

Carnegie Corporation of New York Africa Diaspora Initiative Review (2013-2016)

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Executive Summary

Despite several decades of crises in African higher education, there has been major improvement. As many African universities are abandoning outmoded ways of conducting business and devising new structures and practices, they seek fresh means to catalyze systemic change. It is within this context that diaspora programs are increasingly being seen as a valuable resource in facilitating capacity building and stimulating innovation.

The Carnegie Corporation of New York (CCNY) is supporting four African diaspora programs, which are capitalizing on greatly improved mobility and telecommunications to transcend institutional and national boundaries. This review has been commissioned by CCNY to examine whether these programs are making progress toward the stated goals of bolstering university-based training and research, and contributing more generally to national development and the generation of new knowledge relevant to Africa and the world beyond.

The programs are listed below:

The Carnegie African Diaspora Fellowship Program (CADFP) supports collaborations between African-born scholars in America and Canada, and African universities in six countries. It is being implemented by the International Institute of Education (IIE) in partnership with the United States International University-Africa (USIU), Kenya.

The University of Ghana Diaspora Linkage Program (UG-DLP) enables UG to tap into the pool of African scholars in the Diaspora to strengthen its doctoral training along with faculty research output. The program draws from the diaspora academic communities in North America, Europe, Asia, and Africa. It serves only one university.

The University of Witwatersrand (Wits) Alumni Diaspora Program links with Wits research alumni worldwide who wish to return for short periods to develop collaborations with Wits' young staff and promote exchanges of post-graduate students. The program is confined to the Wits Faculty of Health Sciences.

The Council for the Development of Social Science Research in Africa (CODESRIA) African Diaspora Support Program attracts African-born social science and humanities scholars in the Diaspora. It supports joint Diaspora and Africa-based faculty research working groups, visiting professorships, and post-doctoral fellowships. The program sponsors Diaspora in America, Europe, and Malaysia to work across sub-Saharan Africa.

These models, while different in their composition, can offer key principles and approaches that are scalable and have the potential to be sustained. Of particular importance are those with the ability to create professional career structures, build economies of scale, and serve as leverage points for translating knowledge into innovation and application.

The review, which assesses the work of the programs over the period 2013-2016, found much to applaud in their accomplishments. Strategic collaboration between faculty members have spurred progressive pedagogy and stimulated the growth of departmental capacity. In addition, intense periods of collaboration are showing potential for embedding partnership mechanisms in

university systems. They are highly popular with Fellows and hosts alike as reflected in competitive recruitment and selection processes. However, there are also several critical areas where improvements are feasible and desirable.

With some adjustments and mobilization of additional resources, continuation over the next few years can be readily justified as there are few, if any, multi-faceted comparable diaspora programs that provide intense support of this type to African universities. In this sense, the major competitor for each diaspora initiative is its better self that now aspires to achieve both institutional level impacts as well as models for sustainability.

The review also reflected on whether the Carnegie Diaspora Initiative portfolio has greater impact on the field of higher education in Africa than the sum of its program parts. While Carnegie's investment represents only one piece on the chessboard of initiatives to strengthen higher education on the continent, these short-term, intense diaspora models holdout the promise of a quick jolt of energy and connectivity into what is often long-labored institutional development.

Taken together they support the notion that tapping into the expertise and commitment of diaspora academics is a potential best bet mechanism to stimulate excellence in teaching and research. The four grantees share a listserv enabling access to relevant articles, reports, and calls for applications; CADFP, UG and CODESRIA have common databases of diaspora Fellows. However, we find little evidence to date of systematic dissemination of good practice and lessons learned at a design and evaluation level. Carnegie has treated each of the four models as a separate entity and while there has been the occasional interaction among program leaders and among some Fellows, there are no set mechanisms for encouraging working collaborations or exchanges.

Looking at the four grantees from the portfolio level, CCNY can do more to ensure opportunities for shared learning and collective action where it is needed and desired. No doubt there are many ways in which the four differ. They diverge in their geographic coverage, resource levels, priority disciplines, social and historical contexts, and the challenges in strengthening the universities they serve – all of which can make cross-learning and collaboration elusive. In addition, the programs are still in an experimental phase and require time and space to test and adjust their models. Still, by more intentionally assisting grantees to learn from each other, Carnegie could better root the productive practices it has been supporting across the continent.

