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# Harvard University Center for African Studies

# National Resource Center and Foreign Language and Area Studies February 14, 2022

# Assistance Listing Number (ALN) 84.015A ED-GRANTS-121621-001 and

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# ACRONYMS

AAAS Department of African and African American Studies AAB Africa Advisory Board

AAI Africa-America Institute

AASP Association of African Studies Programs AAS African Academy of Sciences

AB Bachelor of Arts

ABC Africa Business Conference

ACTFL American Council on the Teaching of Foreign Languages AIDS Acquired Immune Deficiency Syndrome

AL African Language

ADC African Development Conference ALC Africana Librarians Council

ALDP African Languages in the Disciplines and Professions Conference ALP African Language Program

ALTA African Language Teachers Association

AP1 National Resource Center Absolute Priority 1 AP2 National Resource Center Absolute Priority 2 APJ Africa Policy Journal

ARISE Africa Research, Implementation Science, and Education Network ART American Repertory Theater

ARUA African Research Universities Alliance AS African Studies

ASA African Studies Association ASOC African Studies Outreach Council

ASK-DL Africa’s Sources of Knowledge Digital Library ASW African Studies Workshop

AU African Union

AY Academic Year

BHCC Bunker Hill Community College BHP Botswana-Harvard Partnership

BU Boston University

CAMP Cooperative African Microform Project CAS Center for African Studies

CC Community College

CDC Centers for Disease Control and Prevention

CG The Ethelbert Cooper Gallery of African and African American Art CGIS Center for Government and International Studies

CNN Cable News Network

CPP1 National Resource Center Competitive Preference Priority 1 CRL Center for Research Libraries

CV Curriculum Vitae

DASH Digital Access to Scholarship at Harvard DBCTL Derek Bok Center for Teaching and Learning DoEd Department of Education

DUGS Director of Undergraduate and Graduate Studies EC Executive Committee

ED Executive Director

ELIAS Enhanced Language Instruction for African Studies FAS Faculty of Arts and Sciences

FIELD Field Immersion Experiences for Leadership Development FLAS Foreign Language and Area Studies

FLAS CPP1 Foreign Language and Area Studies Competitive Preference Priority 1 FLAS CPP2 Foreign Language and Area Studies Competitive Preference Priority 2 FTE Full-Time Employee

FD Faculty Director

FY Fiscal Year

GenEd Program in General Education GEPA General Education Provisions Act GIS Geographic Information System

GS Global South

GSD Harvard Graduate School of Design GSOC Global Studies Outreach Committee

GSAS Harvard Graduate School of Arts and Sciences HBCUs Historically Black Colleges and Universities HBS Harvard Business School

HC Hutchins Center for African and African American Research HES Harvard Extension School

HDS Harvard Divinity School

HGHI Harvard Global Health Institute

HGSE Harvard Graduate School of Education HIV Human Immunodeficiency Virus

HKS Harvard Kennedy School of Government HLS Harvard Law School

HMS Harvard Medical School

HOLLIS Harvard Online Library Information System HSDM Harvard School of Dental Medicine

HSPH Harvard T.H. Chan School of Public Health HSI Hispanic Serving Institution

HU Harvard University

HUCE Harvard University Center for the Environment HUL Harvard University Library

HX HarvardX

HYI Harvard-Yenching Institute

IGO Intergovernmental Organization

ISCOG International Studies Consortium of Georgia JD Doctor of Laws

K-16 Sum of Primary, Secondary and Post-Secondary education

KM Knowledge Management

LC Leadership Council

LCTLs Less Commonly Taught Languages LDI Library Digital Initiative

LLM Master of Laws

LTS Library Technology Services

MA Master of Arts

MBA Master of Business Administration MD Doctor of Medicine

MPA Master of Public Administration

MPH Master of Public Health

MPP Master of Public Policy

MSI Minority-Serving Institution

NALRC National African Language Resource Center

NELC Department of Near Eastern Languages and Civilizations

NERCPAL New England Regional Consortium of Programs in African Languages NCSS National Council for the Social

NCTE National Council of Teachers of English

NF Nieman Foundation for Journalism at Harvard NGO Non-Governmental Organization

NPR National Public Radio

NRC National Resource Center

OCLC Online Computer Library Center, Inc. PBI Predominately Black Institution

PBS Public Broadcasting Service

PhD Doctor of Philosophy

PI Principal Investigator

PM Project Management

PMAE Peabody Museum of Archaeology and Ethnology PS Graduate and Professional Schools

ReCAP Research Collections and Preservation Consortium RCC Roxbury Community College

RLL Department of Romance Languages and Literatures RLIN Research Libraries Information Network

SEAS Harvard John A. Paulson School of Engineering and Applied Sciences SMART Specific, Measurable, Achievable, Relevant, Time-bound

SSOO Student Support and Outreach Officer

STEAM Science, Technology, Engineering, Arts, and Mathematics STEM Science, Technology, Engineering, and Mathematics

TF Teaching Fellow

UCIPS University Committee on International Projects and Sites UN United Nations

UNESCO United Nations Educational, Scientific, and Cultural Organization US United States

WARA West African Research Association WAX Web Archive Collection Service

WHO World Health Organization

## COMMITMENT TO THE SUBJECT AREA

**1A. Institutional Commitment to Subject Area.** The Harvard University (HU) Center for African Studies (CAS) is a university-wide center that broadens knowledge about Africa by bringing African perspectives to bear on the scholarship of the Harvard community and beyond. CAS was established to deepen knowledge and understanding of Africa through global connections and communities of learning. HU’s more than fifty-year commitment to African Studies (AS) is a University-wide priority, demonstrated by the Provost’s combined commitment of $6.6 million in funding to CAS since AY03-04; the Department of African and African American Studies (AAAS) AB and PhD programs in AS; and the investment of over $1 million in HU’s African Language Program (ALP), expanding its offerings to more than 45 African languages. HU has maintained this commitment under President Lawrence Bacow’s leadership (despite financial and operational challenges from the COVID-19 pandemic, which have forced a University-wide reevaluation of strategic priorities). HU’s seriousness to institutionalizing research, publications, and public engagement on AS is reflected in the elevation of CAS from Committee to Center status in AY14-15, the creation of the Hutchins Center for African & African American Research (HC), and the 2017 opening of the CAS Africa Office in Johannesburg, South Africa.

Former University President Drew Faust demonstrated Harvard’s commitment to AS when she became the first sitting University president to travel to Africa, to inaugurate a partnership with the University of Johannesburg, forge new institutional linkages, and visit collaborative research sites. Provost Alan Garber traveled to South Africa in May 2017 to preside over the formal launch of CAS’ Africa Office, and Vice Provost for International Affairs Mark Elliot traveled to Tanzania, Botswana, and South Africa in January 2020 to participate in board meetings of the Harvard affiliated Africa Academy of Public Health and Botswana-Harvard Partnership as well as the 50th anniversary of the Harvard South Africa

Fellowship Program (his last international trip before the COVID-19 pandemic). HU currently invests over $30 million annually for AS activities, including faculty, visiting scholars, research, and language training. Another estimated $114,694,906 is actively obligated for AS Faculty from government/private foundations.

### Table 1.1: Institutional Commitment to Subject Area, FY22

|  |  |
| --- | --- |
| **Harvard Unit or Activity** | **Commitment** |
| Operations of CAS | $966,996 |
| Other Africa-related operations across HU | $569,818 |
| Africanist Faculty (Salary and Fringe) | $20,302,409 |
| Financial Aid for African Students (Harvard College) | $9,122,080 |
| ***TOTAL*** | ***$30,961,303*** |

HU funds pay the salaries for the CAS Faculty Director (FD) and Executive (ED)/Office Directors in Cambridge and Johannesburg, and six staff; the HC FD and Executive Director, and 15 staff members; and AAAS Faculty Chair, ED, Director of Undergraduate and Graduate Studies (DUGS), and four staff. In FY21, CAS received

$1,001,446 in direct HU support for all operations. CAS is a member of the Center for Government and International Studies (CGIS), and benefits from shared resources with other area studies centers, including auditoriums, state-of-the-art class and seminar rooms, and event venues. In 2017, CAS moved to larger space at 1280 Massachusetts Avenue, to accommodate its growing programs and visiting scholars. The new space is shared with ALP, creating for the first-time dedicated space for Harvard’s Africanist community located directly across from Harvard Yard, which houses most freshmen dormitories and classrooms.

HU annually spends more than $20 million on salaries and benefits for 119 Africanist faculty members from the Faculty of Arts and Sciences (FAS) and 12 graduate and professional schools (PS). AS faculty access research, language study, and other grants from HU, including the newly inaugurated Motsepe Presidential Research Accelerator Fund for Africa, a commitment to projects on key challenges and opportunities facing Africa. Since 1979, Harvard has invested more than $7.6 million in the Harvard South Africa Fellowship Program for mid-career professionals from South Africa. In the past four years, Harvard has

hosted hosting 872 fellows from Africa, an average of 218 per year and a growth of 86% from the number of fellows in the previous grant cycle. HU libraries represent the largest university library system in the world, with one of the world’s most diverse collections of materials **(Section 5)**. In the last decade, HU has invested more than $1.8 million in Africa- related acquisitions, including digitization projects.

The over 31,000 objects stewarded by the Peabody Museum of Archaeology and Ethnology (PMAE) reflect the aesthetic and conceptual tools of African expressive culture and range in date from the earliest stone tools made by modern humans from Olduvai Gorge in Tanzania to 20th century objects created by makers in Liberia, Cameroon, and Uganda.

Africa represents approximately 5% of the PMAE’s total collections. The African collection includes archaeological (10,651) and ethnographic (16,446) artifacts, research and fieldwork records (50 archives), photography (23,000+), prints-drawings-maps (500), and osteological and paleoanthropological collections (4,381). PMAE regularly hosts visiting researchers, and Harvard classes use PMAE collections for teaching and research. The collection offers researchers ways to examine the frames of social experience through engagement with sculpture, beadwork, textiles, divination tools and power objects that signify status, age grade initiations, and ritual and healing traditions. These objects along with the archaeological and photographic collections communicate information about traditional practices, colonialism, trade, warfare, and sociopolitical development in Africa.

The Ethelbert Cooper Gallery of African & African American Art (CG) opened in October 2014 with more than $2 million invested in the curation and display of African art. Designed by renowned architect and innovator David Adjaye, the Cooper Gallery includes 2,300 square feet of exhibition space and auxiliary spaces for seminars, conferences, and educational programming. CG features contemporary and historical exhibitions and installations of African from guest curators, faculty, artists, students, and distinguished

visiting scholars. It hosts a wide range of workshops, artist talks, symposia, lectures, and performances. Its most recent exhibition was *Somnyama Ngonyama, Hail the Dark Lioness* by internationally renowned South African visual artist and photographer Zanele Muholi.

HU has more than 100 projects and partnerships with dozens of institutions in Africa, representing national government NGOs, business, and higher education. Students participate in nine Harvard study abroad programs in Africa. CAS provides travel grants during the January term and summer for internship opportunities and independent research opportunities. CAS faculty and staff have significant collaborations with the African Academy of Sciences (AAS), the African Research Universities Alliance (ARUA), and the Africa-America Institute (AAI) **(Section 8.A.4)**.

### Table 1.2: Select Linkages to African Institutions and Governments

|  |  |
| --- | --- |
| **Initiative** | **Institutional Partner** |
| Africa Research, Implementation Science, and Education (ARISE) Network at the Harvard T.H. Chan School of Public Health (HSPH) | Africa Academy of Public Health (Tanzania), Centre de Recherche en Santé de Nouna (Burkina Faso), Haramaya University (Ethiopia), Addis Continental Institute of Public Health (Ethiopia), Muhimbili University of Health and Allied Sciences (Tanzania), University of Dodoma (Tanzania), University of Ghana, the University of Ibadan  (Nigeria), University of Swaziland (Eswatini) |
| African Business and Entrepreneurship (CAS) | United Nations Economic Commission for Africa  (Ethiopia), African Export-Import Bank (Egypt), African Development Bank (Côte d'Ivoire) |
| Botswana–Harvard AIDS Institute Partnership (BHP) at the Harvard T.H. Chan School of Public  Health (HSPH) | University of Botswana, Government of Botswana |
| COVID-19 and Africa (CAS) | Africa Centres for Disease Control and Prevention (Ethiopia), World Health Organization Regional Office for  Africa (Republic of Congo) |
| Defeating Malaria: From Genes to the Globe at the  Harvard T.H. Chan School of Public Health (HSPH) | University of Yaoundé I (Cameroon), Cheikh Anta Diop University (Senegal), Zenith Bank Plc (Nigeria) |
| Evidence for Policy Design, Center for  International Development, Harvard Kennedy School (HKS) | Morocco Employment Lab at the Policy Center for the New South (Morocco), Government of Ghana, Government of  Zambia; Government of Liberia |
| Field Immersion Program, Harvard Business  School (HBS) | Stanbic Bank (Ghana), Africa.com (South Africa) |
| Global Health Delivery Project | Government of Rwanda, University of Global Health  Equity (Rwanda) |
| Harvard Global Health Institute (HGHI) Summer  Internships and International Summer Undergraduate Research in Global Health | Mbarara University of Science & Technology (Uganda),  Perinatal HIV Research Unit at Chris Hani Baragwanath Hospital (South Africa), Touch Foundation (Tanzania) |
| Harvard T.H. Chan School of Public Health  (HSPH) | AIDS Prevention in Nigeria |
| Harvard Undergraduate Study Abroad Program | Institut Supérieur de Management (Senegal), The American  University in Cairo (Egypt), Augsburg College (Namibia), |

|  |  |
| --- | --- |
| Making Rights Real: The Ghana Project Clinic, Harvard Law School (HLS) | University of Ghana Law School |
| Postdoctoral Research Fellowship Program (CAS) | African Research University Alliance (ARUA), African  Academy of Sciences (AAS) |
| Research, Education, and Action for Refugees  Around the World (REACH), Harvard Graduate School of Education (HGSE) | International Rescue Committee |
| Strengthening Oral Health Care Systems in Africa, Harvard School of Dental Medicine (HSDM) | Rwandan Ministry of Health, World Health Organization Regional Office for Africa (Republic of Congo) |
| Summer Internship Programs (CAS) | Jospong Group (Ghana), UN Development Programme South Africa (UNDO), Maru-a-Pula (Botswana) |

HU provides need-based financial aid (gift not loan) and is committed to ensuring all admitted students can attend Harvard, regardless of economic obstacles; more than 55% of undergraduates receive University scholarship aid, and 100% of students can graduate debt- free. 284 College students are from Africa, with a commitment of more than $9 million in financial aid (gift not loan) from the University. HU fully funds PhD candidates for at least five years including tuition, health insurance fees, and basic living expenses, with a stipend of

$40,946 and tuition expenses of $50,928. Most departments and PSs provide, on average,

$5,500 per student for summer research, language study, and travel. Students have more than 210 undergraduate and 750 graduate awards available for research, teaching, and travel.

## QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate Degree Programs.** AS is a central priority in Harvard’s curriculum. In AY20-21, 1,141 undergraduate students pursued African studies (non-language) courses, and 220 studied an African language. AAAS offers a unique, interdisciplinary AB in AS to explore the histories, societies, and cultures of Africa. Students may also pursue a secondary- field designation (minor) in AS through AAAS. The AAAS major requires at least 12 half- courses in AS and proficiency in an African language; students pursuing an AS secondary field take at least five half-courses. Undergraduates may also focus on Africa or African- related fields in approximately half of Harvard’s 50 concentrations (majors) in the FAS. Each concentration requires students to demonstrate subject matter competency and foreign language proficiency. Most HU undergraduates in AS are taught in the Tutorial System,

consisting of small seminars of 12 students (median) who pursue in-depth study and research projects under the guidance of faculty and doctoral students. All AS concentrators and minors are encouraged to take advantage of the dozens of annual visiting fellows who participate in regular CAS programs and conferences; and receive specialized academic advising through the more than 119 faculty who teach Africa-related courses at HU. CAS supports undergraduate students with summer and term-time funding for internships and independent research study, including 78 undergraduate students during the previous four years of NRC/FLAS support. With NRC funding, CAS created a Student Support and Outreach Officer (SSOO) who oversees the coordination of all Africanist undergraduate support, particularly in the realms of study/language training at HU and abroad **(See 6.A.3).**

* 1. **Graduate Programs.** In AY20-21, 288 students from the 12 graduate and professional enrolled in Africa-related (non-language) courses, and 20 studied African languages. The number of Africanists produced by HU graduate programs has increased substantially since the inauguration of NRC funding in AY10-11. AAAS offers an interdisciplinary PhD program in AS. PhD candidates are required to take 14 half-courses, including two required interdisciplinary courses in AAAS, and obtain advanced proficiency in at least one African language. AAAS offers a secondary field option for doctoral students in the FAS and PSs; students must complete four graduate-level courses in AS and complete a research paper demonstrating mastery in the field. CAS supports graduate students from the FAS and PSs with summer and term-time funding for internships and independent research study, including 48 graduate students during the previous four years of FLAS support. Cross- registration is available at HU. Massachusetts Institute of Technology, Boston University, Boston College, Tufts University, and Brandeis University students regularly enroll in AS and African language courses at HU; HU students similarly cross-register for AS courses.
     1. **Academic and Career Advising.** Every member of the CAS faculty serves as a thesis supervisor and advisor to graduate students; CAS faculty from the FAS and PSs similarly advise undergraduates. HU boasts a low undergraduate to faculty ratio (7:1), with 77% of classes comprised of 20 students or less. HU undergraduates receive academic, career, and personal guidance from faculty, college deans, house masters, resident deans, proctors, tutors, and trained peer advisors. HU has a comprehensive freshman advising program, and a

faculty-led freshman seminar program. This program offers over 115 freshman-only seminars, four of which pertain to Africa-related topics. With NRC support, CAS’s SSOO provides extensive cross-University curricula and fellowship advising; AAAS has a full-time DUGS; all other concentrations with African offerings have comparable staffing and advising. These mechanisms provide extensive one-on-one advising. Undergraduates receive career advising from Office of Career Services; the GSAS Fellowships & Writing Center gives advice on post-graduate fellowship opportunities to students with an Africa-focus.

FAS and PS graduate students typically work with a faculty advisor in the first two years of graduate study and then with a dissertation committee of three to six faculty advisors. The FAS and PSs each have a graduate student Office of Career Advancement and a fellowship officer. CAS offers a unique, University-wide academic and career resource center for students, with its SSOO maintaining databases of AS courses across the FAS and PSs, study abroad, fellowships and internships, job opportunities, and research partnerships.

* + 1. **and 3 Formal Research and Study Programs Abroad.** HU promotes study abroad options for its students, and its goal is for every undergraduate to have an international experience prior to graduation. In 2002, the Office of International Education was established with a mandate to increase the quantity and quality of international experiences for undergraduates; HU’s Summer School Program and HU’s Global Support Services have full- time staff dedicated to study abroad, and HU employs a full-time global risk manager who

works with consultants throughout Africa to survey political, public health, and other risks for students and faculty. HU also created the University Committee on International Projects and Sites (UCIPS) to coordinate existing and in development international onsite programs.

HU students have opportunities to study, research, and intern throughout Africa. 50% of HU undergraduates study, work, or volunteer abroad during the academic year or summer, including nine HU study abroad programs in Africa, with CAS offering, on average, four additional internship opportunities in Africa each summer. All HU graduate students focusing on Africa will study, work, or conduct research in Africa. HU facilitates overseas experiences in Africa annually with significant student funding. In the current four-year NRC cycle, 3,486 students, faculty, staff, and affiliates of HU traveled to 49 African countries to engage in research, internships, academic study, conferences, and administrative duties. With FLAS funding, CAS has awarded 27 students a total of 24 academic year and 12 summer fellowships totaling $851,850 for the study of eight languages in the current award period.

### Table 2.1: Harvard University Travel to Africa, FY18 to FY21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Traveler Type** | **FY18** | **FY19** | **FY20\*** | **FY21\*** | **Grand Total** |
| **Undergraduate** | 114 | 256 | 73 | 3 | 446 |
| **Graduate student** | 511 | 1,141 | 203 | 15 | 1,870 |
| **Faculty** | 81 | 113 | 83 | 9 | 286 |
| **Postdoc/other academic** | 37 | 31 | 21 | 4 | 93 |
| **Staff** | 103 | 95 | 58 | 8 | 264 |
| **Other** | 26 | 52 | 428 | 21 | 527 |
| **Grand Total** | 872 | 1,688 | 866 | 60 | 3,486 |
| *\*Travel in FY20 and FY21 was restricted due to the COVID-19 pandemic.* | | | | | |

CAS is the centralized HU entity identifying and coordinating overseas study, research, and internship opportunities in Africa for students across the University. In the past 14 years, CAS facilitated the launch of nine undergraduate study abroad programs for HU credit in Botswana, Ghana, Mali, Senegal, Rwanda, Kenya (two), South Africa, and Tanzania, as well as five for-credit graduate programs in Botswana, Sierra Leone, Rwanda, South Africa, and Ghana. Four CAS summer abroad programs (South Africa, Ghana, Kenya,

and Tanzania) received recognition from HU’s President’s Innovation Fund for International Experiences, with three awards of distinction. CAS works with multiple units across HU to coordinate teaching and learning in Africa, including the FAS, PSs, and Harvard Global Health Institute (HGHI). In 2019, HBS sent 245 students to Accra, Cape Town, and Dar es Salaam to study and intern with 22 different organizations in through its Field Immersion Experiences for Leadership Development (FIELD) Program; HKS has placed more than 100 students in 40+ organizations in over a dozen African countries; HLS has held for credit, clinical programs in four African countries; HMS/HSPH/HSDM have three of the largest, US research/clinical programs in Africa (Botswana, South Africa, and Rwanda) in which more than 500 students have trained in the last decade; and HGHI has sent dozens of students for global health internships across Africa. CAS participates in twice-a-year study abroad fairs and organizes regular study abroad information and follow-up sessions. CAS hosts pre- departure orientations open to all students traveling to Africa.

## QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Non-Language Course Offerings and Country Coverage.** HU offered a total of 119 non-language AS courses in AY20-21. PS students can access AS offerings throughout HU by cross-registering; similarly, FAS graduate and undergraduate students may also cross- register in the PSs. 16 members of CAS faculty hold joint appointments in FAS and PSs.
  2. **Depth of Course Coverage.** As **Appendix I** and **Table 3.1** demonstrate, specialized courses on AS are offered in the GenEd Curriculum (a program of “general electives” required of HU undergraduates), interdisciplinary concentrations, departments across the FAS, all PSs, and the Extension School. The depth of course content ranges from freshmen seminars and introductory survey courses to highly specialized upper-division graduate and professional courses. Numerous courses throughout the FAS and PSs offer intendent study and research opportunities under the direction of Africanist faculty. African Studies is

increasingly a required component of the core curriculum across the PSs; with the establishment of the HBS Africa Research Center in South Africa, all MBA students are now exposed to Africa-based case studies as part of the mandatory first year course of study.

### Table 3.1: Harvard University, African Studies Course Coverage (AY2020-21)

|  |  |  |  |
| --- | --- | --- | --- |
| **School/Discipline** | **# of Courses with 25-100% AS Content** | **# of students enrolled in AS Non- Language Courses** | **# of Faculty Teaching AS Non- Language Courses** |
| Faculty of Arts and Sciences (FAS) | 86 | 2,005 | 98 |
| Design/Urban Planning (GSD) | 6 | 64 | 6 |
| Divinity (HDS) | 11 | 95 | 13 |
| Education (HGSE) | 2 | 36 | 2 |
| Government (HKS) | 10 | 386 | 16 |
| Medical/Public Health (HMS/HSPH/HSDM) | 4 | 89 | 4 |
| **HARVARD UNIVERSITY TOTAL 119 2,675 139** | | | |

* 1. **Interdisciplinary Courses.** HU’s GenEd Curriculum, launched in AY09-10, is by design interdisciplinary; courses are offered in one of four interdisciplinary categories (e.g. Histories, Societies, and Individuals; Ethics & Civics; Aesthetics & Culture; and Science & Technology in Society). The Standing Committee on General Education is responsible for the intellectual and pedagogical oversight of GenEd and includes representation from CAS faculty affiliates (Ali Asani). CAS has dedicated significant NRC resources to GenEd course development. In AY21-22, 25 courses with AS content are offered in GenEd. Graduate students also benefit; in addition to FAS interdisciplinary courses, the PSs offered 33 courses with interdisciplinary content open to cross-registration by graduate students in AY21-22. HU graduate students across all PSs benefit from numerous CAS-oriented, interdisciplinary events. In the current grant period, CAS organized or co-sponsored more than 150 major interdisciplinary conferences, workshops, and symposia, with 10,500+ attendees.

One of CAS’s marquis, NRC-supported programs is the African Studies Workshop (ASW). ASW meets weekly, interrogates key issues facing 21st-century Africa and the Global South **(See Section 8.A.2),** and invites HU AS and internationally recognized scholars to present interdisciplinary research. ASW draws, on average, 35 participants weekly with over

1,350 subscribers receiving the related publications and video recordings; students may take ASW for course credit.

