many other professional conferences in STEM and other disciplines in Africa), the number of students with

internships and fellowships (Fulbright and Fulbright Hayes GPA, Truman, Pickering, Boren, Payne/USAID, Gilman) and the high rate of placement after graduation.

HU is also part of the Washington, D.C. consortium of 13 universities. This allows students from member institutions to take courses at other universities that have Africanists amongst their faculty. HU attracts students from Georgetown University, George Washington University (GWU) and American University who come for African area and language courses, especially KiSwahili.

HU’s African Studies offerings continue to grow to keep up with trends and developments on the continent and the needs of our students. We offer courses on a number of topical issues including: *HIV/AIDS in Africa*; *China and Africa*; *Hip Hop and Popular Culture in Africa; Social Media and Political Change in Africa*; and our newest addition *Trafficking in and Destruction of African Heritage*.

Courses with at least 40% Africa content are offered at the undergraduate and graduate level in the Schools of Business, Communications, Education, Social Work, and Law. Several units in the professional schools (Engineering and Architecture, Nursing and Allied Health Sciences, Medicine and Pharmacy) also offer independent study/research, special topics, service learning, rotational experiences, and institutional projects that cater to students with Africa- related interests. In the current grant cycle, we assisted HU School of Business (SOB) in applying for and receiving a grant from the Department of Education to incorporate cultural competency and language training into the Global Trilateral MBA Program. Building on these efforts in the upcoming cycle, we will develop cultural competency seminars and pilot “Swahili for Business” and “Zulu for Business” modules. (See Budget: V.D.2) We will also enrich our

School of Communications (SOC) curricula by supporting the development of Africa content in the broadcast journalism and investigative reporting courses. (See Budget: V.C.11)

* 1. **Depth of Specialized Course Coverage in One or More Disciplines.** The Department of African Studies offers a B.A., M.A., and Ph.D. in Africa Studies, and teaches a full and extensive complement of Africa courses to support these programs. HU also offers of full sequence of Africa courses, from introductory to advanced levels, in the disciplines and departments of Art History, History and Political Science. In addition, many of our core Departments, including Economic, Sociology and English, have advanced level Africa courses and seminars and offer graduate majors a regional concentration in Africa. In most of the professional schools, in-depth coverage of Africa is available through special topics seminars, independent study, and field rotations.
	2. **Number and Quality of Non-Language Faculty.** HU has approximately 100 Africanists (See Appendix 3), that teach Africa-related courses and engage in Africa related research and creative production. An indication of HU’s commitment is that 85% are tenured or tenure track. Approximately 60% of HU faculty who teach or research on African issues are in the Arts, Humanities, and Social Sciences, and 40% in STEM and professional schools. Teaching assistants (TAs) are used in a support capacity and assume ancillary roles such as leading discussions, preparing materials, and grading.

Prior to the start of each semester, all TAs undergo mandatory pedagogical training through the Graduate School. This mandatory workshop covers the university’s strict sexual harassment and discrimination policies, FERPA requirements, syllabus preparation, different learning styles, classroom technology, ways to promote diversity of views, teaching techniques,

and assessment. TAs are strongly encouraged to register in the two-year Preparing Future Faculty program, which includes a course on Faculty Roles and Responsibilities. TAs are paired with professors who monitor and mentor them. The HU CETLA offers workshops, institutes and face-to-face training related to teaching with technology throughout the year, and TAs regularly take advantage of these to secure certification for Blackboard, On-line and Distance Learning.

* 1. **Interdisciplinary Course Offerings.** HU leads in Interdisciplinary African Studies, with one of the only stand-alone, interdisciplinary Departments of African Studies (DAS) in the country. All DAS courses are interdisciplinary, including our heavily enrolled gateway course, *Introduction to Contemporary Africa*, which leads students through African history, politics, geography, arts and culture, linguistics and science. Enrollment in other topical, interdisciplinary African Studies courses is also high, and CAS has supported cross-disciplinary and even cross- institution collaborations. DAS course *Environment and Society in Africa* can also be used to fulfil the requirements of the new interdisciplinary Environmental Studies major. DAS course *Hip Hop and Popular Culture in Africa* has been successfully co-taught at HU and GWU.

During the current grant cycle, COAS consolidated a number of interdisciplinary programs into a new Department of Interdisciplinary Studies. A significant growth area within COAS, this new Department now offers majors in Bioethics, Community Development, Environmental Studies, Interdisciplinary Humanities, and International Affairs, as well as a minor in Women, Gender and Sexualities Studies and a Social Justice Certificate. Under this spotlight, Africa content, themes, research, studies, and a variety of learning experiences are further brought to the foreground. Responding to the significant growth in the environmental studies major, COAS has also approved a new interdisciplinary Department of Earth, Environment and Equity that will be

established in AY2022-2023. The International Affairs major has also grown exponentially over the past two years, to over 150 students. We seek Title VI funds to support the continued growth of interdisciplinary courses and programs to 1) develop two new interdisciplinary courses on topics proposed by our faculty and 2) support adjunct hires, summer faculty salaries, and graduate assistants that are essential to grow these fledgling Departments. (See Budget: V.C.5)

We also extend interdisciplinary education of our students beyond the classroom, through our popular Pal*aver Speaker Series*, workshops and Annual Symposium. (See Budget: V.C.6 &15). Students are not only encouraged to attend, but participate in our events, as discussants, moderators, and even speakers. In addition, DAS faculty will continue to build on interdisciplinary partnerships particularly with the Department of Curriculum and Instruction (DCI) that trains pre-service and in-service teachers to infuse international, intercultural, or global dimension and world languages of Africa into teacher education. Also, we are actively promoting interdisciplinary partnerships and collaborations in regard to other courses, research, applied work, and service-learning initiatives, all specifically focused on Africa and the African World. These relationships often lead to new classes, enhanced course content, interactive learning experiences, and field schools or learning experiences outside of the classroom and within diverse community settings.

# QUALITY OF CURRICULUM DESIGN

Africa, Africans, and people of African descent are central to the vision and mission of HU. One finds African content in almost all schools and departments at HU – in our disciplinary and interdisciplinary courses and our freestanding, well established DAS. The completion of an

Africana course is part of the General Education requirements for all undergraduate degree programs. In addition, all students in COAS are required to take the interdisciplinary Freshman Seminar that includes over 50% Africa content. Furthermore, HU students disproportionately use an African language to fulfill the foreign language requirement of the general education curriculum. This allows us to reach all of the almost 9000 undergraduates enrolled at Howard with Africa curricula of unquestionable quality.

* 1. **Undergraduate Instruction.** Nine full-time, tenured/tenure-track faculty members, one full-time lecturer and four affiliated faculty teach at the undergraduate and graduate levels. They represent many disciplines that train students in interdisciplinary approaches to African political, social, economic, historical, cultural, and religious issues and to acquiring the critical skills for analyzing and addressing Africa’s challenges. Disciplines such as History, Political Science, Sociology, Economics, Philosophy, Art History and Visual Culture, World Languages and Culture, and English also offer Africa-related programs.

DAS offers a B.A. in African Studies and a formal minor. Undergraduate majors in DAS complete 36 credit hours of coursework, including the core program and two years of an African language. Undergraduate minors complete 15 credit hours. DAS offers a rigorous, high-quality, interdisciplinary undergraduate program that equips students with a comprehensive understanding of Africa’s role and relations in the contemporary world. The program requires students to take at least 4 semesters of an African language to at least a level 4 spoken and comprehension proficiency.