In conclusion, the Carnegie African Diaspora Initiative is a unique portfolio that has sought to gather the different experiential strengths and program interests of its grantees. It is now at a juncture where it could activate the potential advantages of collective action where interests converge. By working together, its grantees can strengthen their convening power and increase the scope and scale of activities through cross-program fertilization. Without doing so, the Corporation will have missed an opportunity to realize the full potential of its investment. Yet, while current modes of operation reveal important strengths, they also have significant weaknesses that are underscored in a series of recommendations for each program and for strengthening the impact of the portfolio as a whole. They will need to be addressed if the programs are going to expand the benefits of collective action in the future.

1. Introduction

1.1 The African Diaspora represents a huge intellectual resource for the continent. It is a crucial actor in the rejuvenation of Africa's swelling, and increasingly diversified higher education sector. It serves to facilitate capacity building, accelerate innovative, and promote the globalization of African universities.

1.2 Higher education has re-emerged over the past two decades as a priority for hastening the formation of inclusive economic growth and social wellbeing across the region. As African universities find themselves in new global contexts, they seek to rediscover themselves under the challenges and opportunities presented by the emerging trends of world markets in higher education qualifications, privatization bringing new players onto the higher education scene, and the sea change in information and communication technology. These broad shifts are interacting with the movement in many states toward democratization, liberalization, and increased demand for institutional accountability and quality assurance.

1.3 Although African universities are realizing changes at different rates, there are clear efforts to correct internal inefficiencies, interrupt brain drain, compensate for research failings, deepen creative pedagogy, build cross-institutional/cross-national networks, and in general aim for systemic higher education reform of relevance to African realities. It is within these dynamics that the African academic Diaspora, so mobile and including many of the most talented minds from the continent, is seeking scholarly engagements with the continent's institutions of higher education.

1.4 Since 2013, the Carnegie Corporation has supported four program models that stride to do exact this. The Africa Diaspora Initiative has focused primarily on the partner countries of Nigeria, Ghana, Kenya, South Africa, Tanzania, and Uganda. There are four grantees. While the models share the common aims of strengthening institutions and strengthening academic excellence, the approaches are quite different.

1.5 The Carnegie African Diaspora Fellowship Program (CADFP) supports collaborations between African-born scholars in America and Canada, and African universities. It is being implemented by the International Institute of Education (IIE) in partnership with the United States International University-Africa (USIU), which hosts an advisory council providing strategic direction. CADFP began as a pilot program from 2013 to 2015 and its grant was renewed from 2015-2017. The two grants total \$6,300,000. CADFP works in all six CUNY partner countries and has so far awarded 238 Diaspora fellowships to 102 African universities.

1.6 The University of Ghana Diaspora Linkage Program (UG-DLP) was launched in 2012 as a component of CUNY's Next Generation of Academics in Africa Project. The program taps into the diaspora academic communities in North America, Europe, Asia, and Africa. In 2014, UG put in place the Accelerated PhD Training program (APT), which includes the original DLP and the Pan African Doctoral Academy (PADA).¹ Covering the period 2014-2019, the program has

¹ The PADA is not included in this review.

received two grants totaling \$1,350,000. Thus far, UG has hosted 45 faculty (some returning two or three times) with placements in 22 departments of the University.

1.7 The University of Witwatersrand [Carnegie-Wits Alumni Diaspora Program](#) works through the Wits Health Sciences Research office (HSRO) to link with research alumni worldwide who wish to return for short periods to develop research collaborations with Wits' young staff, promote exchanges of post-graduate students, and explore the building of other joint initiatives. The program is a relatively small component of a larger program launched under the Wits-Carnegie Next Generation of Academics in Africa project. In 2013 it received a three-year grant of \$300,000. The grant was renewed in 2017 bringing the total to \$600,000 for six years. It has brought 24 diaspora Fellows (two of whom have made multiple visits) to the Wits campus.

1.8 [The Council for the Development of Social Science Research in Africa](#) (CODESRIA) establishes linkages with African-born social science and humanities scholars in the Diaspora who wish to offer their services to African universities. Through joint diaspora and Africa-based faculty research working groups and visiting professorships, diaspora scholars assist in updating undergraduate and post-graduate curricula, and strengthen basic training in research methods. With the goal of revamping the social sciences and humanities and developing 80 globally competitive scholars, CODESRIA has received one two-year grant of \$1,202,000. The program draws on Diaspora in America, Europe, and Malaysia. To date it has recruited 70 diaspora scholars.