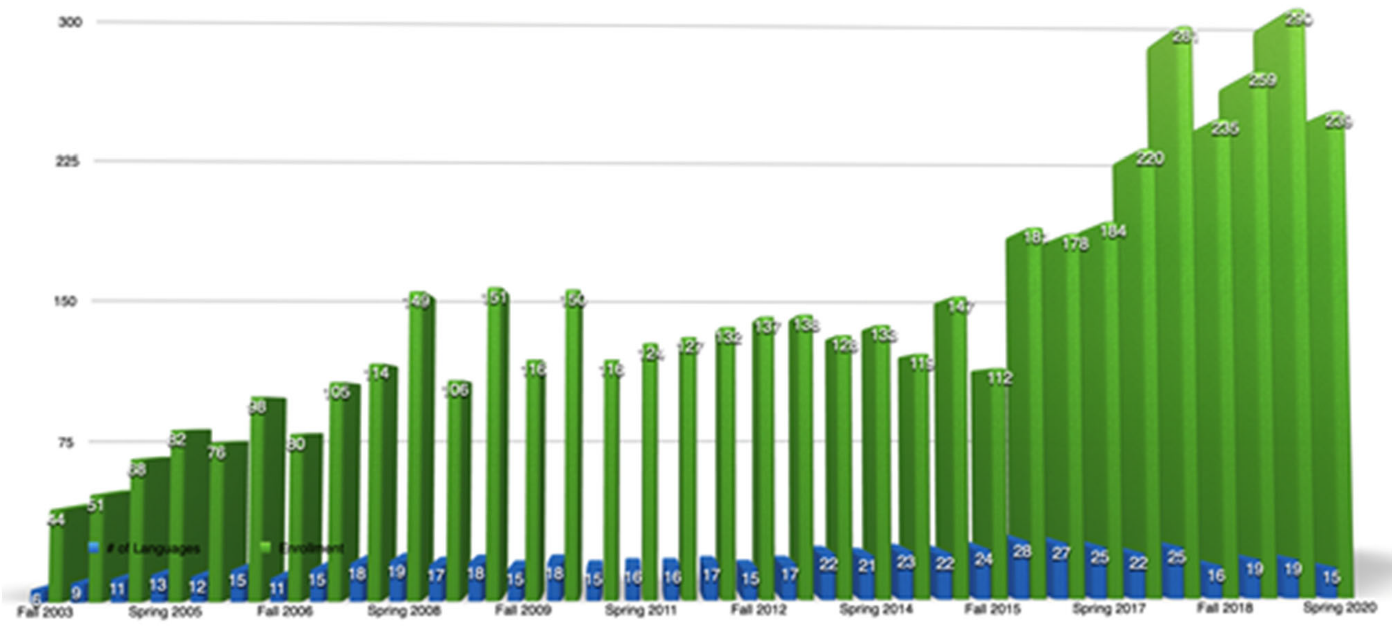
* + 1. **Non-Language Faculty.** HU affiliates include 119 faculty members in 28 departments across FAS and 12 PSs who devote 25% or more of their time to Africa-related research and teaching. In the most recent grant cycle, HU recruited new Africanist faculty including Demba Ba, Associate Professor of Electrical Engineering and Bioengineering; Daniel Agbiboa, Assistant Professor of African and African American Studies; and Marlous van Waijenburg, Assistant Professor in the Business, Government, and International Economy, among others. CAS is represented in FAS leadership with Dean of Social Sciences Lawrence Bobo and Dean of the Faculty of Arts and Sciences Claudine Gay both appointed in AAAS.
    2. **Pedagogy Training for Faculty and Instructional Assistants.** FAS offers a two-day orientation for new ladder faculty, including workshops on teaching, course development, undergraduate curriculum, and mentoring and career development. FAS courses are supported by one teaching fellow (TF) for, on average, every 18 students enrolled. The Derek Bok Center for Teaching and Learning (DBCTL) serves FAS faculty and TFs in supporting experimentation, innovation, and evidence-based pedagogy through a multitude of teaching orientations, individual and group consultations, and direct classroom observation and evaluation. DBCTL reached 719 graduate TFs and 765 faculty in AY20-21, and 987 faculty participated in a new four-part workshop series on teaching remotely during COVID-19.

## QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Instruction in African Languages, including Arabic and Portuguese.** In AY03-04, HU pledged $500,000 in support for the creation and expansion of its African Language Program (ALP) located within AAAS. To date, HU has provided well over $1 million in direct support for the ALP. Nine AYs after the creation of the program, HU has one of the nation’s most prominent ALPs. Under the direction of Professor John Mugane, HU’s ALP

spearheads African language instruction in the New England region, offers more than 45 African languages (not including Arabic and Portuguese), and has witnessed a steady increase in student enrollment from 95 in 2003, to 264 in 2014, to 516 in 2018, not including summer study abroad programs. The growth in HU’s ALP offerings has been matched by dramatic growth in enrollment **(See Table 4.1)**. The pandemic slowed ALP enrollment growth in in 2020 and 2021, creating a temporary decrease that mirrors the global impact on enrollment across institutions and departments. Nonetheless, ALP enrollment is increasing again in January 2022 and is anticipated to reach the 2018 enrollment in a short time.

### Table 4.1: Growth in Languages Offered and Growth in Student Enrollment at Harvard

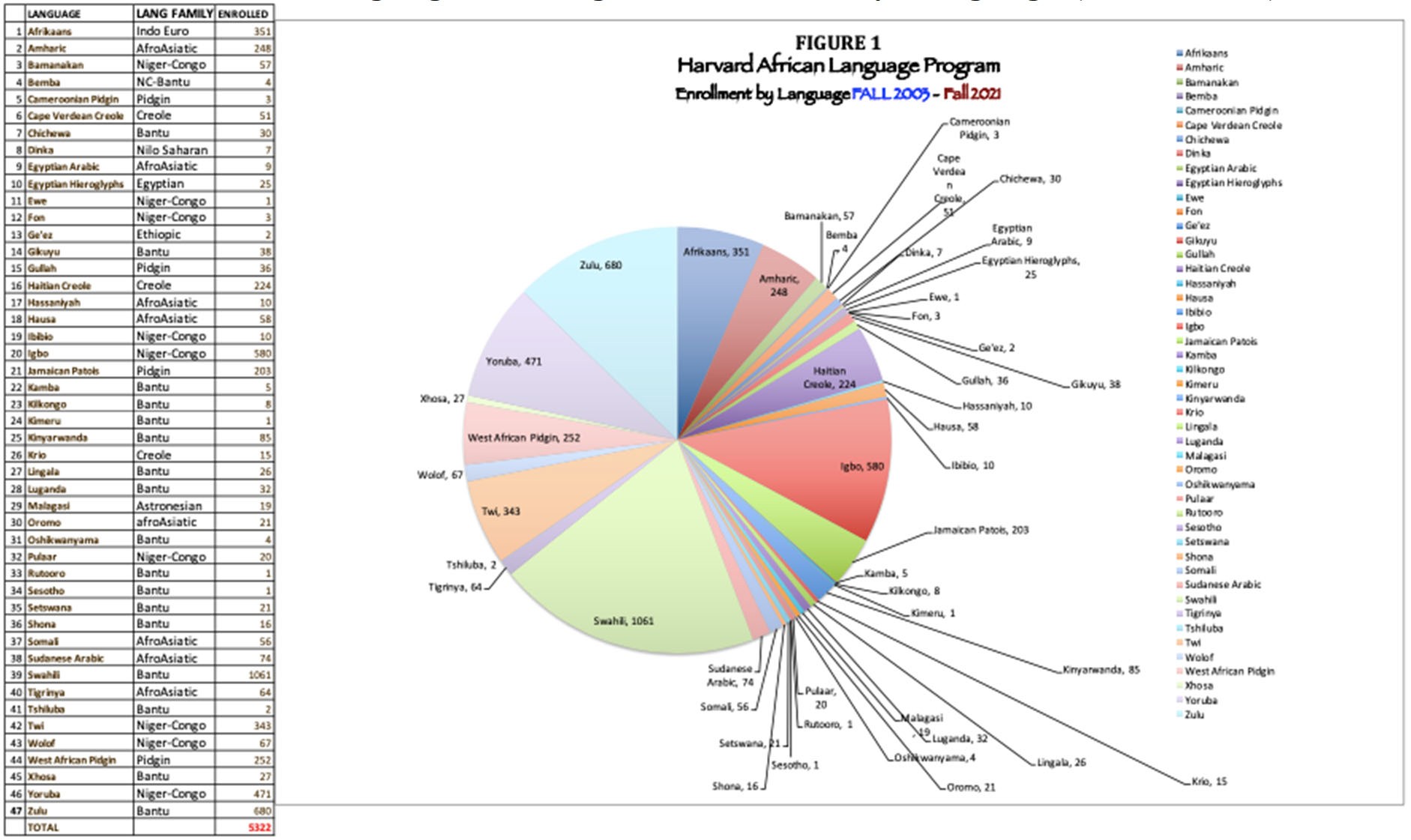


course offerings

enrollments

Since its inception, HU’s ALP has had a total of 5,322 students enrolling in one of 47 African languages **(See Table 4.2)**, with an average of 15 different African languages being taught twice annually. In AY15-16, 25 languages were taught in the Fall and 28 in the Spring. AY17-18 saw the largest enrollments on record, with 516 students taking African language in close to 100 courses. AY19-20 has seen a slight decrease, with 452 enrollments, followed by a slight decrease in AY20-21 due to the ongoing impact of the COVID-19 pandemic.

### Table 4.2: African Language Offerings – Enrollment by Language (2003 – 2021)



Approximately half of ALP courses are at the intermediate/advanced levels. ALP courses, at all levels, are offered in performance-based, native speaker assessed instruction, are taught in the target language, and include substantive content on culture and literature. At the elementary level, courses meet five+ hours per week; students develop the basic skills in reading, speaking, listening, and writing. At the intermediate and advanced levels, courses meet five+ hours per week, and emphasis is placed on proficiency and literacy, advanced grammar, a mastery of language syntax and structure, and written and conversational fluency. HU’s ALP supports language training in Swahili, Kinyarwanda, Wolof, and Akan in HU’s summer abroad programs in Kenya, Tanzania, Rwanda, Senegal, and Ghana.

HU boasts a long-standing and robust Arabic program, including courses in Egyptian and Sudanese Arabic. AAAS’s ALP works closely with HU’s Near Eastern Languages & Civilizations (NELC) Department (facilitated by Professor Ali Asani, a jointly appointed linguist in AAAS and NELC) in coordinating Arabic course instruction for students focusing on Islamic Africa, both north and south of the Sahara. HU’s Arabic language program

comprises two tracks, modern and classical, consisting of four years of formal, intensive

language instruction. At the elementary level, courses meet five+ hours a week; students of both tracks master the phonology and script, and develop basic skills in reading, speaking, listening, and writing. At the intermediate level, emphasis is placed on advanced grammar; students are expected to master all the morphological and syntactic structures of the language. A professional option in the modern track offers advanced, spoken modern-standard Arabic (pan-Arabic of the media). In this track, students advance their listening and speaking skills through intensive, structured exposure to Arabic of the media, better preparing them for everyday oral communication.

With language training, HU students from the US have been able to research, study, and intern at the undergraduate and graduate levels in 40+ African countries since 2003.

* + 1. **Levels of Language Instruction.** HU’s ALP is prepared to offer 47 African languages every semester at the beginning level to the third and fourth year. HU’s ALP has identified suitable teaching materials for each level, and a faculty member or instructor with native- speaker proficiency level at American Council on the Teaching of Foreign Languages (ACTFL) “superior” teaches all of HU’s language courses. Since the initial growth phase of HU’s ALP ended in 2006, the 12 languages most frequently taught at the advanced level have been Igbo, Swahili, and Yoruba (all at Level IV), and Akan-Twi, Cape Verdean Creole, Chewa, Egyptian Hieroglyphs, Gikuyu, Luganda, Wolof, Xhosa, and Zulu (all at Level III). NELC offers 15 courses in medieval and modern Arabic instruction (13 at the intermediate/advances levels); the Department of Romance Languages and Literatures (RLL) offers 11 advanced courses in Portuguese instruction.
    2. **Courses in African Languages other than in Languages, Linguistics, and Literature.** HU offers at least 37 courses integrating language into the curriculum. These include Director Mugane’s *Introduction to African Languages and* Culture, which implements Swahili; Professor William Granara’s course *The Modern Middle East:*

*Understanding Modern North Africa*, which integrates reading of Arabic primary texts; Professor Ousmane Kane’s *African History and Islam in Modern West Africa*, which have one-hour discussion sections taught in Arabic; Professor Theresa Betancourt’s public health course, which uses Kinyarwanda; and Professor Carrie Elkins’s course on *Protest, Resistance, and Nationalism in East Africa,* which similarly integrates Swahili texts.

* + 1. **Instructional Faculty and Evaluations.** HU’s ALP Director John Mugane is a nationally recognized leader in African language teaching and training. He served as president of African Language Teachers Association (ALTA) from 1998-2004. Director Mugane has a PhD in linguistics and specializes in Eastern and Southern Bantu languages: Gikuyu, Kinyarwanda, Luganda, Swahili, Xhosa, and Zulu. Asani has a PhD in NELC, and specializes in Swahili, as well as Urdu/Hindi, Sindhi, and Gujarati (and works with AS students specializing in Asian societies in East and Southern Africa). Taiwo Ehineni and Francis Akutey-Baffoe are the preceptors for HU’s ALP. Bojana Coulibaly is the African Language Program Manager with a PhD in African Literary and Cultural Studies and a background in linguistics, language pedagogy, translation, and literature. Dr. Ehineni, Mr. Akutey-Baffoe, and Dr. Coulibaly play an integral role in pedagogical training for HU’s 42 ALP instructors, all of whom have either an MA or PhD. All of HU’s ALP instructors are members of New England’s African heritage community that speak the language they teach. The largest such communities are Amharic, Berber, Mandinka, Oromo, Tigrinya, Somali, Swahili, and Wolof speaking, with sustained social networks in Africa. HU ALP courses regularly receive excellent student reviews, with an average rating of 4.2 out of 5. Since 2012, ALP instructors have been honored with 31 *Derek Bok Excellence in Teaching Awards*.
    2. **Performance-based Language Pedagogy Training and Expertise.** Director Mugane conducts a weekly training workshop for all 42 ALP instructors on ALTA-sponsored, performance-based instruction, which he helped to craft. Ehineni, Akutey-Baffoe, and

Coulibaly train ALP instructors on methodology, classroom management, and HU regulations and standards for administration, grading, and faculty/student policies.