The gateway course, *Introduction to Contemporary Africa*, is hugely popular with over 400 enrollments per semester, and recruits promising undergraduates into Africa specialization,

including our African languages and advanced African area studies courses. Taught in sections of 30-40 students, DAS faculty continue to evolve the curriculum for this course. In the current cycle, several DAS faculty prepared and published an online *Introduction to Contemporary Africa* textbook that can be regularly amended, updated and supplemented, offering a more dynamic and up-to-date way of presenting Africa material to undergraduates. Just launched in the past two years, the book has been used by 800 students, primarily at Howard but is now being adopted by University of Maryland – Baltimore County. We seek Title VI funds to continue to edit and update this essential textbook, that will begin to be marketed to other institutions. (See Budget: V.C.13)

Our advanced Africa course offerings, within the DAS and in disciplines where students may acquire an Africa specialty continue to grow and equip our students with unique African Studies credentials that best prepare them to be competitive in the job market. Most recently, we added a new course on *Trafficking in and Destruction of African Artifacts*, which is an interdisciplinary course co-taught with the Department of Sociology. CAS has supported a series of lectures and webinars on the subject to preview and accompany the teaching of the course, bringing together contemporary debates and videos, historical materials and evidence, and linking our students to museum curators and administrators, in particular at the Smithsonian Institutions. In the upcoming cycle, we seek funds to develop a new, experiential course *Africa Policy in Practice*, that will expose our students to insights and engagement with practitioners and policymakers. (See Budget: V.C.14) This course will serve to institutionalize and centralize our efforts to expose students to Africa career paths in government and the private sector, and directly speaks to the AP2 of this grant solicitation.

**D.2 African Studies in the Graduate Program and Professional Schools.** Graduate level training in African Studies is available in the DAS and throughout HU. Masters students complete a minimum of 30 credit hours of coursework, 4 semesters of an African language at level 4 spoken and comprehension proficiency, and 6 credit hours of thesis research on an African topic. Students take required courses, pass a comprehensive examination, and write a thesis. At the Ph.D. level, students complete a minimum of 48 credit hours beyond the M.A. These include 36 hours of coursework, a minimum of 4 semesters of an African language at level 4 spoken and comprehension proficiency, and 12 credit hours of dissertation work devoted to original research in Africa. Students complete the required courses, a comprehensive exam, dissertation proposal, field research, and a dissertation.

Graduate level instruction on Africa-related topics is provided in formal concentrations, coursework, training, and experiential and service learning projects in other disciplines, departments and professional schools (History, Political Science, Anthropology, Economics, English, Philosophy, Art History and Visual Culture, Atmospheric Sciences, School of Law, SOC, College of Medicine, College of Nursing and Allied Health Sciences, School of Social Work, School of Divinity, College of Engineering, Architecture, and Computer Sciences) The SOB offers the Global Trilateral MBA (GTMBA) certificate program that provides students with international consulting experiences. The Graduate School offers two interdisciplinary certificate programs: International Studies and Women’s Studies. These certificates augment competences in Africa and international affairs related training and instruction. Many HU professional schools such as Pharmacy, Medicine, Dentistry, Nursing and Allied Health Sciences also have research, training and service-learning projects in Africa. CAS will direct FLAS grants to these

professional and STEM students, since the study of African languages and cultures is encouraged in their programs.

**D.3. Academic and Career Advising for Students.** Advising at HU operates on several closely interwoven levels, for undergraduates and graduates, across the campus. The Office of Undergraduate Studies works closely with the Director of Undergraduate Studies as well as the faculty in each department. In the Graduate School, the Office of the Assistant Dean for Mentoring, Retention, and Support coordinates all matters relating to graduate student orientation, academic and career advising in close tandem with the Director of Graduate Studies and the graduate faculty of each graduate program.

At the university level, the Career Services Office (CSO) and the newly established Center for Career and Professional Success offers a variety of services to students and alumni who are exploring careers, designing career strategies, and identifying resources that will assist in their transition into the workforce. Through *Global Careers*, CSO ensures students are prepared to compete in an international arena. *Global Careers'* information, workshops, and networks are designed to develop HU’s students into professionals capable of effectively entering the global job market. CAS provides additional Africa-focused advising and mentoring for all students, particularly FLAS scholars, regularly urging and encouraging them to take advantage of internship opportunities and the periodic *Foreign Policy Classroom* sessions of the US Department of State.

In DAS, as well as other units with Africa-related concentrations, each student is assigned a faculty advisor who provides academic guidance, supervision, mentoring and career advising. The professional schools and Graduate School have offices or Centers of Excellence devoted to

career counseling and information gathering and dissemination. The Graduate School participates in the national Preparing Future Faculty program. African Studies students, particularly TAs, enroll in this course. CAS and other departments also invite alumni to talk to students about careers and opportunities.

The Bunche Center (RBC), where CAS is now located, organizes and hosts career and recruitment fairs on campus on a regular basis. In recent years CAS has worked closely with the Bunche Center to streamline and centralize many of our career readiness activities and to showcase Africa-related career paths. The RBC, in collaboration with CAS, hold sessions multiple times a semester, on topics such as: *HBCU International Opportunities; Virtual Diplomatic Fellowships Information Session; Diversity in Defense, Development, and Diplomacy: HBCU Career Advancement; Building the Pipeline: Navigating the Field of International Education as Black Professionals.*

The RBC also administers four career readiness programs: The Rangel International Affairs Program, the Pickering Fellowship Program, the Donald Payne International Affairs Program, and the Patricia Roberts Harris Fellowship Program. The Patricia Roberts Harris Fellowship Program is available only to Howard students and offers mentorship, internship and professional development workshops to those interested in pursuing a career in public affairs. The new Larry Palmer Envoys Program allows students to network with foreign policy experts and State Department officials and learn about federal and public service career opportunities.

Through the Patricia Roberts Harris Program, HU placed 8 fellows in internships during the Summer 2021, with institutions such as the Center for Strategic and International Studies (CSIS), the House Democratic Caucus, the Executive Office of the President – Council on

Environmental Quality, and Women of Color Advancing Peace and Security (WCAPS). In addition, DAS placed 6 students in internships in AY2020-21 and CAS placed 7 students in paid internships for Summer 2021 with organizations including the World Bank, the U.S. Department of Commerce, and the Solidarity Center at AFL-CIO. Working with the Bunche Center, we plan to streamline, institutionalize and significantly increase our internship selections and placements. We will also continue to work with Black Professionals in International Affairs (BPIA) in this regard, and will collaborate with them on a podcast series, by spotlighting Africa issues and people on a monthly basis. We seek funding to support internship placements with BPIA. We also seek funding to increase the number of Howard students (in particular those study African languages and/or African Studies) able to participate in the six-week Rangel Summer Enrichment Program that enhances students’ academic preparation in international affairs and introduces them to a range of government and non-government professionals who work on global issues. (See Budget: V.C.3)

Study abroad among HU students has also grown nearly three-fold in the past six years, confirming Howard’s commitment to facilitate international opportunities for our students and our growing international engagement. HU organizes several in-house study abroad programs to African countries. In addition we have been successful in winning the Fulbright-Hays GPA Program for Yoruba and Swahili in recent years. During the upcoming grant cycle we look forward to adding the Zulu GPA Program to our roster, as we are the premier US institution for isiZulu instruction, research and innovation, with a student enrollment of 191 since Fall 2020.

# QUALITY OF STAFF RESOURCES

* 1. **Commitment to teaching and advising.** HU faculty has a well-deserved reputation for their commitment to teaching, advising and mentoring students. This is especially so in African Studies across the campus, where faculty members work intensively with students on designing thesis and dissertation proposals. Keenly aware of student demographics, many students hailing from diverse disadvantaged communities, HU faculty and administrators go beyond the normal to serve students, provide constant mentoring, introduce them to global affairs, and cultivate a sense of national duty and obligation. The CAS director continues to teach and fulfill service responsibilities, consistent with the practice at HU where many administrators teach at least one course and mentor students. Several nine-month faculty work with students over the summer on research projects (both locally and abroad), in the labs, and take this time to concentrate on lessons learned outside of the classroom.
	2. **a Staffing and oversight arrangements for administration and outreach.** The Center is staffed by a full-time faculty Director, an Assistant Director, an Outreach Director, an Assistant Outreach Coordinator, a faculty liaison to the HU School of Education, a Communications Specialist and a graduate student assistant. The CAS Director is Dr. Krista Johnson, Associate Professor and immediate past Graduate Director in the Department of African Studies. Dr. Johnson has extensive experience living and researching in southern Africa, and as Director sets intellectual priorities for the Center and oversees programming. Brenda Randolph has served as Outreach Director and will continue to serve as the Assistant Outreach Director. She received an

M.A. in African Studies at Howard, created the Title VI African Studies Resource Center at HU in the early 1980s and has been running the Africa NRCs’ Children’s Africana Book Award

(CABA), now institutionally housed at Howard, for the past 30 years. She and Dr. Oyugi have elevated the HU CAS Outreach to one of the most developed and top performing programs among all Africa Title VI NRCs. Assistant Center Director, Dr. Wheeler Winstead, and Dr.