1.9 Since 2013, the Corporation has spent a total \$9,452,000 in grants to support the four programs.

1.10 The purpose of the review is to inform development of future initiatives regarding the deployment of the African academic diaspora and to inform resource mobilization efforts. While the review will include impact on diaspora fellows, the main focus will be the impact on African universities. The review will address the following questions:

- Are the four program types performing well, hitting their targets, and resulting in significant outcomes?
- To what extent is the Carnegie Africa Diaspora Initiative portfolio designed and implemented to bring about desired changes in how African governments, African universities, and donors invest their resources?
- What can and should be changed in individual program designs and operations to enrich and extend their results?
- How can the overall portfolio be improved to bring about a greater impact and attract more and smarter investments by others to the emerging field of diaspora linkages?

1.11 What follows examines the rationale for the African Diaspora Initiative from a funding point of view and the expectations and performance of each program in meeting its strategic goals. CADFP receives the most attention as it is the largest program and takes up the lion's share of the total portfolio budget. The review assesses the work of the Diaspora Initiative over the period 2013-2016. It concludes with a series of recommendations for each program and reflections on whether

the Carnegie Diaspora Initiative portfolio has greater impact on the field of higher education in Africa than the sum of its parts.

Rationale for Support – Is the Initiative a Best Bet?

1.12 The rationale for believing this type of competitive, short-term, widespread collaborative visiting scholar initiative is a potential “best bet” mechanism to build capacity in African universities rests on four factors.

1.13 First, although Carnegie’s flagship Next Generation Building Program set at Makerere University and the universities of Ghana, Cape Town and Wits has proven decidedly effective in producing high quality post-graduates, it is an expensive and time-consuming process without a guarantee of replication and scalability. The combined number of post-graduate students benefiting from CCNY’s support to Next Generation training from 2011-2016 is estimated to be about 1,500 – a considerable harvest but small in terms of the mushrooming number of universities and students across the continent.

1.14 As digital information and communications transform the way knowledge and technical know-how move around the world, the volume has been turned up on calls from African governments, the international funding community and African scholars alike for novel responses to the challenges facing resource-poor institutions in building research and development capacity. An abundance of African higher education reports, forums and frameworks argue that most needed is a transformation that will connect the mission of advanced learning institutions with new local and international trends. As many African universities are abandoning outdated ways of conducting business and devising new structures and practices, they seek fresh ways to catalyze systemic change. It is within this context that the Diaspora is increasingly being seen as a valuable resource in facilitating capacity building and simulating innovation. Indeed, the driver for diaspora programs at the UG and Wits has been described by their directors as the need for younger faculty to get their PhDs at an accelerated rate. To achieve increased enrollments with limited faculty, both universities are drawing on role models from their Diaspora to augment teaching staff, help counterparts, and advanced students to conceptualize research and execute high quality projects.

1.15 Second, the underlying premise of the four programs is that a skilled, dedicated visiting diaspora scholar can achieve a lot over a short period of time. Strategic collaboration with faculty members can spark not only conventional skills but also progressive pedagogy, incentives and behaviors that can catalyze departmental capacity. In addition, an intense period of collaboration can provide ample opportunity to “to *build relationships with African universities that are symbiotic and benefit the institutions rather than the individual.*”² In other words, not only would cost effectiveness and capacity building of staff and graduate students be accomplished but there would also be potential to sustain these processes overtime and embed the collaboration mechanisms in the university systems.

² Vartan Gregorian, CCNY President, commenting on building a diaspora program, Convening on “The role of the African Academic Diaspora in Strengthening African Academies and Institutions,” February 28, 2013, Rapporteur’s report

1.16 Third, the notion that the selection of diaspora scholars as well as their African hosts through a competitive mechanism is reassuring to those who have become wary of the opaque mechanisms through which technical assistance persons from the North are selected and sent to Africa. Competition is supposed to enable selection of the best available skills. The participation of the host in the competitive processes, for example in the CADFP and CODESRIA programs, through a jointly written application proposal is also attractive as it is seen as removing any perceptions of technical assistance being imposed on Africa's universities, and ensuring buy-in right from the start as the problems/tasks that the technical assistance will address are identified by African universities themselves.