* + 1. **Using Performance-based Instruction and Proficiency Testing.** HU’s ALP is developing a *Users’ Guide for Teacher and Learner Training for African Languages*, the product of our robust experience observing language learning and constructing a highly successful pedagogical approach. Mugane has worked at three NRC centers (Harvard, Stanford, and Ohio University) and has extensive experience administering proficiency tests to FLAS recipients. HU has collaborated with Boston University’s (BU) ALP in proficiency testing. Through the Northeastern Regional Consortium of Programs in African Languages (NERCPAL), HU’s ALP works collaboratively with Yale, BU, Tufts, Northeastern, and all New England universities and colleges on African language study, research, and programming. HU goals for language proficiency are Year 1: ACTFL Intermediate Low/Mid (160 hours); Year 2: ACTFL Intermediate High (320 hours); Year 3 ACTFL Advanced (400 hours); Year 4: Advanced High (450 hours) (with some variation among languages; the minimum level for a researcher to operate without translators is ACTFL Advanced).
    2. **Adequacy of Resources for Language Teaching and Practice.** HU’s ALP has implemented several initiatives to become the premier place in the nation to study African languages **(See Table 4.3)**. HU’s ALP has measures in place to address the issue of textbooks, target reference grammars, audiotapes, and dictionaries. Mugane is the founding editor of the W.E.B. Du Bois Series of African Language Grammars, which is poised to publish Yoruba, Kidendeule, Gikuyu, and Akan-Twi reference grammars; and was PI of two grants from the DoEd (ASK-DL and ELIAS). ASK-DL is a digital archive holding a wide variety of more than 5,000 written documents in eight African languages, including Bamana, Berber, Mandinka, Oromo, Somali, Swahili, and Wolof. The archive is hosted on the ALP website and will migrate to HUL, which is assisting with indexing and cataloguing. ELIAS is

developing course materials with learning and coaching manuals for students and teachers studying lesser-known African languages and is producing textbooks for African language instruction. Mugane is directing the Harvard ALP Natural Language Processing, developing systems using artificial intelligence to process and analyze African language data. In addition, Ehineni, Akutey-Baffoe and Coulibaly have developed digital language pedagogy resources in Yoruba, Twi, and Wolof as part of the African Language Textbook Series project.

**Table 4.3: Major Harvard African Language Initiatives**

|  |
| --- |
| **Natural Language Processing**: Using artificial intelligence to process and analyze African language data. |
| **Grammar Series:** W.E.B Du Bois Series of African Language Grammars |
| **Conferences:** Annually since AY10-11, ALP and CAS have hosted an international conference themed African Languages in the Disciplines (ALDP). The 9th Annual ALDP was held in 2018 at the United States International  University in Nairobi and the 10th Annual ALDP was held in 2019 at the Nairobi University School of Law. |
| **Outreach:** Harvard ALP holds workshops for the Harvard Global Health Institute (HGHI) for students/faculty going to Tanzania, Botswana, Ghana, Kenya, Rwanda, and South Africa for basic language training. |
| **Innovative Approaches:** ALP conducts African language courses with student social engagement activities to  learn Bamana, Igbo, Yoruba, Haitian Creole, Twi, Swahili, and Wolof in the local heritage community. |
| **African Language Textbook Series:** Amharic, Fulani (Pulaar), Igbo, Gikuyu (Kikuyu), Kinyarwanda, Tigrinya, Akan-Twi, Wolof, Swahili, and Somali. |
| **Continuing projects:** Africa’s Sources of Knowledge Digital Library (ASK-DL) involves the creation of a Digital Library in partnership with HUL. Enhanced Language Instruction in African Studies (ELIAS) involves online language coaching and learning resources for Akan-Twi, Amharic, Fulani (Pulaar), Igbo, Gikuyu  (Kikuyu), Wolof, Somali, and Swahili. |

## STRENGTH OF LIBRARY

* 1. **Strength of Library.** The HU Library (HUL) is the oldest academic library in the US and the largest university library in the world. It includes 76 libraries. The collection holds more than six million digitized items, 21 million volumes, 400 million manuscripts, one million maps, and tens of millions of digital images, and our rare and special collections are amongst the most remarkable in the world. HUL employs 700 staff members, including more than 400 professional librarians and administrators and nearly 300 library support staff. Harvard Online Library Information System (HOLLIS) is Harvard Library's catalog and contains more than nine million records for books, journals, manuscripts, government documents, maps, microforms, musical scores, sound recordings, visual materials, and data files. HUL users use HOLLIS to direct request any of the 17 million volumes from the shared collection of the Research Collections and Preservation Consortium (ReCAP), a partnership

between Columbia University, New York Public Library, Princeton University Library, and HUL. Other Harvard catalogs include HOLLIS Images, 6,621 AS images held in 40 different repositories across Harvard; HOLLIS for Archival Discovery, more than 2,900 Africa-related records and collections housed in 31 repositories; and Harvard Geospatial Library, more than 1,700 geospatial images of historical Africa juxtaposed with the rest of the world.

HUL collections include 180,150 AS books, musical scores, mixed media material, periodicals, and other material. HUL also has over 51,000 titles in Arabic script and 6,151 titles in 169 other African languages including Afrikaans, Amharic, Bambara, Creoles, Mandingo, Gikuyu, Swahili, Twi, Wolof, Xhosa, Yoruba, and Zulu; together with other resources, the ALP uses these titles extensively in its training of intermediate and advanced language students **(See Section 5.A)**. There are 69 AS databases available through HOLLIS. In addition, with NRC funding, over 1,000 websites with significant African content have been captured for long-term archiving in HU’s born-digital initiative, Archive-IT. There are 30+ archives and special collections in HUL, containing 580 unique manuscript collections with at least 50% African content. Harvard Geospatial Library is home to the cutting-edge GIS project, WorldMap; the Hip Hop Archive; the African Art Database (20,000+ slides); and the Kenya Oral History Center collection. HUL recently introduced expanded access to a searchable online archive of West African newspapers (1800-1922) to include a collection of East African Newspapers (1940s-2000s) in partnership with the Center for Research Libraries’ Global Resources Network **(See Table 5.1).**

### Table 5.1: Harvard College Library’s African Studies Collections

|  |  |
| --- | --- |
| Collections | Descriptions |
| 445,427 Total Volumes on Africa | Includes books, musical scores, mixed-media, etc. |
| 151,457 Books | All African countries represented |
| 6,809 Images | available through HOLLIS |
| 7,883 Journals | available through HOLLIS |
| 2,681 Maps | available through HOLLIS |
| 1,972 Dissertation | available through HOLLIS |
| 3,263 Sound Recording | available through HOLLIS |
| 1,007 Archives/Manuscripts | available through HOLLIS |
| 749 Computer File/Data | available through HOLLIS |

|  |  |
| --- | --- |
| 111 Music Score | available through HOLLIS |
| 3,054 Video/Film | available through HOLLIS |
| 77 Research Data Sets | available through HOLLIS |
| 69 Databases | available through HOLLIS |
| 4 Objects (ephemera) | available through HOLLIS |
| 2,444 Digital Books (public domain) | available through HOLLIS (online accessible resource) |
| 1,555 Digital Resources (maps, journals, microfilm) | available through HOLLIS (online accessible resource) |
| 2,672 Microform Collection (Lamont Library) | available through HOLLIS (online accessible resource) |
| 45,773 Online Available Material | available through HOLLIS (online accessible resource) |

* 1. **Institutional Support.** HU’s Library acquisitions budget for FY22 was $189,000 for the purchase of materials from Sub-Saharan Africa. HU also provides substantial investment in digitization projects. In AY20-21, 1,500 new items purchased, including 250 volumes in 37 African languages. HUL employs 1 FTE Sub-Saharan Africa bibliographer and 5 FTE bibliographers covering world regions with interests and acquisitions related to AS.
     1. **Public Access to Harvard’s AS Library Collections.** HUL is on the forefront of digital preservation, archiving born-digital material, acquiring digital resources, and integrating library digital resources and services with central academic computing initiatives and existing library structures. Since launching its efforts in 2000, HUL has digitized 318 thematic collections, 19 content genres, 90 format types, 10.2 million objects, and 106 million files representing 479 TB of data, with an investment of well over $20 million. Harvard Digital Collections provides free, public access to over six million digital objects from ancient art to modern manuscripts as well as audio/visual material. More than 4,500 Africa-related works have been made available in DASH, Harvard’s institutional repository of community open access works. Also available is the Islamic Heritage Project, in which HU catalogs, conserves, and digitizes over 280 manuscripts, more than 50 maps, and more than 275 printed texts, totaling over 156,000 pages freely available. **(See Table 5.2)**.

### Table 5.2: Public Access to Harvard African Studies Library Collections

|  |  |
| --- | --- |
| HU Library Program | Description |
| Electronic Access through  HOLLIS | “Next-generation,” web-based, online catalog (Aleph 500), ensuring capacity to  integrate digital resources with online bibliographic information. |
| Archive-IT | HUL began migrating from its previous web collecting tool to Archive-It, a web  archiving service offered by the Internet Archive. Currently, 11 schools/libraries/units at Harvard have collections in Archive-It. |

|  |  |
| --- | --- |
| Digitization and Inter-Library Loan | LDI/LTS has generated the digitization of over 1 million HUL volumes for open  access. HUL also participates in traditional interlibrary loan arrangements via both OCLC and RLIN, making collections available to other universities. |
| Digital Access to Scholarship at Harvard (DASH) | An open access, free repository to all HU faculty journal articles, working papers, etc. |
| Government Documents | US Depository Library; includes African and colonial government documents, as well as those of UN, UNESCO, World Bank and other IGOs; open to public. |
| Borrow Direct | A metasearch service that enables a single point search of and access to Harvard’s collections and those of other US research universities, thus forging  alliances with peer libraries to ensure full access to scholarly resources. |
| Primo Central Discovery System | An open-access, cross-disciplinary resource that covers hundreds of millions of e-resources which facilitates access to full text scholarly electronic resources. |
| HathiTrust Digital Library | A repository of millions of books digitized by major research libraries, many of which are in public domain and may be viewed in full text |

* + 1. **Cooperative Arrangements.** HU librarians collaborate with their peers at other academic institutions by participating in acquisitions initiatives coordinated by CRL, CAMP, and the ALC of the ASA. HU’s membership in CRL, including CAMP and Global Resources Network, increases the breadth of resources available to HUL patrons. Along with other African NRCs, HU’s librarians jointly sponsor collaborative projects to support research, teaching, and instruction in AS. Through cooperation in collection development, digitization, and born-digital initiatives, reference/bibliographic and instructional/metadata projects and preservation, HU collaborates with other NRCs for Africa to expand access to critical source material including newspaper, dissertations, and African archives that would be otherwise inaccessible to US researchers. The collaborative projects promote advocacy and capacity- building for African institutions and promote linkages that contribute to the teaching and research of the NRCs as well as the production of more research materials.

## QUALITY OF STAFF RESOURCES

* + 1. **Qualification of Teaching Faculty and Other Professional Staff.** One of HU’s greatest assets is the size, strength, and diversity of its 119 internationally renowned and recognized AS faculty devoting at least 25% of their time to research and teaching of Africa. **(See Appendix II.)** Of this faculty, two are University Professors. AS faculty are distinguished through numerous awards and fellowships, including five MacArthur

Fellowships, six Guggenheim Fellowships, two Pulitzer Prizes, one Nobel prize, and four Members of the American Academy of Arts and Sciences.

### Table 6.1: Select Honors, Awards, and Recognition of CAS Faculty Affiliates

|  |  |  |
| --- | --- | --- |
| **Faculty** | **Date** | **Description** |
| Professor George Meiu | February 2020 | 2019 Nelson Graburn Book Prize |
| Professor Nathan Nunn | February 2020 | Jan Soderberg Family Prize in Economics and Management |
| Professor Ingrid Monson | April 2020 | Elected to the American Academy of Arts and Sciences |
| Professor Vincent Brown | July 2020 | Phillis Wheatley Book Award |
| Professor Pardis Sabeti | October 2020 | Elected to National Academy of Medicine |
| Dr. Paul Farmer | January 2021 | Berggruen Price for Philosophy and Culture |

CAS/AAAS/HC have 29 staff members to direct operations; administer fellowship programs, degrees, and grants; plan and oversee events; develop programs and Outreach, internships, and study abroad; facilitate cross-faculty research, publications, and teaching; and maintain websites and social media. CAS staff is highly recognized: a Harvard Dean’s Distinction Award was received in March 2018 for working collaboratively across continents to successfully launch the CAS Africa Office; AD Rosaline Salifu received a Harvard Heroes award, the premier University-wide employee recognition program, in June 2019; and Communications Officer Li-Ming Pan is an Administrative Fellow, one of the cornerstones of Harvard’s diversity and inclusion efforts for leadership and professional development.

### Table 6.1: CAS/AAAS/HC Staff

|  |  |  |  |
| --- | --- | --- | --- |
| Staff Position | CAS | AAAS | HC |
| Faculty Chair/Director | Emmanuel Akyeampong, PhD | Tommie Shelby, PhD | Henry Louis Gates, Jr., PhD |
| Executive Director/ Department Administrator | Alex Taylor | Giovanna Micconi, PhD | Abby Wolf, PhD |
| Associate Director | Rosaline Salifu | n/a | Shawn Lee |
| Africa Office Director | Nthatisi Quella | n/a | n/a |
| Communications | Li-Ming Pan | Joey Francoeur-  Krzyzek | Dell Hamilton |
| Fellows Program Director | Rosaline Salifu | n/a | Krishna Lewis |
| Events/Programming | Rosaline Salifu | n/a | Matt Weinberg, Justin  Sneyd |
| DUS/DGS | Lindsay Moats | Faton Limani | n/a |
| FLAS/ALP | Lindsay Moats | Bojana Coulibaly | n/a |
| Financial Associate | Candace Lowe | Kriti Bajracharya | Sandra Mancebo |
| Administrative Assistant | Sindiswa Msomi | Alma Medina | Velma DuPont |

* + 1. **Professional Development for Faculty and Staff.** CAS grants provide support for summer and AY research, including sabbatical support, in all disciplines related to Africa,

with an emphasis on cross-discipline, cross-School collaboration. In AY20/21, CAS made 12 faculty research, teaching, travel, and conference awards totaling $116,800. NRC funds have supported collaborative curriculum development, the introduction of language training to PS curricula, the integration of PS research to FAS courses, and the creation of new, University- wide courses with AS content. In 2020, CAS partnered with the Office of the President and Provost to launch the Motsepe Presidential Research Accelerator Fund for Africa, an investment in faculty-led and student-driven research, with a special emphasis on multidisciplinary collaboration and partnership with Africa-based academics.