Vanessa Oyugi, who will now serve as Outreach Director, both received their Ph.Ds. in African Studies at HU. Dr. Winstead has expertise in South-South relations, is fluent in Portuguese and proficient in KiSwahili. He is the immediate past chair of the Association of African Studies Programs (AASP). With native fluency in German and working proficiency in KiSwahili, Dr. Oyugi has expertise in East African (Kenyan) literary and cultural studies, as well as extensive experience in outreach, having served as Assistant Outreach Coordinator for the past eight years. Dr. Helen Bond of the Department of Curriculum and Instruction at the HU School of Education is also the immediate past director of HU Center for Excellence in Teaching, Learning and Assessment. She is the Center Liaison to the HU School of Education.

The Advisory Committee provides effective oversight of the center’s operation and activities, and Outreach regularly draws on the expertise and advice of past participants in the summer institutes. Budget requests go through the regular HU process, with requisite signatures by the PI, the Chair of DAS, the Dean of COAS, the grants administrator and other officials at the Research Administration Services.

**E.2.b Governance of Center.** The CAS advisory committee is composed of selected HU faculty, local public and civic organizations and HU African Studies alumni. With a sharp eye on diversity, the committee is composed currently of five HU faculty from African Studies, History, Social Work, Pharmacy, and Business, and three members from the community: Chief of the African and Middle Eastern division of the Library of Congress (an alum of HU); the former

Executive Director of the DC Mayor’s Office on African Affairs; and the Director of the locally based Africa World Now Project and host of the local radio show, *Africa Now*. The committee meets at least once every semester and periodically to review, discuss and provide guidance and recommendations on center operations, activities and plans. A CAS FLAS fellowships committee of four evaluates and makes recommendations for FLAS awards.

* 1. **Commitment of HU to Non-discrimination.** A number of indicators confirm HU’s historic mission to serve all, especially underrepresented, populations. 81% of its faculty comes from minorities, 71% are African American, and 43% are women. The student body and staff of the university is equally diverse. HU observes and implements a policy of equal opportunity and access for all, and strictly prohibits any form of discrimination on the basis of gender, race, sexuality, national origin, color, age or disability. There’s a mandatory *Unconscious Bias Training* program for all faculty and staff in all schools at HU, and persons serving on search committees undergo this mandatory training. CAS complies with these policies and practices.

# STRENGTH OF LIBRARY

* + 1. **Strength of Library Holdings.** HU continues to invest significant resources to renovate, maintain, and enhance the Howard University Libraries (HUL), including its world-renown Moorland-Spingarn Research Center (MSRC). Our libraries are major centers of information, research, innovation, and scholarship that attract researchers from around the world. *Digital Howard*, our online digital repository, receives over 400,000 visits per year, and nearly 300,000 downloads were made from our digital collection over the past year.

Collectively, our libraries hold over 2.5 million volumes, and continue to steadily grow.

The HU Library system is also a member of the Washington Research Library Consortium (WRLC) which holds a combined collections total in excess of 11 million volumes, accessible to all students and faculty affiliated with a member institution. HUL and MSRC routinely make progress in transitioning from print to electronic resources. Both are also subscribing to or acquiring electronic databases of manuscript and archival collections. Funds from our current Title VI grant are contributing to these processes while also augmenting print resources through acquisitions of more recent publications on different aspects of African studies. MSRC continues to collect and preserve original, audio, photographic, and audiovisual materials regarding the global black experience.

* + 1. **Specialized Research Collections/General University Libraries' Holdings.** MSRC houses one of the most important Africana collections in the United States. It is a nationally and internationally recognized center that preserves the history of peoples of Africa and African descent, South and Central America, the Caribbean, and the United States. Of the over 120,000 references, more than 20,200 volumes are on Africa. African languages are also available in holdings of novels, textbooks, and poetry anthologies. Approximately 58% of the collections of 11,000 microfilms deal directly with Africa. MSRC continues to increase its periodical newspaper holdings with more than 50% of which are in African languages. MSRC also possesses over 800 different periodicals from the African continent and the Diaspora. More than 570 of those periodicals are received on a regular basis – 200 of which come from Africa. Ninety-five of the 205 newspapers are African, as are 190 of the 460 newspapers on microfilm. MSRC holds 7000 photographs of Liberia, covering a 20-year period as well as a special

Ethiopian collection contains 213 volumes in Amharic and English. Today, more than 85% of the collection is processed and available. The MSRC Archives Division houses over 10,000 Howard University theses and dissertations, with approximately 2,000 of these scholarly works on Africa and African-related topics. The resources on Africa housed in MSRC are augmented by 10,690 African titles at HU libraries. These are open to students, visitors and WRLC members 102 hours each week of the academic year.

HU has largely completed a major ($15million) library renewal initiative which includes renovating and repurposing the Undergraduate Library (UGL). HU’s recent, strategic hire of Professor Benjamin Talton, Africanist historian, to head the MSRC, was part of the institutions larger commitment to allocate increased resources to the Libraries and MSRC in particular. In addition, three new staff members were added to MSRC’s professional staff, and additional hires are in the works. The University supports one full-time staff member who selects African and African Diasporan print and electronic resources for the general library. This person also prepares helpful LibGuides for courses and African related events and works as an embedded librarian in selected courses. When added to the MSRC staff profile, a total of seven professionals and three library technicians support African and African Diasporan research.

* + 1. **Access to Library Materials at Other Institutions.** HU belongs to the WRLC, giving faculty and students access to any items in a member institution’s library within 24 hours of placing their request. In addition, they can draw on the voluminous Africana holdings in the Library of Congress, National Institutes of Health, Museum of African Art, USAID, World Bank bookstore, and the National Archives.
		2. **Extent of Accessibility of HU Library Holdings by Other Institutions.** HU libraries are open to students, visitors, and WRLC members 102 hours a week of the academic year. The university’s catalog is accessible remotely 24/7; although, proprietary databases requiring authentication must be searched on campus or accessed via HU identification. HU Libraries also provide nationwide access to its Africana collections via the Interlibrary Loan system, an outreach service that is available to faculty and students across the continent. The CAS Outreach Center Library is accessible to K-16 teachers, students, faculty and community.

# IMPACT AND EVALUATION

HU’s impact on African Studies is unique and unparalleled. Each year, over 3,000 underserved and primarily women students enroll in (100% Africa content) African language and area courses at HU. HU African language and area studies courses and programming impacts over 90% of HU students and the wider campus community. HU alumni with Africanist credentials can be found across all professional fields, including academia, government, and the private sector. Given our un-matched enrollment numbers and the reach of our programming, HU’s impact in the field of African Studies is set to grow exponentially over the coming years.

* + 1. **Impact on University, Community, Region and Nation (Table G-1).** CAS organizes and sponsors on average 30 yearly academic enrichment and outreach programs and events (public lectures, conferences, symposia, film screenings, and webinars), with attendance frequently over 100 live participants, and regularly watched by over 500 viewers.