1.17 Fourth, Africa is a large continent and any program that appears to benefit a large proportion of its population tends to be thought of as a good thing – thus, the widespread effort to serve several countries at once and to involve as many universities of all categories in each country as possible. Further, there is some expectation that a significant number of collaborative arrangements would result in formal links between the Fellows' home and host universities and that would set the stage “to replicate collaborations in ever widening concentric circles to multiply capacity building in Africa while at the same time strengthening the academic standing of African born diaspora fellows within their own institutions through the institutional relationships that would have been put in place.”³

1.18 The rationale in support of the diaspora models is attractive in that they are demonstrations of potentially significant mechanisms for fast-tracking training and building research capacity through collaborative arrangements among better-endowed institutions and those less well-off in Africa. Still, it is early days for the Initiative, and the individual models have yet to be fully tested.

Data Sources and Limitations of this Report

1.19 The task of this review was not to assess individual diaspora Fellow partnerships, but to examine the functioning of the four programs, the sufficiency of their design in relation to their goals, available information on results, and the nature of program monitoring. While the level of reporting on outputs and outcomes varies across the programs, hard evidence of outcomes especially at an institutional level is very limited, and many activities are too new to show results. The review's findings, therefore, are more qualitative than quantitative, and in some cases restricted to process and satisfaction of Fellows and host staff rather than to actual accomplishments. However, where quantitative evidence was available, it has been used in examples throughout the report.

1.20 In accordance with the terms of reference of the review, assessment is based on seven sources:

- Interviews with staff of IIE, which manages CADFP, and a desk study of their materials (including Fellow and host institution surveys and analyses, a focus group transcript, Fellows' reports, and other documentation).
- Interviews with the CADFP Secretariat, based at USIU, Kenya and with the CADFP Advisory Council (AC) Chair and members.

³ Quote from unidentified source.

- Site visits to eight CADFP universities⁴ — involving over 13 interviews (in person and by telephone) with university staff and review of 12 self-reports by hosts.
- Review of a 2016 assessment of the University of Ghana Diaspora Linkage Program, 29 exit reports by Fellows and two by hosts, along with interviews with two UG-DLP staff, 11 heads of departments, two faculty, three students and one Fellow.
- Interviews with one CODESRIA program staff and four hosts, along with examination of program materials, including 12 mid-term survey reports, eight exit reports by diaspora visiting professors, and seven self-reports by hosts.
- Appraisal of the Carnegie-Wits program records, publication lists and a new program renewal grant.
- Extensive examination of CCNY documentation, notably grant files, the grants database and existing evaluations, reports, and publications.

1.21 CADFP, with Fellows and hosts spread across six countries, provided three key evaluation sources:

Two Main Online Alumni Surveys. These include a mix of closed- and open-ended questions. Both Fellows and host collaborators are requested to fill out a three-month “impact survey” and an “alumni survey” sent one year after the Fellow’s return home. The alumni surveys from Fellows and hosts are the major reporting instruments. The survey responses for the pilot program phase (first two years involving three rounds of awards) are shown in Table 1.

Table 1 Survey Response Rates

Survey	Number of Survey Responses	Response Rate
Fellow 1-Year Alumni Survey	58	53%
Host Institution 1-Year Alumni Survey	29	26%
<i>Total Fellows eligible to receive alumni survey = 110</i>		

IIE notes in its report on the pilot CADFP program that “host institution responses rates may be low because of the lack of institutional buy-in that is currently present.”⁵ However, it suggests that additional support to the institutions may assist in improving these response rates. We take up this issue later in the review.

Fellow Focus Group. In January 2017, IIE conducted a focus group discussion with seven Fellows located in the northeast region of the U.S. The Fellows were asked to report on their experiences with the host institutions and to reflect on challenges they faced. A host collaborator also attended the focus group session and was interviewed separately.

Dropbox File Sharing. Fellows and host collaborators are encouraged to submit documentation that demonstrated their fellowship project achievements. The materials consist largely of workshop presentations, a few abstracts, conference papers, manuals, concept pieces, posters, draft

⁴ See list of those interview in Appendix A.

⁵ Alumni Report of the CADFP Prepared by Zehra Mirza, IIE Center for Academic Mobility Research and Impact, March, 2017

curriculum, and one final course curriculum. There were also copies of eight co-authored articles published in academic journals. Of 169 Fellows (not including those in the fifth round of awards, some of whom have yet to take up their fellowships), only 25 or 15% offered final reports on their short-visit experience.