CAS/AAAS/HC actively encourage and support professional development for all staff. All HU staff are eligible to take courses through HU’s tuition assistance program, and CAS/AAAS/HC staff are encouraged to take relevant language, culture, and international affairs courses. Staff members also attend training programs and professional conferences, including those of the ASA and NRCs, with both NRC and HU financial support.

* + 1. **Teaching, Supervision, and Advising.** HU’s AS faculty and staff, including the Faculty Director (FD) and SSOO, devote significant time and resources to teaching, supervising, and advising students with African interests **(See Section 2.C.1)**. AAAS has a full-time DUGS. Over the last grant period there has been steady growth in HU student interest, despite a temporary enrollment decline (school-wide) of 20% during the pandemic. For the past decade, CAS has used NRC support for .50 FTE of a full-time SSOO, who offers regular advising to students who seek guidance on course selection in the FAS and PSs and intern and career opportunities in Africa. The SSOO also coordinates all HU AS databases for grant opportunities, including FLAS; study abroad and internship opportunities **(See Sections 2.C.2 & 3)**; faculty advising for thesis and other collaborative research projects across the FAS and PSs; and advising and material support for the 32 Africa-related student

groups across HU who collaboratively organize public programs such as conferences, lectures, career events, community service, and Outreach activities.

* + 1. **Faculty Representation in CAS Programs and Oversight**. A total of 22 faculty from across the FAS and 12 graduate and professional schools are represented on CAS’s governing Steering and Executive Committees (EC). CAS’s Africa Advisory Board (AAB) comprises 16 intellectual, policy, and business leaders from Africa, the US, and Europe. CAS also has a Leadership Council (LC) of 13 young Africans under the age of 40 who are largely based in Africa and alumni of Harvard University. They provide a bridge between Harvard and a younger generation of Africans, who have been at the forefront of innovation in technology, social entrepreneurship, and the creative and performing arts.

### Table 6.2: CAS Governing and Oversight Structure

|  |  |  |
| --- | --- | --- |
| **Committee** | **Purpose** | **Representation** |
| Africa Advisory  Board | Provides international leadership and guidance. Assists CAS in identifying key issues facing 21st century Africa and  developing resources to carry out mission. | 16 intellectual, policy, and business leaders from Africa, the  US, and Europe |
| Leadership  Council | Members engage with CAS and its AAB members to shape  CAS’ and HU’s broader engagement with Africa. | 13 dynamic young leaders on the  African continent |
| Steering  Committee | 8-person committee providing direct oversight on high-level  decisions needing immediate response. Confers regularly. | 8 Faculty. Chair/FD of  CAS/AAAS/HC and 5 FAS/PSs. |
| Executive Committee | Governance body; determines CAS’ intellectual and programming agenda; advises on policies and operations; provides budgetary oversight; and advises CAS chair on  future strategies and initiatives. Meets 4-5x per year. | 21 Faculty. Chair/FD of CAS/AAAS/HC. FAS and all PSs represented. |

* + 1. **Administration and Outreach Staff.** CAS/AAAS/HC’s collective staff of 29 administer a large and expanding program of activities and initiatives. The leadership of each entity is distinguished: CAS FD Emmanuel Akyeampong is a corresponding fellow of the Royal Historical Society (UK) and the Ghana Academy of Arts and Sciences; AAAS Chair Tommie Shelby is a member of the American Academy of Arts and Sciences; HC FD Henry Louis Gates is a MacArthur Fellow **(See Table 6.1 and Appendix II)**. CAS ED Alex Taylor holds a MSM and ALM and has over 10 years, high-level administrative experience in African Studies; he is the Vice-Secretary of the Association of African Studies Programs. CAS SSOO Lindsay Moats is the immediate past Chair of the ASA Outreach Council and

serves as Technical Chair. AAAS ED Giovanna Micconi holds a PhD, and HC ED Abby Wolf holds a PhD and has numerous publications.

**6.C Nondiscrimination.** In accordance with Section 427 of GEPA, CAS/AAAS/HC work actively to identify and recruit members of historically under-represented groups on their staffs, going well beyond official non-discrimination policies of HU. CAS/AAAS/HC staff collaborate on hiring strategies and with HU’s Office of Workforce Development. As a result of these pro-active measures, CAS/AAAS/HC staff is diverse and multi-lingual. More than half of the CAS staff are of non-European descent, and the majority are women. HU faculty is also a diverse representation including faculty of African descent; the proportion of female tenure-track faculty has increased from 36% in 2007 to 42% in 2021, and the proportion of female tenured faculty from 19% in 2007 to 27% in 2021. In that same period, the proportion of underrepresented tenure-track minorities has increased from 11% to 13% and tenured minorities from 10% to 14%. Ongoing efforts to identify, recruit, and appoint women and minority faculty are consistent with the institutional belief that a diverse faculty and staff are essential to excellence in scholarship, teaching, and learning. In September 2020, the FAS appointed an inaugural Associate Dean of Diversity, Inclusion and Belonging (DIB).

## OUTREACH ACTIVITIES

CAS has a deep and sustained commitment to Outreach initiatives that span the FAS, PS, HU’s public museums and theaters, and HarvardX (HX), HU’s open-access online teaching platform. This commitment is evident in education through eight HX courses with AS content; the arts with American Repertory Theater’s (ART) production of *Barber Shop Chronicles*, which included supplemental curriculum and lesson plans; and technology with WorldMap, the world’s leading GIS initiative for Africa. CAS collaborates with other HU NRCs and other Africa NRCs to support and leverage HU’s broader AS Outreach initiatives,

yielding annual face-to-face and virtual K-16 AS Outreach programs, all spearheaded by CAS’s SSOO. These activities reach thousands nationally **(See Table 7.1).**

With NRC support, HU 32 Africa-related students’ groups participate in Outreach through internationally recognized events, including HBS’s annual Africa Business Conference (the world’s largest), with an average of 1,300 global attendees whose previous keynote speakers have included, among others, Ngozi Okonjo-Iweala (World Bank) and President Paul Kagame (Rwanda). NRC funds also support the African Development Conference, where President Nana Akufo-Addo (Ghana) spoke in 2019. The Harvard Africa Policy Journal (APJ) is a student-run publication dedicated to promoting dialogue about African policy and current affairs in the realms of governance, law, education, business, health, design, and culture since 2006. As the only student journal in America dedicated exclusively to African policy issues, APJ seeks to publish thought-provoking content that provides fresh insight. With CAS and NRC support, APJ is able to avail itself of world-class recording studios in HUL to film and disseminate interviews with key African policymakers. **Table 7.1: Select AS Outreach Activities at Harvard University**

|  |  |
| --- | --- |
| **Outreach Activity** | **Attendees/Users** |
| A.R.T. – *Barber Shop Chronicles* (December 2018) | 20,016 |
| ASAOutreach.org | 3,301 |
| CAS/AAAS/HC – Public Programing | 10,507 |
| HBS – Africa Business Conference (March 2021) | 1,300 |
| African Development Conference (March 2019) | 750 |
| K-16 Teacher Training Workshops (AY19-22) | 539 |

CAS/AAAS/HC partner institutions include more than 100 non-HU and HU groups, ranging from Roxbury Community College (RCC), Bunker Hill Community College (BHCC), the Africa-America Institute, the African Studies Association (ASA) and ASA Outreach Council (ASOC), and the International Studies Consortium of Georgia (ISCOG). CAS also partners with African institutions including the African Academy of Sciences, the African Development Bank, the African Export-Import Bank, and the African Research

Universities Alliance. CAS’s partnerships in the US and across Africa uniquely position us to leverage African voices in informing the research and teaching of African studies in the US.

* 1. **K-16 Teacher Training and School Programs.** With NRC support, CAS has expanded its K-16 Outreach initiatives. In the current grant cycle, CAS supported K-16 Outreach teacher's workshop through three unique partnerships: GSOC, ASOC, and the ISCOG; all three workshops will continue on an annual basis in the coming grant cycle. CAS has been at the forefront of online AS K-16 Outreach, providing technical support to ASOC as its moved to virtual offerings during the pandemic. CAS also spearheaded the creation of and maintains the ASAOutreach.org website, which brings together the Outreach, teacher resources, and training workshops of 10 Africa NRCs to a central repository. **(See Table 7.2)**.

### Table 7.2: Select CAS/AAAS/HC-supported K-16 Teacher Outreach Programs

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Descriptions** | **Impact** | **Atten./Users** |
| “Dis/Misinformation: Perspectives and Pedagogies for Educators in the Post- Truth Era” | A two-week virtual teacher workshop exploring first-hand experience, new knowledge, and diverse strategies for confronting mis/disinformation, through sessions with content, policy and  pedagogy experts. | National | 35 Educators |
| “Under Fire: Intersections of  Climate and Conflict” | A two-week virtual teacher workshop with experts in climate and conflict and  pedagogy | National | 40 Educators; wider online access as well |
| “Gender Matters: A Globally Focused Professional Development Workshop for Educators” | 4-day interdisciplinary workshop offering educators a focus on content and pedagogy to wrestle with new ideas and insights individually and with peers in small learning groups by using regional expertise to bring in presentations and  regional case studies | National | 42 Educators; wider online access as well |
| CAS/ASA Outreach Council Collaboration | Annual K-16 teacher workshops in partnership with 10 Africa NRCs focuses on teaching AS and global curricula and  pedagogy | National | 2018: 28 Educators;  2019: 42 Educators;  2020: 187 Educators;  2021: 75 Educators |
| CAS/ISCOG  Collaboration | Annual teacher’s workshop for 17  colleges and universities, including five HBCUs, one PBI, and one HSI | Regional | 140+ CC/MSI Educators |
| ART Outreach | *Barber Shop Chronicle*, explores contemporary black  masculinity across five African cities— Johannesburg, Kampala,  Lagos, Harare, and Accra. Corresponding lessons plans are available on migration and visual art. | Regional | 550 attendees per performance |

|  |  |  |  |
| --- | --- | --- | --- |
| “Africa’s Great Civilizations” series and 6 to 9 curriculum | Six-hour series aired by PBS; Henry Louis Gates, Jr. takes a new look at the history of Africa, from the birth of humankind to the dawn of the 20th century. Supplemented by five online, thematic modules of support materials meeting national education standards for  grades 6 to 9 | National | Over 350 PBS member stations reaching 80% of all U.S. television households, nearly 200 million people, plus 30,000 online page views |

* 1. **Postsecondary Institutions.** CAS is connected with universities and consortiums globally and prioritizes partnerships with community colleges (CCs) and Minority-Serving Institutions (MSIs) nationally. CAS partners on its Postdoctoral Research Fellowship Program and on public programming with ARUA and AAS, enabling us to bring African voices and perspectives to bear on our scholarship and Outreach. Through the relationships of FD Akyeampong and the CAS Africa Office in South Africa, CAS has direct linkages to more than three dozen universities and research institutions in Africa, including University of the Witwatersrand (South Africa), University of Ghana, and University of Nairobi (Kenya).

CAS/ALP has hosted for 10 years the African Languages in the Disciplines and Professions Conference (ALDP), reflecting on the role of African language in intellectual production, pedagogies, and research. On average 50 scholars present, with more than 100 attending, including Boston-based CC/MSI faculty. The 10th Annual ALDP was held in 2019 at the Nairobi University School of Law (Kenya).

CAS has ongoing collaborations with two MSI CCs, Roxbury Community College (RCC) and Bunker Hill Community College (BHCC), including an AS internship for CC students; faculty participation in our Teacher’s Workshops; and invitations for faculty and students to all CAS events at Harvard. Since 2020, CAS has partnered with the International Studies Consortium of Georgia (ISCOG) on an annual Teacher’s Workshop to bring AS content and curriculum to more than 140 teachers at seven MSIs in 17 states. These collaborations will continue with NRC support in the coming period **(See Section 8.A.5).**

* 1. **Business, Government, Media, and the General Public.** In the current grant cycle, CAS sponsored or co-sponsored, together with more than three dozen different HU entities, more than 155 AS activities and events across the University, all of which were open to the public and garnered 10,500+ attendees. Along with K-16 online materials, CAS increasingly hosts events and conferences online, widening the reach and accessibility of our programming. CAS event recordings had an additional 13,000 views. The public accesses CAS and NRC resources through our 12,000+ Facebook followers, nearly 8,500 Twitter followers, and 5,600+ newsletter subscribers. The CAS website, which is the central repository for all Africa-related matters and happenings across Harvard University, had more than 81,500 engagements in 2021. CAS also launched a new newsletter offering—*Africa Matters at Harvard*—collating in-depth Africa-related updates from across Harvard.

HU is uniquely positioned with AS and the media. HU is home to the Nieman Foundation for Journalism (NF), headed by FD Lipinski, Pulitzer-prize winner, former editor of the *Chicago Tribune*, and CAS faculty affiliate. The NF hosts 24 internationally recognized journalists annually, averaging two per year from Africa. The NF is integrated closely with CAS initiatives and advises on media engagement. CAS also leverages the expertise of the Shorenstein Center on Media, Politics, and Public Policy.

AS faculty are regular media commentators in major outlets, including PBS, NPR, CNN, *The Boston Globe*, *The New York Times*, and *The Washington Post*. In 2008, HC FD Gates founded *The Root*, the largest news, opinion, and culture website for black audiences, where HU AS faculty are regular contributors to an average 5 million unique visitors monthly. Gates and PBS, working with CAS and seven HU AS faculty, produced a six- episode series on *Africa’s Great Civilizations*, which is available to 350 PBS member stations reaching 80% of all U.S. television households—nearly 200 million people—and additional classroom support content for grades 6 to 9 has more than 30,000 streaming views.