**Table G-1** provides a summary of programming areas along with highlights of impact indices.

TABLE G-1: PROGRAMMING AREAS AND IMPACT

|  |  |
| --- | --- |
| **ACTIVITIES** | **IMPACT AND SIGNIFICANT INDICES** |
| **Area Studies Teaching.** HU has the only stand-alone Department of African Studies that offers B.A., M.A. and Ph.D. degrees and has trained Africa specialists for nearly 70 years. | **Enrollments:*** **1000+** Africa-related dissertations and theses produced at HU
* **13** Africa PhDs awarded in AY2020-2021
* **800+/yr** enrolled in *Intro to Contemporary Africa*
 |
| **Language Teaching.** HU has the largest student enrollment in African languages, offering 7 languages (Arabic, Amharic, Swahili, Yoruba, Somali, Wolof, Zulu) in classroom setting. | **Enrollments:*** **800+** students/year enroll in African language courses
* **300+** students/year enroll at intermediate or advanced level
 |
| **Teacher Education.** CAS prepares K-16 teachers to integrate African language and area studies content into their curricula. | **Enrollments:*** **187** teachers participated in Summer 2021 Teachers Workshop: **95%** of teachers rated Summer Workshop highly effective
* **48** in-service teachers and **960** students reached by CAS programs AY20-21
* **1000+** teachers participated in CAS programs AY2020-2021
 |
| **Career Services.** HU administers several nat’l career development programs aimed to meet nat’l needs in int’l and area studies (Rangel, Pickering, Payne, and Harris) An active alumni network in government, education and business connects HU students to professional opportunities that serve our nation. | **Internship and Post-graduate placements:*** **20+** internship placements for Africa and Int’l Studies students in AY2020-2021
* **42%** of FLAS alumni pursue graduate studies,

**30%** are working for government or military and **25%** work in the private sector |
| **Public Programs.** CAS convenes symposia, lectures and workshops that offer diverse perspectives on a range of Africa topics and issues. | **Participation rates:*** AY2020-2021 programming reached over **10,000** faculty, students and community members
* CAS YouTube page has received **15,123 views** from 8/2020-8/2021
 |
| **Outreach.** CAS supports K-12 teachers to enhance curricula with substantive Africa knowledge and educates students about Africa. | **Participation rates in AY2020-2021:*** *The Gold Road* website reached **8,326**

teachers and students* K-12 book reviews read by **3119** educators
 |
| **MSI/CC Support.** HU, with its existing collaborative relationships with fellow HBCUs, expands the reach of NRC support and programming to MSI and community colleges. | **Participation rates Fall 2021:*** **236** attendees at *Morgan State U. Africa Conference*
* **753** attendees at *Agriculture and African Development HBCU Conference*
 |
| **Resource Sharing.** CAS resources and faculty are increasingly relied on to provide expert Africa knowledge and African language support that serves the nation and beyond. | * HU Africanist faculty routinely invited by news outlets to comment on African events
* *Africa Policy in Brief* has had over **700**

viewers. |

* + 1. **b. Equal Access and Treatment Provisions.** HU is one of the most diverse institutions in the nation, committed from its inception to equal access and treatment of all people regardless of race, gender, color, age, sexual preference, disability and national or ethnic origin. As outlined in our GEPA statement, our faculty and student body are majority black, with notable representation from Latino and Asian groups. HU’s student body is also 70% women. HU complies with state and federal laws and regulations, including Title IX requirements. All HU facilities are accessible to people with limitations and provisions are made to accommodate requests and special cases.
	1. **Evaluation Plan.** All courses are evaluated every semester according to HU policies and procedures, and results are used to improve instruction and curricula. In addition, as part of a campus-wide re-accreditation process from 2018-2022, every program and department was evaluated by internal and external evaluators who made recommendations regarding our African languages and African Studies course programs. All our programs in general received high remarks. The M.A. in African Studies was the only program recommended to devise strategies to increase enrollment. M.A. enrollment in recent years has been down because the Graduate School has had an explicit policy of prioritizing Ph.D. students, particularly with regards to funding. In response to these evaluations and recommendations, CAS is now working with the Rangel Fellowship Program to recruit Rangel fellows for the M.A. in African Studies program. In the current application cycle we have had two Rangel fellows apply to the M.A. in program.

In addition to the University student evaluations, CAS administers an annual survey of all students enrolled in African languages. The data from Spring 2021 gave us an in-depth understanding of the students enrolled in our classes, their majors, career plans, etc. We have

used this data to prioritize our programming for the upcoming grant cycle. For example, we discovered we have strong representation from the SOC and the SOC in our African language courses. We are requesting Title VI funds to embark on targeted programming with these two professional schools, as well as funds to introduce targeted advanced course modules such as *Swahili for Communications* and *Zulu for Business*. (See Budget: V.D.2)

CASs Outreach and Public programming will continue to be evaluated via data collected from our virtual platforms as well as participant surveys and follow-up questionnaires. We will also work with our School of Education (SOE) liaison, graduate students and pre-service teachers from the SOE to develop an assessment plan that accurately measures the impact of our programming on curricular innovations as well as area studies competencies among K-12 students.

In the fourth year, CAS also solicits a summative evaluation and external review of all NRC programs and activities. We request funds to again conduct a comprehensive external review in the upcoming cycle. (See Budget: V.F.1) This year’s evaluation highlighted our unrivaled performance in many areas. The external reviewer also suggested expanding our African language course offerings to be tailored specifically to the professional schools. In addition, while highlighting the significant impact CAS has had in terms of professional placements and career readiness opportunities, the external examiner recommended that we institutionalize and centralize our efforts through further coordination with the RBC. In the budget we are requesting funds to support the stellar work of the RBC in this regard, and to increase the Africa focus for this programming. (See Budget: V.C.3)

Finally, we comply with standard IFLE protocols to measure pre-course and post-course language proficiency for all FLAS fellows, as well as track FLAS fellows post-graduation. The DAS also conducts an exit survey with African Studies degree students to collect data on graduate placements and use of African language and area studies competencies.

* 1. **Addressing National needs and Disseminating Information.** With un-matched enrollment numbers, HU leads in the effort to increase the nation’s supply of specialists who have mastered priority African languages and African area studies. Furthermore, the teaching, research, creative production and outreach work of HU Africanists engage questions and issues that are relevant to the needs of the nation. They offer diverse perspectives on important African and international affairs topics. Our offerings in languages deemed critical to national needs and our programming on themes like combating extreme violence, peace, security, immigration, entrepreneurship, Muslim majority countries and health and public policy address national needs for more informed understandings of African societies and have made significant contributions to public awareness and understandings of these issues.

Our reach has risen dramatically over the past four years. Our website, which has been completely revamped and now serves as the heart of our operations, is visited by nearly 75,000 annually, up from under 25,000 in 2018. CAS publishes a weekly newsletter that reaches 2434 people, including campus, community and international partners, alumni, practitioners and policymakers. Given the critical mass of communications majors in our African languages courses, part of our new programming with the SOC will be to develop a communications strategy, that will, in part, include utilizing the Schools networks with the National Newspaper

Publishers Association (NNPA – The Black Press of America) to amplify Africa-related conversation and discussions among their readership.

* 1. **Placement in Areas of National Need.** HU B.A., M.A. and Ph.D. graduates with Africa related topics and language competencies have joined the National Defense University, the Department of Homeland Security, the Department of Defense, the CIA, the NSA, the African Section of the Library of Congress’ African and Middle Eastern Division, the Smithsonian National Museum of African Art, the US State Department and several universities and colleges with African and international area studies interests and focus. With the help of NRC and FLAS support, we will increase the number of placements in these areas of national need through targeted advising, guidance and mentoring, a systematic collection of information on career opportunities in fields deemed to be of national importance, working with the RBC, the Office of Honors and Scholar Development in the HU Office of Undergraduate Studies, the HU Office of Career Services as well as DC area organizations and to identify and maintain a database of internships and career opportunities in government and non-governmental organizations and through better coordination among HU Africanists.

We have produced many Africa specialists with diverse backgrounds and perspectives in African Studies and international affairs. Based on our last survey of FLAS alumni, 42% are continuing their studies at the graduate level, 30% are employed in government (federal, state and local, and military), 12% in international organizations, 6% in the private sector, 3% in foreign governments, and 3% in elementary and secondary education.

**Table G-4** gives a sampling of alumni placements in recent years.

TABLE G-4: RECENT FLAS ALUMNI

|  |  |
| --- | --- |
| *Bathsheba Felice Bryant-Tarpeh* | Mellon/ACLS Public Fellow in the Office of International Relations and Global Programs at the Smithsonian Institution |
| *Muhammad Fraser-Rahim* | Executive Director, North America for Quilliam International, and Assistant Professor, the Citadel |
| *Suleyman Garaba Konte* | US Department of State, Political Officer, Embassy of Abuja |
| *Corey Holmes* | Boren scholar, FLAS fellow, and staff member of the House Foreign Affairs Committee's Africa Subcommittee |
| *Lakeisha Harrison* | FLAS fellow, Chief of Regulations and Standards, Bureau of Safety & Environmental Enforcement, US Dept of Interior |
| *Canice Enyiaka* | FLAS fellow, Program Development Specialist with Interfaith/Community Outreach and works for the Global Peace Fdn. |
| *Kimberly Monroe* | FLAS fellow, Professor at Trinity University |
| *Julie Orme* | FLAS fellow, awarded a post-doc at the Univ. of Fort Hare, South Africa. |
| *Darryl Jones* | FLAS and Boren Fellow, employed with Defense Security Cooperation Agency, Department of Defense |

We have significantly expanded our professional development training and internship opportunities over the past few years. In the upcoming grant cycle we plan to develop a global internship program that will support HU students in securing international internship opportunities in the public and private sectors. (See Budget: V.C.2)

# OUTREACH ACTIVITIES

CAS outreach is extensive and exceeds the goals of the Title VI NRC program. Our programming reaches an audience of tens of thousands annually, across a diverse constituency that includes K-16, post- secondary, governmental, business, media, non-profit, faith-based and community organizations. Our reach extends from the local DMV area to international audiences.

* 1. **Elementary and Secondary Schools.** CAS works with *Africa Access* and the DCI in the HU SOE to provide and enhance K-12 teacher training that focuses on Africa, African languages

and literatures and cultures. The DCI has outreach capacities and partnerships with D.C.

elementary and secondary schools, Montgomery and Prince George's County Public Schools in Maryland and Fairfax County Schools in Virginia. In addition, the DCI faculty provides professional development for area K-12 schools, both nationally and abroad. Dr. Helen Bond of the DCI provides professional development to schools in D.C., India, and Ethiopia. This collaboration with teacher education greatly extends our outreach capacity.

* 1. **Post-Secondary Institutions.** HU outreach projects have had a significant impact on post- secondary institutions locally, nationally, and internationally. Through our *One Week Residency* program at CAS, we have enhanced Africa related capacities for 12 DMV community and four- year MSI faculty, as well as reinforced our relationship with these institutions, providing guidance on issues of internationalization (with Africa content) of their curriculum and activities. In partnership with CAORC and WARA, CAS leads the *collaborative curriculum development and training workshops* held in Dakar, Senegal for community college and MSI faculty from different parts of the US. These workshops are scheduled to resume for the Summer 2022, after being halted because of Covid for the past two years.

The RBC also does outreach work at secondary and post-secondary institutions, providing information on careers and internships in federal, state and local government and international organizations. It facilitates internships for HU students at American embassies and USAID offices in Africa and hosts a diplomat-in-residence, including Foreign Service officers and ambassadors returning from Africa. We intend to build on the RBC programming by augmenting outreach initiatives.

* 1. **Business, Media and the General Public.** CAS takes advantage of HU’s location in D.C. to organize and sponsor initiatives such as workshops, conferences, symposia, film screenings,

briefings, exhibits, and radio talk shows. These events provide Africa-themed content and guidance to a broad range of media, businesses, community organizations, U.S. government agencies, African diplomatic communities, civic groups, faith-based organizations, and non- governmental organizations. The CAS website, along with other social media (e.g., Facebook, Twitter, Instagram, YouTube, CAS Newsletter), maintains a record of these, as well as provides Africa related information, resources, and a list of events in the DC area.

Our *Palaver Series* provides a space for faculty, students, scholars, artists, activists, government officials, representatives of international organizations, diplomats, African associations, NGOs, faith-based groups and the general public to engage in discussions on policy matters and key issues related to global affairs, especially as these relate to US-Africa relations. This series provides a diverse array of voices, particularly those that are not usually heard in matters of policy and global affairs. HU CAS and other HU units regularly organize conferences and events, in partnership with other organizations in the D.C. area and beyond.

The HU student newspaper (print and online), *The Hilltop*, has a weekly column devoted to topics on Africa. HU African Studies faculty routinely serve as commentators and analysts for the media, with continuing partnerships with the Voice of America radio and television. CAS provides expertise and assistance to Africa World Now’s annual *New African Films Festival*, the film series at the Smithsonian National Museum of African Art, and other national and international festivals. HU’s television station, WHUT-TV, has prime-time broadcasts of African news, documentaries, entertainment, and public affairs.

# PROGRAM PLANNING AND BUDGET

Our plan for the new cycle builds on the significant achievements made to date by CAS. Current grant cycle Title VI funds enabled us to expand, innovate and drastically improve African language and area studies at HU. They have supported major changes in international studies, teaching, library resources, outreach, research, and creative activities as they relate to Africa and the African world. The support strengthened our capacities to train and nourish a diverse pool of students who have become well versed in African languages and area studies. They are now capable of contributing significantly to areas of national and international affairs.

In response to the NRC Program Purpose and Absolute Priorities (AP) 1 and 2, and NRC and FLAS Competitive Preference Priorities (CPP) 1 and 2, we propose to build upon our achievements to expand, transform and innovate through high quality program activities and initiatives that focus on training and production of diverse expertise in African languages and Area Studies deemed critical to US interests.

The proposed activities are ambitious and impactful, and are grouped under the following categories: 1) **Public programming** that highlights diverse perspectives; 2) expansion of **African languages and area studies courses** and curricula to service areas of national need; 3) support new innovations in **interdisciplinary and professional training** to service areas of national need; 4) broaden **career readiness** and **outreach programs** to African diasporan business and media networks; 5) enhance **teacher training activities** with greater curricular support and student-facing materials; 6) **international and collaborative linkages** with other NRCs and African institutions; 7) **library and other programing**.

* + 1. **Public Programming.** The intellectual life of the Center is rooted in our public programming. A staple in African Studies for decades has been the *Palaver Speaker Series* that has engaged the HU community and beyond around a range of interdisciplinary, Africa-themes organized by Africanist faculty and graduate students. In recent years we added an *annual symposium* to our regular programming which allows for more substantive discussion around topics such as *US-Africa Policy and Digital Education in Africa*, and typically results policy briefs or reflection pieces that are disseminated through our website. We seek Title VI funds to continue to support these programs and keep them accessible to the public. (See Budget: V.C.6&15)

For the next four years we will also engage in a series of programming around several themes that are pressing and address national needs in the contemporary moment, and support identified research priorities of the College and academic renewal at HU. These include programming around *1) African Trade, Business and Entrepreneurship; 2) Women, Gender and Global Leadership; 3) Global Health and 4) Climate Change and the Environment*. To broaden our reach and expose our students to practitioners and real-time policy discussion we will collaborate with a host of government agencies, think tanks and international organizations. For example, in the past year we held collaborative programs with CSIS on Digital and Higher Education in Africa post-Covid; with the Brookings Institution on Agriculture as a Driver of African Development; with Prosper Africa and USG on AfCFTA and the African Diaspora. We are planning collaborative programming with the US Embassy of Ghana on Intra-African and Transatlantic Trade through AfCFTA and AGOA; and with the Brookings Institution and the Ellen Johnson Sirleaf Foundation on African Women and Global Leadership. We will

strengthen our collaborations with the HU SOB and the newly established HU Center for Women, Gender and Global Leadership to develop robust, regular programming in these areas.

* + 1. **African languages and Area Studies.** Thanks to Title VI support we have grown most of our African languages to the point where they are flourishing and self-sustainable. Our goal for this upcoming cycle is to expand the number of self-sustaining African languages offered at Howard, as well as the reach of our African language offerings and materials. Our focus will be to 1) support the inclusion of more advanced level African languages courses, especially those tailored to our students from professional schools; 2) continue to support the nascent Somali courses and introduce an eighth African language Akan/Twi to our offerings; 3) continue to develop online courses and modules and create new open access teaching resources for professional fields; 4) support the DWLC in developing a major in World Languages, with a concentration in African languages, as well as an online Certificate Program focusing on priority languages at HU.