## PROGRAM PLANNING AND BUDGET

**8.A.1. Quality of Purpose and Activities.** HU’s greatest strength lies in the breadth and depth of its faculty, ALP, diverse programmatic initiatives, and reach. In the current NRC grant period, CAS developed and implemented a multi-year strategic plan to focus CAS’ vision and mission around faculty, students, and researchers at HU as well as national Outreach to K-16 educators, CCs and MSIs, and the public. CAS unites HU’s constituent AS parts, thereby strengthening and building long-term capacity and significantly extending the impact and availability of AS to students and the public. CAS is also uniquely positioned to engage diverse perspectives through the CAS Africa Office in Johannesburg, South Africa, HU’s first interdisciplinary research center in sub-Saharan Africa. **By any evaluative measurement, the whole of AS at HU has become greater than the sum of its parts with NRC support.** CAS successfully implemented its strategic goals despite the operational challenges of COVID-19 through a shift to virtual and hybrid (in-person with online interactive live stream) activities. NRC support has proved crucial to these ongoing efforts.

With renewed NRC funds, CAS is prepared to sustain and build upon our successful expansion of AS at HU to address key issues facing Africa in the 21st century and the US in the shifting geopolitical and economic landscapes of Africa and its place in the global order. Through the programming of our Africa Office, and the ongoing engagement of our AAB, LC, and alumni communities, CAS is uniquely positioned to partner with African institutions, scholars, and leaders from the public and private sectors in leveraging African voices to inform the research, teaching, and scholarship of AS in the US.

CAS has developed a 4-year programmatic plan for AY22-23 to AY25-26 centering around **six core-thematic initiatives**: ***Africa and Asia*; *Religion and Public Life*; *Climate Change, Agriculture, and Health*; *Africa and the Global South*; *African Arts;* and *Technology and Innovation***. These core-thematic initiatives address contemporary, pressing

issues in Africa and its shifting role in the global order through **integrative AS research, teaching, learning, and Outreach initiatives**. These initiatives will integrate not only HU’s vast AS resources across the FAS and PSs, but also with the University’s robust area studies resources in Asia, the Middle East, Russia and Eurasia, and Latin America. Together, the core-thematic initiatives will help drive CAS’s over-arching, intellectual and knowledge- dissemination vision for AS activities at HU and beyond as outlined below in CAS’s **five principal long-term capacity categories** and **four main objectives**.

CAS seeks NRC funds to sustain and strengthen HU AS resources and build long- term capacity in (1) leveraging CAS’ convening power for interdisciplinary curricular design, teaching, and research, centered around core-thematic initiatives; (2) language instruction in LCTLs; (3) study abroad, internship, and collaborative opportunities in Africa; (4) making HU’s AS resources more accessible to the public, particularly K-16 educators, CCs, and MSIs; and (5) performance, impact, and evaluation. CAS will pursue **four main objectives** in accordance with the purposes of the NRC and FLAS programs: (1) CAS will further expand and enrich its K-16 educator, CC, and MSI Outreach activities, including curriculum development and teacher training; (2) CAS will increase faculty and students’ proficiency in African languages, with a focus on LCTLs; (3) CAS will increase faculty and students’ knowledge about the region, including through engagement with the CAS Africa Office; and

(4) CAS will increase awareness and knowledge of Africa to diverse audiences.

* + 1. **Interdisciplinary and Cross-School Initiatives.** AS at HU is uniquely positioned to address CAS’s **six core-thematic initiatives**. The impact of these initiatives will be measured in the areas of (1) collaborative research, teaching, and curricular development; (2) workshops and conferences; (3) enriched Outreach programs; (4) and dissemination of conference/workshops, including fully online and live-streamed hybrid events, and publications**.** Briefly outlined **(See Table 8.1)** is a 4-year timeline. **CAS requests**

**($20k/yr) for annual activity under the six core-thematic initiatives** including conferences (in Cambridge and the Africa Office), publications, short-term visits, and curriculum development. CAS requests **($15k/yr) for the African Studies Workshop** (a regular weekly offering with 20 per AY). **We request ($8k/yr) to support CAS faculty affiliate travel to the Africa Office** to bring faculty together for programming with Africa-based partners.

Coordination and oversight of HU’s disparate AS components is key for success of CAS’s **six core-thematic initiatives.** In the current grant cycle, CAS appointed a 1.0 FTE Associate Director (AD) who oversees the full integration and leveraging of HU’s vast resources to implement CAS’ **six core-thematic initiatives** and works closely with the SSOO to leverage CAS AS content for Outreach. **CAS requests .40 FTE for continued support of the AD, to oversee efforts in events and programming, research, teaching and learning, publications and dissemination, and KM.**

1. ***Africa and Asia****.* The scale of China’s presence in Africa (as its largest trading partner since 2009) obscures the equal importance of other Asian countries in Africa, and their lengthy histories of engagement. The relations of Japan, China, and India with Africa have coalesced in trade compacts, development partnerships, and summits as Japan and India have made renewed efforts to not to be eclipsed by China in Africa. Two emerging trends will inform the Africa-Asia relationship in the years ahead: the post-COVID-19 recovery and the global response to climate change. Africa and Asia have opportunities for partnerships on global public health efforts, and Asia will have a significant role in mitigating the impact of climate change in Africa as a top investor in the region; how Africa and Asia come together to address these global threats has implications not just for the region but for the US and entire international community. These significant developments heighten the need and urgency for a deeper understanding of Africa’s historic relations with Asia; for an intellectual

engagement and understanding of Africa on its own terms; and for an appreciation of how Africa’s long history shapes its current engagement with Asia.

CAS is uniquely positioned to steward an Africa and Asia Initiative by leveraging the shared resources of Harvard’s Asia Center, Fairbank Center for Chinese Studies, Reischauer Institute for Japanese Studies, Lakshmi Mittal and Family South Asia Institute, Korea Institute, East Asian Legal Studies Program, and Harvard-Yenching Institute (HYI). CAS inaugurated this work in 2018, with a conference at the Harvard Shanghai Center on *Africa- Asia Connections: Bridging Past, Present, and Future*, resulting in a policy brief and special issue of publications in the *Economic History of Developing Regions*. In 2019, the CAS Africa Office hosted *Africa-Asia: Partnerships in Health and Healthcare Delivery for Women & Youth*, with keynotes from Dr. Paul Farmer (MD/PhD ’90) and Dr. Tshepo Motsepe (MPH ‘84), First Lady of South Africa. A roundtable in 2021 on *Pandemics: Surveillance, Preparedness, and Response* brought together senior leadership of Africa CDC, China CDC, and US CDC. CAS partners with HYI to host a fellowship training program in African History and Cultures and holds occasional talks and lectures under the initiative.

1. ***Religion and Public Life.*** In the current grant cycle, CAS used NRC support to expand an initiative on *Islam and Africa* to a broader core thematic area around *Religion and Public Life*. While Islam remains an important pillar of this topic, scholarship in the past underscores parallel developments in Islamism and Pentecostalism in Africa: they imitate each other in their use of technology to reach young audiences; they recruit from the campuses of higher education; and they both see themselves as moral responses to the uncertainties and ambiguities of a globalized world. We have also seen a renaissance in indigenous African religions drawing on the synergies of Islamism and Pentecostalism. Under this thematic focus, we examine and expand upon the dynamic dialogue between

Islam, Christianity, and with indigenous religions in Africa. All three preach a new morality in politics and advocate faith and religion at the center of politics.

CAS uses NRC support to partner with HDS, the Alwaleed Islamic Studies Program, and Professor Ousmane Kane on the annual *Islam in Africa Lecture Series*. The AY21-22 topic was *Critical Perspectives on the Development and Dynamics of Islam in Africa*. The lecture series provides a platform for the discussion of cutting-edge research in the field of Islam in Africa and to foster new research for Africanists and Islamicists by presenting new books, articles, and doctoral works in progress. CAS uses NRC support to collaborate with the Weatherhead Center for International Affairs on a research cluster around *Religion and Public Life in Africa and the African Diaspora*. In the current grant cycle, CAS hosted a keynote on *Legal Regulation of Faith: the Limits of Religious Freedom and the Challenge of COVID-19 in Africa* and a panel on *Faith and Women’s Rights: The Role of Religion*.

1. ***Climate Change, Agriculture, and Health.*** Africa is faced with a dual burden of communicable and non-communicable diseases. Research points to the rise in obesity, diabetes, heart diseases, and cancer. Research has also established the importance of good nutrition in the first five years of a child’s life to later health status. The links between climate change, crop production, nutrition, and health are clear, and WHO recognizes undernutrition as the greatest climate change impact on human health. Public health, poverty, and human rights are pressing issues in contemporary Africa, and HU is strategically placed to expand and further disseminate knowledge in this area. CAS brings together HU entities focused on global public health and human rights: Harvard Global Health Institute, Harvard Humanitarian Initiative, FXB Center for Health and Human Rights, and the Carr Center for Human Rights (HKS). FXB Faculty Research Director Jackie Bhabha sits on CAS’s EC.

With current NRC support, CAS launched its *Climate Change, Agriculture, and Health* Initiative to integrate the vast global public health and human rights initiatives at

Harvard with AS-specific agendas and the dynamic work ongoing at HU’s SEAS, HU Center for the Environment (HUCE), Belfer Center for Science and International Affairs, as well as partners such as the Africa Academy for Public Health to encourage a coordinated, interdisciplinary approach among experts in agriculture, nutrition, environment, and public health to help address complex health and development challenges in Africa. The initiative links nutrition to food security and the associated impact of climate change, supports research predicting rainfall patterns and crop yield in African countries, and centers Africa as the continent likely to be the most affected by climate change in terms of livelihoods and health.

CAS seeks to leverage continued NRC support for ongoing active collaborations between HU and Africa-based partners, who seek to understand the impact of climate change on livelihoods and health. Most recently, CAS used NRC support to host *Africa’s Water Opportunity*: *Science, Sustainability, and Solutions.* The two-day virtual symposium explored the impact that water will have for health and healthcare outcomes, agriculture and crop yields, and migration and refugee flows, and concluded with a policy-oriented discussion that informed public Outreach including a conference summary report and op-eds. CAS in partnership with HUCE also regularly hosts visiting scholars from Africa in this discipline.

1. ***Africa and the Global South (GS).*** Africa has emerged as a vibrant and complicated player in the GS, with sustained GDP growth and vast natural resource wealth. HU AS faculty are at the forefront of tracking, analyzing, and theorizing Africa’s political and socioeconomic trends. In AY12-13, CAS used NRC support to launch its African Studies Workshop (ASW) to interrogate Africa’s varied positions in the 21st century global order **(See Section 3.C).** In the current grant cycle, ASW has drawn 2,349 participants, and 41 ASW lecture videos are available online with 3,400+ additional views. ASW provides a platform for established and emerging scholars of diverse backgrounds from across the world to share works in progress and offers undergraduate and graduate students the opportunity to

engage with those authors, critique their work, and further their critical thinking skills. CAS will use continued NRC support to host the ASW, with a total of 20 workshops planned per AY (10 per semester). CAS will continue to invite CC/MSI student and faculty participation.

1. ***African Arts*.** African art—whether visual, written, or performed—is often the first exposure to AS for US-based scholars and is central to a full understanding of the region. Several recent, high-profile developments have focused international attention on African art, both historic and contemporary. The first are efforts by European countries on the repatriation of art and artifacts to the African continent. These initiatives have generated academic interest on issues including restitution, reparation, collection sharing, and the state of African curatorial practice. In the contemporary arena, there has been a growing interest in the work of African artists working globally and an expanding market for their work since the 1980s. As part of this globalism, contemporary artists from Africa are represented by international galleries, and their work is increasingly the focus of exhibitions. Along with this intensification of global interest in the status of Africa’s cultural heritage and its contemporary artistic practice comes a growing call for continent-wide dialogue around the visual arts, archiving, conceptual strategies, art criticism, and cultural heritage protection.

CAS is party to important dialogues about Africa as they unfold. In the case of current dialogues about African art, this desire is further motivated by Harvard’s world-class museums, the Harvard Art Museums and the Peabody Museum of Archaeology and Ethnology as well as the Cooper Gallery. As a first step, we are organizing a two-day conference that will interrogate the state of African curatorial practice and identify areas for growth. The conference will revolve around models in Africa-based curation, the restitution process, and historic and contemporary African art. CAS is also developing a curator-in- residence program, which would intellectually incorporate African art curators into the HU academic environment. The Initiative builds upon several successful engagements with the

arts in Africa, including a Cooper Gallery exhibit featuring South Africa visual artist and photographer Zanele Muholi; a CAS interview series with sculptor Atang Tshikare, mixed- media artist Nelson Makamo, and fashion designer Gavin Rajah; and performances in partnership with ART including *Barber Shop Chronicles*. The CAS Africa Office supports the *African Arts* initiative through digital African Arts exhibitions, making African art accessible to audiences in the US including at HU, CCs, MSIs, and the public.

1. ***Technology and Innovation*.** CAS will establish a new initiative on *Technology and Innovation* in Africa from the perspective of leaders in the field, bringing them into conversation and shared learning with HU faculty and students, K-16 partners, and the public. Africa is making bold steps to incorporate science, technology, and innovation into its development agenda, with the African Union placing it at the epicenter of AU Agenda 2063.

Africa in the last several years has seen explosive growth in its start-up and innovation culture. Africa now has technology ecosystems in every region of the continent, with Nigeria, South Africa, Kenya, and Egypt hosting the largest number of tech hubs and seeing nearly 50% growth in 2019. Africa’s youth population is increasingly connected through mobile technology, increasing the use of digital payments, e-commerce, and e-learning platforms. With the innovation culture burgeoning, Africa’s tech hubs had nearly $500 million in new investments in 2019. Despite Africa’s move to embrace the fourth industrial revolution, there remain considerable innovation and technology challenges, and the ecosystem is understudied. Africa remains by and large a producer and exporter of raw materials, with economies that are heavily reliant on commodity boom/bust cycles. Innovation in technology is affected by the research and development (R&D) investments.