We seek support for: 1) part-time instructors in Somali and Akan/Twi to firmly establish these new language offerings with the expectation that they too will become self-sustaining (See Budget: I.B.2,3.); 2) Salary supplements to teach advance level African language courses (See Budget: I.B.1); 3) programmatic support for Summer Intensive Study Abroad (Swahili, Yoruba and Zulu) (See Budget: V.D.3); 4) Professional development and certification training for African language instructors to support the development of an OPI recognized Certificate Program (See Budget: V.D.1,4,5,6); and 5) continued development of online instructional materials in priority languages. (See Budget: V.D.2)

Our African Studies courses have also seen unprecedented growth in the past few years. For the upcoming grant cycle we will continue to support innovations in our curricula and course offerings. For the very popular *Introduction to Contemporary Africa* course DAS faculty developed and published an online textbook to provide more relevant and dynamic materials and assignments for our students. We seek funds to support the preparation of new chapters and content material for the online textbook. In addition, HU is now a formal partner with the *State Department’s Diplomacy Lab*, the only HBCU included in this public-private partnership. This partnership was initiated by DAS faculty who were selected to undertake a Diplomacy Lab project as part of the China-Africa course taught during the Spring semester. This initiative provides students, under faculty supervision, with a mechanism to participate in the work of the Department of State while allowing policymakers to tap into an underutilized reservoir of intellectual capacity. We seek funds to encourage the expansion of Diplomacy Lab projects in other courses within DAS and other Departments. (See Budget: V.C.13)

We also seek funds to develop a new, policy-relevant course title *Africa Policy in Practice*, aimed to expose graduate students and advanced undergraduate to insights from practitioners and policymakers. (See Budget: V.C.14) HU is increasingly becoming a central hub in US-Africa policy discussions, as evidenced by the State Department’s selection of HU for the site of Assistant Secretary of State for African Affairs, Molly Phee’s first major policy speech in December 2021, and our hugely successful US-Africa Policy Symposium held in February 2021. The introduction of this course also responds to student demands for greater policy-relevant curricular content and will allow us to streamline these efforts in one course.

* + 1. **Interdisciplinary and Professional Training.** CAS has successfully leveraged its resources to support interdisciplinary programming throughout the University. CAS support for the Women, Gender and Sexuality Collective laid the foundation for the creation of a new interdisciplinary minor in Women, Gender and Sexualities Studies and the new HU Center for Women, Gender and Global Leadership. CAS support to the Global Trilateral MBA Program facilitated the successful application for Department of Education funding to add cultural competency and African language training into their curriculum. COAS has now established a new Department of Interdisciplinary Studies which is proving to be a significant growth area in terms of student enrollment and curricular development. In the upcoming cycle we seek continued funding for our faculty enhancement grants (AFEE) to support interdisciplinary course development in the new major and minors of International Affairs, Environment and Climate Change, Bioethics, and Women, Gender and Sexualities Studies. (See Budget: V.C.1) In addition, we plan to develop targeted career readiness and professional development programming for international affairs majors, most of whom are enrolled in African languages. (See Budget: V.C.5)

In coming years, we will build on our partnership with the SOB, introduce cultural competency and African language modules into the Global Trilateral MBA Program, increase enrollment of business majors in African languages which is currently approximately 65 students per year, and support the SOB’s collaborations with African institutions, notably the ongoing partnership with Wits Business School. We also seek support to strengthen our programming with the SOC, Department of Media, Journalism and Film. (See Budget: V.C.11) A requirement of the communications major is completion of four semesters of a language. Thus, on average

our student enrollment of communications majors in African languages reaches 100/year. Responding to what is clearly an interest among these students, CAS has partnered with the Department of Media, Journalism and Film to incorporate more Africa content into the required courses of the major, including investigative reporting, broadcast journalism and public policy. We will use *AFEE faculty enhancement grants* to support the development of Africa curricular content. (See Budget: V.C.1)

We also request funding to provide *targeted career-readiness programming* to students in the professional schools. An example of this programming is the discussion that will be held later this semester in the SOC with Diplomat in Residence, Yolonda Kerney and Jalina Porter, Principal Deputy Spokesperson at the Department of State (DOS) (both Howard alumni) to talk about career paths for communications majors with the USG and DOS. We will also support incentivizing communications students to conduct reporting on Africa and African issues and will use the SOC’s relationship with the NNPA to present Africa-content news stories to a much wider African diaspora community. (See Budget: V.C.11)

* + 1. **Career Readiness and Outreach Programs.** With established programming and a large pool of African language and area studies students, CAS plans to devote more time and resources during the upcoming grant cycle to streamline and institutionalize our career readiness and professional development efforts. The RBC already administers several programs that train students, particularly underrepresented minorities, for international public careers, and provide career readiness and professional development opportunities (*The Charles Rangel International Affairs, Donald Payne International Development, Thomas Pickering Foreign Affairs, and the Patricia Roberts Harris fellowships*). We have also significantly increased internship

placements and professional development workshops. We seek funding to increase the number of HU students able to participate in the *Charles Rangel Summer Enrichment Program* and the newly established, year-round *Larry Palmer Envoys Program*. Both programs provide students with crucial career readiness skills, an opportunity to network with foreign policy experts and State Department officials and introduce them to opportunities at the State Department and in international affairs. (See Budget: V.C.3). We request funds to expand our professional development programming, including career fairs, *Black Internationalism Career Corner Talks*, *Resume Development for International Affairs Workshops*, and student-led efforts such as the study abroad awareness raising campaign *#StudyAbroadSoBlack*, *Bison Abroad* and the *Bunche Brigade*. We will also broaden our partnership with BPIA, through collaboration on Africa- content for their international relations podcast, and support for two HU student BPIA interns. (See Budget: V.C.3)

Our public programming and curriculum development has also opened up opportunities to expand our outreach activities to the business sector and the media. Our ongoing programming around African trade, investment and entrepreneurship and our engagement with the interagency working group on AfCFTA and the Women and Youth Protocol, affords us an opportunity to develop outreach and training to US Chambers of Commerce and small and minority-owned businesses around AfCFTA and African trade opportunities. In partnership with HU’s Small Business Development Center, we will be piloting a workshop on the opportunities under AfCFTA and USG support for small business investment in Africa in the Spring 2022.

In partnership with the SOC students, we will provide Africa-content reporting and make this content to the NNPA and its affiliate news outlets. Additionally, plans are underway to

establish an HU *Journal of African Studies*, who’s editorial board is comprised of both faculty and graduate students. The journal will provide another outlet to disseminate knowledge on Africa largely from the unique perspective of its diaspora. We request funds to support the editorial work to produce the journal. (See Budget: V.C.12)

* + 1. **Teacher Training Activities.** (AP 1&2; CPP 1 NRC) CAS has developed one of the richest and most impactful K-12 programming over the past eight years, reaching thousands of teachers and students annually. We plan to expand our collaboration with *Africa Access* and the Department of Curriculum and Instruction (DCI) in the HU School of Education by focusing on African languages and cultures in their teacher training activities and curriculum, bringing more African language and area experts in conversation with teachers and in front of the classroom. The goal is to support the DCI’s integration of international and intercultural dimensions and language training into its teacher education programs. In addition, responding to teacher feedback, we will place greater emphasis on curriculum and lesson planning and development, creating student-facing materials to directly engage students.

We request funds for the following continuing programs: *Annual Summer Institutes*; periodic workshops on and off campus for teachers, in collaboration with Middle East centers at Georgetown (See Budget: V.B.1,2); *Conference Workshops* for Middle States Social Studies Conferences, National Conference on Social Studies (NCSS), ASA Outreach Conferences; National Online History Seminars, in collaboration with Primary Source.org (See Budget: III.A, V.A.1,2,3,4,5); *Global Read Webinars,* in partnership with Americas Award, Middle East Award, South Asia Book Award and CABA. (See Budget: V.A.4) We will also continue to conduct *In-service Teacher Workshops* for area school systems.

We are launching new Web-based resources for teachers and students. *Bouctou: An Africana E-Magazine for K-12 Students and Teachers* will launch in spring 2022 including articles that highlight cutting-edge research of African Studies scholars such as Fallou Ngom (Boston University), Khaled Esseissah (Georgetown University), and Ousmane Kane, (Harvard University) (See Budget:V.A.6) ; *Read Africa Aloud* will feature authors readings of outstanding books on Africa (See Budget: V.A.7); *Young Africa Rising Gallery* is a web-based project that will highlight fresh young African innovators for students to research particularly during Black History Month. (No Budget) The goal is to develop more student-facing materials that will directly reach students with engaging and informative content on Africa and its people.