The initiative builds upon CAS’ mandate as a university-wide, interdisciplinary center. CAS administers the Motsepe Presidential Research Accelerator Fund for Africa, which supports faculty-led projects in science, technology, engineering, and/or mathematics (STEM)

that focus on advancing key challenges and opportunities facing Africa. Projects that integrate the arts and humanities into STEM projects (STEAM) are given special consideration. Research themes include emerging technologies and the Fourth Industrial Revolution; climate change and its effect on health, livelihoods, agriculture, water, and/or sanitation; renewable energy and its benefit to infrastructure and/or society; health; aging; materials science; and governance and policies needed for an entrepreneurial economy.

Given the expertise of Harvard’s faculty in STEM, CAS is prioritizing *Technology and Innovation* to host conversations that advance STEM in the Africa learning agenda. We have hosted webinars on *STEM in Africa at Harvard* as well as a two-day virtual symposium convened by the CAS Africa Office on *Partnerships in STEM Innovation and Future Africa*, which facilitated partnerships between Harvard and Africa-based researchers.

* + 1. **Language Instruction in LCTLs.** Over the last four years, CAS contributed to the funding of the teaching of intermediate and advanced Afrikaans, Amharic, Egyptian Arabic, Igbo, Somali, Swahili, Sudanese Arabic, Tigrinya, Twi, and Yoruba. NRC funding is requested to further expand HU’s ALP intermediate and advanced language curriculum. **CAS requests .20 FTE for eight language instructors in LCTLs.** HU’s ALP utilizes web technologies that allow for highly versatile uses of the internet for learners and instructors of LCTLs; HU’s ALP has online weekly reports from students and instructors providing continuous feedback to instructors about their teaching and students about their learning, which form the basis of weekly teacher training that ALP Director Mugane oversees.

HU’s ALP is the northeast region’s leader in AS language study. Since 2010, CAS and ALP have hosted the African Languages in the Disciplines Conference (ALDP), a multi- day, international event that integrates cutting-edge teaching/learning techniques with research on key themes driving the broader field of AS. **CAS requests $5k annually in support of the ALDP**. HU continues to cooperate with other Africa NRCs to make African

language instruction widely accessible at the highest standards of instruction and evaluation. CAS and ALP will continue to work with NALRC and other NRCs to refine standards, train teachers, and develop materials; we support **the African Language Materials Archive (ALMA) ($1k/yr),** which archives documents in 20+ African languages, and the **West African Research Association (WARA) ($250/yr)** to supports scholarship on West Africa.

### Study Abroad, Internship, and Collaborative Opportunities in Africa.

CAS will use NRC funding to strengthen its study abroad opportunities and expand its student internship and independent research opportunities in Africa. With NRC support, CAS will continue to enhance and promote its existing study abroad and internship programs **(See Table 1.2 and 2.C.2&3)**. **CAS seeks continued NRC funding to support .50 FTE of the highly successful SSOO (Section 6.A.3)**. The SSOO will promote HU study abroad programs; coordinate and expand internship opportunities in Africa with an emphasis on leveraging existing faculty partnerships and HU alumni networks (nearly 4,000 HU alumni in Africa); and work with the CAS AD, to integrate CAS’s **six core-thematic initiatives** into existing and future internship programs. CAS internship opportunities encourage government service in areas of national need through experiential learning with African businesses (e.g.

Jospong Group), NGOs (e.g. UNDP South Africa), and education (e.g. Maru-a-Pula).

The SSOO will also coordinate Outreach activities with students on campus through orientation and networking, career fairs, and partnerships to support student group activities on Africa. **We request support ($10k/yr) for student group grants**, including ABC, ADC, and APJ. **CAS also requests support ($1k/yr) for Student Opportunities Outreach Activities—Finding and Funding Internships in Africa, Careers in Africa, all-Harvard Africa Mixer, and Africa Send-Off Mixers**—to promote AS on campus to groups that otherwise would not be exposed to AS courses, study abroad, internships, or careers.

* + 1. **Accessibility of Harvard’s African Resources.** Over the next four years, CAS will maintain and expand its highly successful and innovative Outreach activities, bringing HU’s wealth of African information and resources to a wider audience. CAS will develop more extensive and content-rich programming, partly centered on CAS’s **six core-thematic initiatives**, for K-16 educators; CCs and MSIs; the media; business, government and NGO communities; and the public. **CAS will use NRC-support to fund .50FTE for its SSOO, a position that has proven crucial to the expansion and impact of HU AS Outreach.**

CAS will pursue **five Outreach initiatives** (1) maintain and expand upon our **CC/MSI Outreach program** with Boston area CCs and the International Studies Consortium of Georgia (ISCOG); (2) collaborate internally with HU area studies centers on **the Global Studies Outreach Committee** to provide teacher’s workshops, curriculum, and open-source teacher resources for high school and CC/MSI teachers; (3) collaborate externally with other Africa NRCs through the **African Studies Association Outreach Council (ASOC) and Association of African Studies Programs (AASP)** on joint initiatives; (4) manage **ASAOutreach.org**, a CAS-designed online platform that hosts Africa NRC programming and classroom resources in one location; and (5) design new AS curriculum and teachers workshops through a new **Graduate Outreach Fellows** program.

* + - 1. ***Maintain and expand upon its CC/MSI Outreach program with Boston area CCs and the International Studies Consortium of Georgia.*** CAS will (a) expand its CC student summer internship, which brings **CC students to intern** on the sub-Saharan Africa collection at HUL, to include **semester-term internship opportunities ($2.1k/yr)** with CAS to involve CC interns in AS content-rich programming and to serve as the liaison between CAS and CCs for increased CC student and faculty participation in HU AS programming. The CAS FD, AD, SSOO and/or AD **attend the African Studies Association (ASA) Conference ($2k/yr)**, and the AD attends the **Association of African Studies Programs**

**(AASP) ($1k/yr)**. Both provide opportunities to deepen linkages to NRC and non-NRC AS programs, deepening our reach and impact beyond HU. CAS also uses NRC to (b) **sponsor CC/MSI instructors to attend AASP and ASA annual meetings ($1k/yr)** and to (c) increase the number of CC/MSI instructors attending the GSOC Teachers’ Workshop and ASA Teachers’ Workshop. CAS requests **support ($4k/yr)** for (d) **an annual AS teachers’ workshop in collaboration with ISCOG**, a network of institutions including six MSIs.

* + - 1. ***Global Studies Outreach Committee (GSOC) Teachers’ Workshop.*** CAS requests **support ($4k/yr)** to collaborate with HU area studies centers (Davis Center for Russian and Eurasian Studies, Asia Center, David Rockefeller Center for Latin American Studies) **to design and implement an annual professional development program for high school and CC educators** with the goal to prepare and disseminate globally-themed HU resources for classroom use. CAS will introduce AS content centering on its core-thematic initiatives to **the GSOC Teachers’ Workshop**. CAS will also pilot a new initiative in partnership with the Africa Office to involve teachers from Africa in the GSOC workshop, bringing African voices and perspectives to the pedagogical discussion. This initiative is projected to reach 60+ educators annually; educators will also be invited to CAS AS events.
      2. ***External collaboration with NRCs, ASOC, and AASP on joint initiatives*. CAS requests support ($1,620/yr) for joint initiatives for the African Studies Association Outreach Council (ASOC)**, which provides professional development for K-16 educators at local and national levels: (a) an educator workshop for K-16 educators held at the annual ASA conference ($600/yr); (b) the nationally recognized Children’s Africana Book Award (CABA) and online teaching resource development ($400/yr); and (c) ASOC conference booths at the National Council for the Social Studies (NCSS) and the National Council of Teachers of English (NCTE), annual events that reach over 5,000 educators ($500/yr). We seek $20/yr to support ASAOutreach.org, as a shared platform for our open-access events and

to disseminate curriculum. We seek support for the Global Read Webinar Series—an annual online webinar series open to the public to learn about diverse children’s books—and its educators’ symposium at the American Library Association ($100/yr). CAS will partner with Michigan State University Press to pilot an annual compendium of “best articles” from Africa-based scholars, enhancing global access to their research and publications ($1k/yr).

CAS supports the Association of African Studies Programs (AASP) Travel Grant ($1,000/yr), which provides for faculty from CCs, MSIs, and/or HBCUs to attend the annual meeting, including AASP officers from these organizations, ensuring leadership represents a diversity of AS programs. AASP connects faculty and staff from Africa NRCs with other African and African Diaspora studies programs in the US and internationally. AASP provides programming, curriculum, and networking with nascent and established programs.

* + - 1. ***Management of ASAOutreach.org.*** CAS will continue to (a) improve the design and functionality and (b) manage the HU CAS-developed ASOC website, ASAOutreach.org. This dynamic platform enables the 10 NRC members of the ASOC to share K-14 teaching resources, professional development opportunities, public events, and news in a central location. The platform is projected to reach 1,500 educators annually; share 80 public, virtual AS workshops and events annually; and reach 450 educators biweekly through its growing email listserv. The SSOO is the sole manager and editor of the ASOC website.
      2. ***CAS Graduate Outreach Fellows program.*** Through this new initiative, **CAS requests funds ($8k/yr) to award two semester-long Graduate Outreach Fellowships** for Harvard graduate students. Each fellow will be required to (a) design new AS curriculum for K-14 educators; (b) design and implement one two-hour teachers’ workshop (offered free of cost); and (c) repurpose existing CAS AS content as resources for classroom use. CAS will make these resources freely available on its website and the ASAOutreach.org platform.
    1. **Performance, Impact, and Evaluation.** In the current grant cycle, CAS leveraged its faculty, staff, AAB, LC, and UCIPS to develop a multi-year strategic plan, aligning its vision and mission with its activities as an NRC. CAS staff in the Cambridge and Africa Offices meet twice weekly, once for a strategic-focused, goal-oriented evaluative discussion and once for a program/project planning, timeline-focused discussion. CAS staff come together annually for an in-person staff retreat focused on strategic planning, goal setting, and staff development.

CAS is regularly assessed with comprehensive internal and external evaluations. Evaluations include oversight of CAS’ center-status (internal), UCIPS review of the CAS Africa Office (internal), and Visiting Committee review by the Board of Overseers (external). Maintaining Center status is based on CAS’s strategic-goal benchmarks, including programmatic initiatives; the strength of its language program; collaborations with other area studies centers; and extensive engagement with HU and the public. **CAS requests NRC funding for evaluations ($2k/yr), including an external review of our NRC and Outreach programming in the coming grant cycle.** CAS also evaluates its programming through post-event (e.g. conference, teacher’s workshop) surveys and student fellowship and internship evaluations; feedback is used to improve subsequent offerings.

**8.B Development Plan and Timeline. Section 8.A.2 through Section 8.A.6** outline CAS’s 4-year NRC/FLAS plan centering on interdisciplinary, cross-school initiatives; language instruction in LCTLs; study abroad and internship opportunities in Africa; accessibility of HU’s AS resources; and performance, impact, and evaluation. Table 8.1 further details ongoing ALP teaching/learning endeavors; CAS’s **six core-thematic initiatives** as integrated in conferences, workshops, and publications; and the continuation of CAS’s ongoing, high- impact Outreach projects including teacher’s workshops and curriculum development.

**8.C Cost-Effectiveness of Proposed Activities.** CAS will continue to invest NRC resources where the multiplier effects will transform the whole of CAS into an entity far greater than the sum of Harvard’s AS parts. Moreover, NRC support will drive CAS’s ability to leverage fully HU’s other areas studies’ resources, thus integrating AS into broader, contemporary research and teaching/learning initiatives that have global relevance and impact. CAS has realized significant cost-savings with greater national (and international) reach through interactive, open-access online programming (e.g. webinars) and hybrid events (i.e. live casting of in-person programming). We will continue to use these models in the coming grant period to increase our reach and cost-effectiveness, reserving in-person activity to that which is strategic and essential for deepening shared knowledge and common understanding of AS.

**8.D Long-term Impact.** Harvard University is strongly positioned to have a deep and lasting impact on the ways in which American higher education, K-16 educators and students, CC/MSI educators and students, and the public at large understand and engage with Africa both in the US and around the world. CAS purposely directs NRC funds towards program- building activities that leverage and consolidate existing AS resources at HU, rather than towards one-off or unsustainable offerings. By improving and integrating HU AS collaborative research, language program, and teaching/learning resources – including those centered on CAS’s **six core-thematic initiatives *–*** NRC funds will contribute to improving substantially the quality and number of Africa specialists who serve the nation in academia, K-16 education, business, government, media, non-profits, and NGOs. CAS will also direct its resources for HU students to intern and work post-graduation in a diverse range of professions where they deploy their African language skills and AS knowledge. Improving public access to HU’s AS resources while strengthening quality at Harvard and beyond is essential for CAS to carry out its mission statement and to the purpose of the NRC program.