We will enhance our existing websites, *The Gold Road* and *Discover Africa in the World* to include user friendly instructions and lexile level articles and lesson ideas (see Budget: IV.B). We will continue to create *Outreach Instructional Videos* on our website, including *Tea Traditions in Africa.* (See Budget: V.A.7,9) We will continue to work with the *Mwalimu Teaching Community* (educators who advise Outreach and exchange teaching strategies); on-site and online one-on-one *Consultations* with and *Guidance* for teachers, libraries and school administrators. As well, HU CAS is the home of the collaborative Africa NRCs CABA, now in its 30th year. In the current cycle, we formed a partnership with the Library of Congress’ Africa and Middle East Division. We hope to build stronger partnerships in the Howard University community through *CABA on Campus* which will bring the Children’s Africana Book Award Festival to Howard’s Campus now that the National Museum of African Art has discontinued its K-12 programming.

Outreach will provide cultural literacy professional development *workshops for pre- service teachers* which will feature CABA author presentations in tandem with curriculum instruction by Outreach staff. HU educators attending the workshop will receive a copy signed by the author. (See Budget: V.A.10)

In collaboration with Boston University (BU) African Studies Center, we are creating and launching a *Teaching Africa Week****.*** (See Budget: V.A.13) This project consists of the development and maintenance of a website, resources, and rests on a community and school engagement model. The project will invite districts, schools, and teachers to enlist in the Teaching Africa week by using resources posted on the website and to share stories about the impact of the week in their communities. In another collaboration with BU’s African Studies Center, *K-12 Francophone Book Project* will make French language materials about Africa available to French-immersion schools and French language classes. We will be assisted on this project by Howard University African Studies French-speaking faculty and graduate students.

This cycle and going forward, Outreach is also partnering with the University of Pittsburgh’s

*Global Issues in Literature Workshop* for Educators. (See Budget: V.A.8)

* + 1. **International and Collaborative Linkages.** We will continue to work with partners across campus to strengthen and expand partnerships with African institutions and leverage opportunities at HU and in the US to enable collaborative research, exchanges and study abroad programs. CAS also plays a leading role in many of the collaborative initiatives of the Africa NRCs and AASP, as outlined in **Table I**. (See Budget: V.A.2, V.A.11, V.B.3, V.E.2, V.E.3, V.E.4)

TABLE I: COLLABORATIVE INITIATIVES WITH AFRICA NRCS AND AFRICAN STUDIES OUTREACH COUNCIL (ASOC)

|  |  |
| --- | --- |
| **COLLABORATIVE INITIATIVES WITH AFRICA NRCS AND ASOC** | **LEAD INSTITUTION** |
| **Children’s Africana Book Award:** The CABA committee selects annual awards for Young Children, Older Readers and New Adult books that present accurate and sensitiveportrayals of Africans and African societies. Howard is home to CABA, manages the review of books, plans and hosts the award ceremonies. | Howard |
| **National Council for the Social Studies/National Council for Teachers of English:**The Outreach Council sends representatives to either the NCSS or NCTE meetings,maintain an African Studies booth with resources for teachers, and make presentations to K-12 teachers at the conference. ASOC members interact directly with over 300 teachers. | Various |
| **African Studies Association (ASA) Teachers Workshop**: Annually ASOC members facilitate a workshop for teachers as part of the annual meeting of the ASA. 15-30 teachers and administrators receive content knowledge and learn teaching strategies for promoting African Studies in the K-12 classroom. Howard Outreach staff haveconsistently led these workshops for the past four years. | Howard/Various |
| **WARA/WARC and CAORC Curriculum Training Workshop** for CC, MSI andHBCU faculty in Dakar, Senegal: Howard leads in coordinating this two-week teacher training and Africa area studies, capacity-building workshop. | Howard |
| The **Cooperative Africana Materials Project (CAMP)** works with Center for Research Libraries (CRL) to promote the preservation of publications and archives concerningnearly fifty nations of Africa. CAMP’s holdings include more than 10,000 bibliographic entries and form a large pool or primary materials that are not available elsewhere. | UW-Wisconsin |

For the upcoming cycle we request support to continue our collaboration with Morgan State University’s Earl Graves School of Business. In addition to support for an annual conference, we will provide faculty enhancement grants to support further African business programming throughout the year and to develop Africa curricular content for business courses. We plan to make available to Morgan’s School of Business the cultural competency and African language modules we will help prepare for HU’s SOC. (See Budget: V.C.7)

We again request funding to support an international dialogue on Africa-Asia connections with MSU African and Asian Studies Centers. In alternate years, the three centers along with CAORC will hold workshops in West Africa and Southeast Asia, and Howard will host a symposium in AY2022-2023 on *Global African and Asian Transregional Connections*. (See Budget: V.C.9) We will also initiate a new collaboration with MSU and Tuskegee

University to organize three workshops centered on the history and future of cooperation among HBCU, land grant universities and academic institutions in Africa. (See Budget: V.C.10).

Finally, in partnership with our newly established Social Justice Certificate Program, will initiate a *Just Conversations* – a Trans-Atlantic dialogue on challenges of social justice among African and African diasporic communities in South Africa and the US, partnering with MSU, Tuskegee University, Stellenbosch University, University of Fort Hare and Walter Sisulu University. (See Budget: V.C.8)

Building on successful collaborations with the University of Witwatersrand’s African Centre for the Study of the United States, we seek funds to support our collaboration around *US Business in Africa*, which includes HU participation in the annual US Business Excellence Awards, and the creation and dissemination of case studies and best practices by HU School of Business faculty and students based on annual data collection, and student exchange between HU and Wits Business Schools. (See Budget: V.C.18)

**I.1.g Library Programming and Other.** With a new and dynamic Africanist historian at the helm of the MSRC, we will expand our collaborations with them and continue to support specific digitization projects, and public facing programing. Specifically, we plan to collaborate on a *TransAfrica-South Africa symposium* in 2024 to mark the 30th anniversary of democracy in South Africa and to utilize the papers of this important organization (housed at MSRC) in a public facing forum. (See Budget: V.C.4; V.E.1)

Utilizing our relationship with the Director of the African and Middle East Division of the Library of Congress (LOC), who is also an alumna of HU’s Department of African Studies, we will continue our partnership on *Conversations with African Writers and Poets*, and plan to

assist the LOC in developing an online portal for African poetry. We will partner with the LOC to provide internships for HU students to assist the LOC in cataloging Africa and African language materials. (See Budget: V.C.16)

We request funds to continue our outreach to MSIs and CCs, namely through our *One Week Residency* program that brings faculty from these institutions to the HU campus to engage with our faculty and avail themselves of our resources. (See Budget: V.A.12) This program has initiated several ongoing partnerships and collaborations that are detailed in Section G. We also request funds to expand our engagement with *Africa World Now*, through continued support for the African Film Festival and new support for their weekly podcast, hosted by Winston Salem State University (HBCU) and Professor James Pope. (See Budget: V.C.17)

* 1. **Development Plan and Timeline.** Systematic implementation of the planned activities of CAS over the four-year cycle of the grant period will enable better coordination and enhancement of Africa related teaching, research and interdisciplinary programming at HU that will strengthen our capacities to continue to contribute to the supply of a diverse pool of expertise in sectors that are critical to promoting US national interests.
	2. **Reasonableness of Costs.** Considering the immeasurable gains derived from the placement of an Africa NRC at the major HBCU and MSI in the US, the costs of the program are very reasonable. In fact, the costs are conservative considering that HU has consistently invested significant resources in African Studies over many decades. We have almost doubled our African languages and Area Studies enrollment at marginal cost to the U.S. government. Given that we reach over 3000 students per year, an annual budget of $150,000 for course instruction and curricular development translates into an investment of $50/student. Likewise, our public

programming and Outreach activities have tripled their audience, now reaching more than 25,000 people per year. With an Outreach and personnel budget of $150,000 this translates into an average cost of $6/per person reached. This investment will continue to yield major dividends that have accrued over the past four years, especially with new NRC funding.

* 1. **Long Term Impact.** In an OpEd written in December 2020, Amb. Linda Thomas-Greenfield identified the lack of diversity within the State Department and the Diplomatic Corps as a “national security threat”. Howard University alone is positioned to make a significant impact in addressing this challenge, most notably with regards to Africa specialists. Our proposed programming will scale up and consolidate our efforts in meeting national needs in this area.