### Table 8.1 Activities Timeline

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
|  | **Personnel** | .50 SSOO, .40 AD,  .20 x 8 ALP  Instructors | .50 SSOO, .40 AD,  .20 x 8 ALP  Instructors | .50 SSOO, .40 AD,  .20 x 8 ALP  Instructors | .50 SSOO, .40 AD,  .20 x 8 ALP  Instructors |
| **AREA STUDIES** | **Africa and Asia** | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. |
| **Religion and**  **Public Life** | Lecture/Keynote,  Curriculum Dev. | Conference/Symposi  um, Publication | Lecture/Keynote,  Curriculum Dev. | Conference/Sympos  ium, Publication |
| **Climate Change, Agriculture,**  **and Health** | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. |
| **Africa and the**  **Global South** | ASW (20  workshops) | ASW (20  workshops) | ASW (20  workshops) | ASW (20  workshops) |
| **African Arts** | Lecture/Keynote, Curriculum Dev., Curator Interviews | Conference/Symposi um, Publication, Curator Residency, Digital Arts  Exhibition | Lecture/Keynote, Curriculum Dev., Artist Interviews | Conference/Sympos ium, Publication, Artist Residency, Digital Arts  Exhibition |
| **Technology and**  **Innovation** | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. | Conference/Symposi um, Publication | Lecture/Keynote, Curriculum Dev. |
|  | **African Language**  **Program** | Instructor Training, Publication, ALDP,  Online Learning | Instructor Training, Publication, ALDP,  Online Learning | Instructor Training, Publication, ALDP,  Online Learning | Instructor Training, ALDP, Online  Learning |
| **Africa Office** | Symposium | Symposium | Symposium | Symposium |
| **Student Opportunities Development** | Study Abroad and Internship Dev., Database Expansion, HU Student Outreach, Student Group Grants | Study Abroad and Internship Dev., Database Expansion, HU Student Outreach, Student Group Grants | Study Abroad and Internship Dev., Database Expansion, HU Student Outreach, Student Group Grants | Study Abroad and Internship Dev., Database Expansion,  HU Student Outreach, Student Group Grants |
| **OUTREACH** | **CC/MSI**  **Outreach (RCC,**  **BHCC, and ISCOG)** | Internship Program, Faculty Professional Dev., Teacher’s Workshop | Internship Program, Faculty Professional Dev., Teacher’s Workshop | Internship Program, Faculty Professional Dev., Teacher’s Workshop | Internship Program, Faculty Professional Dev., Teacher’s Workshop |
| **Global Studies Outreach Council** | AS Content Dev., Teacher’s Workshop,  CC Faculty Fellowships | AS Content Dev., Teacher’s Workshop,  CC Faculty Fellowships | AS Content Dev., Teacher’s Workshop,  CC Faculty Fellowships | AS Content Dev., Teacher’s Workshop, CC Faculty Fellowships |
| **ASOC and AASP** | Joint Initiatives,  Teacher Workshops, Travel Grants | Joint Initiatives,  Teacher Workshops, Travel Grants | Joint Initiatives,  Teacher Workshops, Travel Grants | Joint Initiatives,  Teacher Workshops, Travel Grants |
| **ASAOutreach**  **.org** | Expand resources | Expand search/filter  capabilities | Expand reach | Survey and  Maintain |
| **Graduate Outreach**  **Fellows** | Curriculum Dev., Teacher’s Workshop | Curriculum Dev., Teacher’s Workshop | Curriculum Dev., Teacher’s Workshop | Curriculum Dev., Teacher’s  Workshop |
|  | **Evaluation** | Data-tracking and KM, Program surveys, Annual Program Review | Data-tracking and KM, Program surveys, Annual Program Review, UCIPS review | Data-tracking and KM, Program surveys, Annual Program Review,  External Eval of Outreach programs | Data-tracking and KM, Program surveys, Annual Program Review, Strategic Planning |

## IMPACT AND EVALUATION

* 1. **Impact of Activities and Training Programs.** CAS sets the following goals: (1) Expand and improve course offerings in African languages and AS; (2) Sponsor programmatic initiatives in six key thematic areas; (3) Collaborate with HU area studies centers and external partners to offer programs for K-12, CC, and MSI educators; (4) Implement a robust and meaningful evaluation and impact measurement agenda.

In the past four years, CAS’s impact across HU, the region, and the nation is impressive. In AY20-21, 3,095 students from the FAS and PSs enrolled in African studies and language courses. AS programming and support drawing and expanding on the expertise of FAS and PS initiatives at HU as well as the CAS Africa Office have increased dramatically: in the current grant cycle, CAS sponsored 150+ interdisciplinary events, and 162 student awards were granted to support study, internships, and research in Africa. During COVID-19 lockdowns when travel was restricted, CAS sourced remote internships for HU students to continue gaining experience working in African contexts, expand on their research interests, and use and acquire African language skills. Outreach efforts also increased, for a total of eight workshops that reached 589 educators in K-16, CCs, and MSIs. These figures reflect HU’s overall commitment to Africa, and to ensuring significant international experience for all HU students, a University priority.

CAS will maintain and strengthen this demonstrated momentum and upward trajectory. AY22-23 to AY25-26 targets will include: increasing the number and quality of AS courses (including LCTLs); increasing the number of students (especially PS students) who study LCTLs at advanced levels; and strengthening our capacity to leverage the intellectual resources at HU in AS and collaborative initiatives for the benefit of K-16 teachers, CCs, MSIs, and the public. CAS understands effective strategic and operational planning, data management, monitoring and evaluation, and performance management as

being contingent on carefully designed and implemented Knowledge Management (KM) strategies and practices. Expanding CAS’s KM capacity is vital to manage our programming and target Outreach marketing (which targets highly transient constituencies), as well as accurately measure impact. **We request support of a .40 FTE AD; ($2.7k/yr) for software to support KM, PM, and Outreach marketing including annual report ($4k/yr).**

* 1. **Equal Access to Traditionally Under-Represented Groups.** HU’s commitment to need-blind admission and need-based aid (gift not loan) helps to ensure a student body that is

economically, racially, and ethnically diverse. The entering class of 2025 is majority-minority comprised of 55.9% ethnic or racial minorities (up from 47.9% in the previous grant cycle), and 15.6% are international (up from 12.4%). The FAS and PSs also actively recruit members of traditionally underrepresented groups and offer fellowships. CAS extends the reach of HU AS to a wider circle of students, teachers, and members of the public who lack access to such information and opportunities. Harvard is committed to making its digital information and resources more easily available to everyone through its initiative on Digital Accessibility. **CAS requests ($2.5k/yr) for digital accessibility** including closed captioning.

* 1. **Evaluation Plan.** CAS’s current performance measurement strategy stems from a logic framework approach that identifies SMART measures aligned to overarching goals and objectives. Internal tracking mechanisms as well as independent monitoring are integral to an evaluation plan that provides periodic progress checks (to identify risks and adjust) and overall performance indicators that can be measured and reported.

**Goal 1** (Expand and improve course offerings in AL and AS) requires quantitative and qualitative measures of courses offered. Following HU’s unique model of tailoring the African language offerings to student needs on a semester-by-semester basis, there is a goal of adding capacity in four LCTLs within the grant period, with an emphasis on PS students. A related goal seeks to increase the number of students studying LCTLs at advanced levels,

as measured by enrollments and student assessments. Baseline figures exist for these indicators. Adding new area studies courses in AS is the other component of this goal; additional AS content within the HarvardX and GenEd offerings will be tracked.

**Goal 2** (Sponsor programmatic initiatives in six key thematic areas) will involve a range of quantitative performance measures tracking events, outputs, and dissemination (i.e. to wider audiences) . Tracking the number of events held (conferences, exhibits, lectures, screenings, performances) will be supplemented by metrics that measure the reports, published materials, online videos, and other publicly available material emanating from the events, an important proxy for the multiplier effect of these initiatives.

Empowering educators across the educational landscape with AS knowledge is central to CAS’s work. To this end, **Goal 3** (Collaborate with other area studies centers at HU and external partners to offer programs and opportunities for K-12, CC, and MSI educators) aims at increasing the number of partners CAS collaborates with in creating content, increasing the amount of high-quality content available, increasing the number of educators to whom this content is available, and receiving feedback (surveys) on the content.

**Goal 4** (Implement a robust and meaningful evaluation and impact measurement agenda) addresses the importance of KM in ensuring the attainment of program goals.

Strengthening the capacity to plan, implement, and track a complex array of projects requires adequate systems, procedures, and resources, as well as management and oversight. CAS has an established KM strategy has recently adopted new project/program management software.

* 1. **Improved Supply of Specialists in AS and ALs.** The career paths of HU graduates show the strong influence of AS training (see also 9.F). Summer study/internship reports invariably highlight the high impact of experiences in Africa on students’ future career choices. Some examples of HU AS experts and thought leaders in their fields include Ellen Sirleaf Johnson (MPP ‘71), former President of Liberia; Wendy Sherman, Deputy Secretary

of State (former Director of the HKS Center for Public Leadership); Samantha Power (Founding Executive Director of the Carr Center for Human Rights ), Administrator of the United States Agency for International Development and former US Ambassador to the UN; Sangu Delle (BA ‘10, JD/MBA ‘17), one of Forbes’ 30 most promising young entrepreneurs in Africa; and Okendo Lewis-Gayle (MPA, ’17), founder of Harambe Entrepreneur Alliance. Current State Department officials include Akunna Cook, Deputy Assistant Secretary of State for African Affairs (MPP ’04) and Ariel Eckblad, Deputy Assistant Secretary in the Department of State’s Bureau of Conflict and Stabilization Operations (JD ’16).

* 1. **Impact on National Needs and Public Awareness.** Few Americans appreciate either the current threats or the opportunities facing the 1.2 billion people in Africa, or the continent’s role in the wider global context. HU’s AS shares the deep expertise of its faculty, leverages the diversity of its student body, and communicates its findings to the widest possible audience using a range of platforms. As noted in 7.C, CAS/AAAS/HC have hosted hundreds of activities and events over the past four years, which, together with our online resources, reach hundreds of tens of thousands of constituents. Add to this HU’s presence in the media, including myriad newspaper and magazine articles written by, and about, HU’s Africanists as well as *Africa’s Great Civilizations*, Professor Henry Louis Gates’ award-winning TV documentary series that chronicled the pre-colonial history of Africa.
  2. **FLAS Awards and National Needs.** FLAS awards have been granted to 27 students pursuing 24 AY and 12 summer fellowships to study eight LCTLs during the current grant cycle (AY18-22), and since 2010, CAS has awarded FLAS fellowships to 106 graduate and undergraduate students of LCTLs. The availability of FLAS fellowships is crucial to attracting high caliber graduate students to Harvard’s PhD and MA area studies programs as well as those focusing on regional studies within other academic disciplines. FLAS funds support the teaching of more than 45 African languages that might not otherwise be offered

on a regular basis. In the most recent FLAS alumni survey, 92% demonstrated how their FLAS Fellowships have been useful in their careers; 46% are required to have knowledge of AS in their job, and 30% noted knowledge of an African language as a job requirement. 31% of survey respondents are employment in government, with an additional 31% in high education, 15% in non-profits, and 7% in private sector. 77% of respondents work in the US.

## FLAS AWARDEE SELECTION PROCEDURES

HU publicizes the FLAS program through FAS, GSAS, and PS student bulletins. GSAS, PS, and undergraduate departments send students regular fellowship announcements through email listservs. CAS publicizes the FLAS program at least 12 times annually through its mailing lists, which reaches more than 5,600. FLAS program information is also available from CAS’s SSOO and ALP’s Program Manager, both of whom individually counsel students. Each HU graduate school and the undergraduate school financial aid office receives the FLAS announcement with student eligibility requirements and the application process.

Undergraduate and graduate students apply for AY and summer awards directly to the SSOO. Applications request information on the student’s degree program, language sought, a statement of purpose describing how language training relates to the overall program of study, two letters of recommendation from faculty members in the student’s field, and an official transcript. The FLAS Selection Committee includes the CAS FD, ALP FD, and SSOO. Applicants pursuing languages and area studies receive highest priority, followed by research abroad, and academic merit. Summer FLAS awards are made only to students enrolled in language programs that meet DoED criteria. FLAS applications are made available in November (for AY and summer). Application deadlines are in early February.

Eligible applications are forwarded to the selection committee and reviewed and scored by late February. Student notifications are made to nominees on March 15.

## ABSOLUTE & COMPETITIVE PRIORITIES

CAS meets Absolute Priority 1 to reflect diverse perspectives on Africa through the diversity of its student body, faculty, and staff, as outlined in the preceding narrative. CAS leverages African voices in informing AS and African language instruction in the US through its partnerships in Africa, its Africa Office in South Africa, the establishment of an AAB and LC, and our alumni community; CAS relies on the input and participation of these communities throughout our programming. CAS encourages service in government, education, business, and non-profit through its study abroad, internship, and career fair Outreach activities, and exposes students who otherwise would not be to AS.

CAS will meet Absolute Priority 2 to include teacher-training activities in AS and African languages through teacher’s workshops with GSOC, ASOC, and ISCOG; the annual ALDP conference; as well our Graduate Outreach Fellows development of curriculum, classroom resources, and additional teacher training workshops.

In response to the Competitive Preference Priority, CAS will continue to partner with RCC and BHCC on faculty-to-faculty and institutional partnerships, provide CC students access to opportunities at HU, and sponsor CC and MSI faculty for professional development activities (e.g. ASOC, GSOC, ISCOG, ASAP). CAS will also engage with ISCOG, a consortium of 17 colleges and universities including five HBCUs, one PBI, and one HSI.

CAS will meet FLAS Competitive Preference Priority 1 by ensuring that all FLAS applications are prioritized according to students’ financial need (as indicated by the students’ FAFSA report) as well as their academic performance and potential. In the current grant cycle, CAS awarded more than 75% of FLAS awards in one of the 161 DoEd designated priority languages; we will continue to award a majority of FLAS awards to designated priority languages in the coming grant cycle in fulfillment of FLAS Competitive Preference Priority 2. 100% of CAS FLAS awards are in LCTLs spoken in sub-Saharan Africa.