In the long term, the activities proposed here will continue to solidify and help expand capacities in undergraduate, graduate and professional training programs at HU. CAS will provide an enhanced common space with resources to enable better coordination and more productive collaboration between faculty and students engaged in Africa related teaching, research and creative production across all departments and schools. Our emphasis on interdisciplinary work, in tandem with new initiatives and collaborations will enrich and strengthen these projects and at the same time contribute to renewal of the curriculum at HU, and supply of diverse expertise in areas of national need and international affairs.

# NRC COMPETITION PRIORITIES

The proposed CAS programming meets both absolute priories, as well as all NRC and FLAS competitive priorities as highlighted throughout the narrative. **Table J** highlights and cross- references programs and initiatives that support the priorities.

TABLE J: ABSOLUTE AND COMPETITIVE PRIORITIES AND SUPPORTING PROGRAMS

|  |  |
| --- | --- |
| **PRIORITIES** | **SUPPORTING PROGRAMS** |
| **AP1a: Diverse Perspectives** | * *Palaver Speaker Series* engages students, faculty and the community around diverse ranges of Africa topics
* *US- Africa Policy Symposium*, engaging the African diaspora in Foreign Policy discussions
* *International partnerships and engagements* with a number of African Institutions
 |
| **AP1b: Government service in areas of national need** | * Direct collaboration, through the Bunche Center, with government pipeline programs including the Rangel, Payne and Pickering Fellowships
* *Diplomacy Lab* program allows students to participate in the work of the State Department
* Expansion of internship and professional development opportunities in government and international affairs
 |
| **AP2: Teacher Training Activities** | * *Georgetown Spring Professional Workshops*
* *Read (Teach) Africa Week*
* *Summer Institute for Educators*
* *ASA Outreach Council Teachers Workshops*
 |
| **NRC CP1:****Partnership with MSI and CCs** | * HU is a top HBCU and MSI, and the only one with a Title VI NRC.
* HU leads *Curriculum Training and Development Workshop for US CC, HBCUs and MSI Faculty*
* *One Week Residency Program* for CC and MSI faculty
* Collaboration with Morgan State University’s Earl Graves School of Business
* *Just Conversations* dialogues with Tuskegee University
* Co-chair with Montgomery Community College 2-week NEH Summer Institute for Educators
 |
| **FLAS CP1: FLAS****students demonstrate financial need** | * Approximately 50% of all students enrolled in the College of Arts and Sciences are PELL eligible. FLAS recipients reflect that demographic trend.

Students with disadvantaged backgrounds and financial need are prioritized in the FLAS selection process. |
| **FLAS CP2:****Academic and career advising for FLAS fellows** | * *Larry Palmer Envoys Program* aimed to cultivate career readiness skills and network with foreign policy experts and State Department Officials
* *Black Internationalism Career Corner Talks*
* *Diplomat in Residence* Engagements
 |

# FLAS AWARDEE SELECTION PROCEDURES

* 1. **Advertising the Awards and Application Process.** We use many outlets to advertise FLAS fellowships: the HU homepage, CAS, COAS, Graduate School and other professional schools’

websites, email lists, social media, gateway courses, and strategically placed banners around high

traffic areas on the HU campus. In addition, we normally hold two or three information sessions for prospective FLAS applicants.

Students can access the FLAS application form on the CAS webpage or directly on the internet at <https://hucfas.org/>. Applicants must submit two reference letters, transcripts, a resume,

and a statement of purpose. The statement of purpose needs to describe their interests in Africa and/or African languages, and how the FLAS award will support their aspirations. They must also submit proof of registration in an African language and area study course. Their application requires a copy of the confirmation page for the Free Application for Federal Student Aid (FAFSA), and they need to provide proof of citizenship. The applicant is required to submit a list of all financial aid they expect to receive during the year as financial need is a major criterion for evaluating applications.

* 1. **Selection Criteria and Review Process** (CP1). A FLAS Selection Committee is constituted annually and includes the CAS Director, Assistant Director, African Language Coordinator and selected Africanist HU faculty. All FLAS applications are reviewed and evaluated based on a set of 6 criteria: 1) An excellent academic record as evidenced by GPA and academic transcript. 2) A clear promise of completing their academic program with concentration in African language and area studies as evidenced by letters of recommendation and transcript. 3) A clear statement of how the FLAS award will influence and contribute to the work in the applicant’s concentration, research, and/or future professional study or career aspirations as evidenced in statement of purpose, and 4) Financial need as evidenced by FAFSA and student financial circumstances and 6) Strength of Language usage as evidence by letter of recommendation,

language grade, language instructor’s recommendation. The final selection will include a balance diversity of African languages and prioritize students studying at Level III and beyond.

CAS has developed an online application process which allows the applicant and reviewer to efficiently enter and review all information and documents online.

* + 1. Phase One – Assistant Director reviews all applications for completeness and eligibility.
		2. Phase two – Applications reviewed, scored, and ranked by the language instructor associated with the language.
		3. Phase Three – FLAS Selection Committee reviews the recommendations of the language instructors and makes the final selection.
		4. Phase Four – Students are notified, and final documents be submitted.
		5. Phase Five – FLAS fellows must verify eligibility/compliance each semester by submitting a copy of their previous semester’s grades, and a copy of their registration showing that they are registered for both an African language and an African area studies course as stated on their application.
	1. **FLAS Calendar** (CP2)

*Year Round* – Publicize AY and Summer FLAS awards and advise students on application procedures. FLAS recipients are encouraged to attend our *Black Internationalism Career Talks* and other career readiness programming through the RBC. FLAS recipients will be invited to join the *Larry Palmer Envoys Program* that convenes virtual career readiness and networking sessions with practitioners and policymakers.

*December 15 – February 15:* Information sessions held for FLAS fellowships.

*February 15:* Application deadline.

*February 15 - March 15:* Applicant files created and reviewed for completion

*March 15 – 21:* Distribution of applications to African language faculty reviewers.

*March 21 – 28:* Deliberation and selection of awardees/alternates by FLAS Selection Committee

*April 5:* Awards are announced with deadlines for acceptance to be returned by *April 15*.

# LIST OF ACRONYMS

|  |  |
| --- | --- |
| ACTFL | American Council of the Teaching of Foreign Languages |
| AfCFTA | Africa Free Continental Trade Agreement |
| ALFC | African Language Flagship Center |
| ALMA | African Language Materials Archive |
| ALTA | African Language Teachers Association |
| AP | Absolute Priority |
| ASA | African Studies Association |
| AY | Academic Year |
| BU | Boston University |
| BPIA | Black Professionals in International Affairs |
| CABA | Children’s Africana Book Awards |
| CAORC | Council of American Overseas Research Centers |
| CAS | Center for African Studies |
| CETLA | Center for Excellence in Teaching, Learning and Assessment |
| COAS | College of Arts and Sciences |
| CPP | Competitive Preference Priority |
| DAS | Department of African Studies |
| DCI | Department of Curriculum and Instruction (HU School of Education) |
| DWLC | Department of World Languages and Cultures |
| EAC | Educational Advisory Center |
| FLAS | Foreign Language and Area Studies |
| GA | Graduate Assistant |
| GS | The Graduate School |
| GTMBA | Global Tri-lateral MBA (HU School of Business) |
| GU | Georgetown University |
| GWU | George Washington University |
| HBCU | Historically Black Colleges and Universities |
| HU | Howard University |
| HUL | Howard University Libraries |
| LCTL | Less Commonly Taught Languages |
| LOC | Library of Congress |

|  |  |
| --- | --- |
| MOU | Memorandum of Understanding |
| MSRC | Moreland-Spingarn Research Center |
| MSU | Michigan State University |
| NALRC | National African Language Resource Center |
| NCSS | National Council for the Social Studies |
| NERCPAL | North-East Regional Consortium of Programs in African Languages |
| NNPA | National Newspaper Publishers Association |
| NRC | National Resource Center |
| OPI | Oral Proficiency Interviews |
| SCALI | Summer Cooperative African Language Institute |
| SOB | School of Business |
| SOC | School of Communications |
| STAMP | Standards Based Measurement Proficiency |
| STEM | Science Technology, Engineering and Mathematics |
| TA | Teaching Assistant |
| UGL | Undergraduate Library |
| USG | United States Government |
| VOA | Voice of America |
| WARA | West African Research Association |
| WARC | West African Research Center, Dakar |
| WRLC | Washington Research Library Consortium |
| WHUT | Howard University Television |