1.22 Carnegie had commissioned an earlier review of the UG-DLP prior to grant renewal; while both CODESRIA and Wits have maintained their own monitoring of their Fellows' experiences.

1.23 Aside from the UG external review, the Wits program peer-review publication list, and copies of materials in the CADFP Dropbox, all program findings are based on self-report responses without independent verification. Such findings should be interpreted with caution. Where surveys with low or medium response rates were used as the main evaluation tool, findings cannot be generalized to the entire diaspora Fellow population. The report now turns to a review of the individual programs.

2. The Carnegie African Diaspora Fellowship Program

Establishment

2.1 The program was launched in October 2013 following a study conducted by Paul Zeleza⁶ on African-born academics in the United States and Canada commissioned by the Carnegie Corporation. The study aimed to 1) determine the size and scope of the African born academic diaspora in the two countries, 2) examine the dynamics of engagements, and 3) propose the best ways to promote productive and sustainable interactions between the Diaspora and African universities.

2.2 The program is now in its second two-year funding cycle. As of April 1, 2017 CADFP has awarded 238 fellowships⁷ hosted by 102 higher education institutions in Ghana, Nigeria, Kenya, Uganda, Tanzania, and South Africa, the six countries in which Carnegie operates.

Program Design

2.3 CADFP aims to facilitate effective and mutually beneficial engagements through academic projects focused on curriculum development, collaborative research, and training of graduate students and young faculty. Its structure consists of three components: IIE responsible for overall program management and logistics, the (AC) comprised of eight prominent African academics and administrators in North America and Africa in charge of setting policy and strategic direction and USIU-Africa that hosts the Secretariat.

⁶Zeleza, Paul. "Engagements between African Diaspora Academics in the U.S. and Canada and African Institutions of Higher Education: Perspectives from North America and Africa" Report to the Carnegie Corporation of New York, 2013

⁷ Of the 238 fellowships, two awardees recently dropped out of the program. However, for purposes of statistical consistency in this report, they have been kept in the demographic profile of the program. In addition, a new round of 46 fellowships (3 are double counts), bringing the total to 282, were awarded too late to be included not included in the report.

Recruitment and Selection

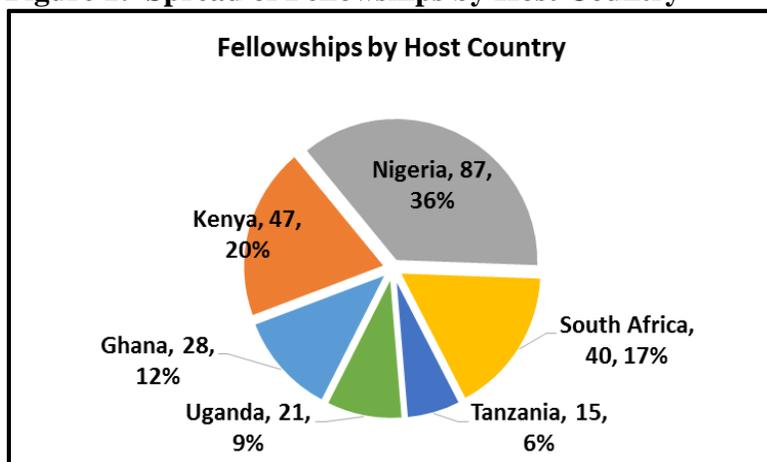
2.4 As indicated in Table 2, CADFP has undergone five rounds of awards.

Table 2 Number of CADFP Fellowships and Projects over the First Five Rounds of Awards

FOLLOW-UP PHASE	Spring 2016 (round 5)	68 Projects 69 Fellowships
	Fall 2015 (round 4)	57 Projects 59 Fellowships
PILOT PHASE	May 2015 (round 3)	17 Projects 17 Fellowships
	December 2014 (round 2)	59 Projects 60 Fellowships
	June 2014 (round 1)	31 Projects 33 Fellowships
TOTAL OVER ALL FIVE ROUNDS		232 Projects 238 Fellowships

2.5 Of the total fellowships, 77 (32%) were awarded to women; 161(68%) were awarded to men. Thirty-five Fellows, (called “alumni”) received a second award for a return trip under the program.⁸ Nine Fellows worked together on projects in four separate cohorts. Four additional Fellows worked at multiple universities simultaneously. Figure 1 shows the spread of the 238

Figure 1: Spread of Fellowships by Host Country



fellows across the host countries with Nigeria taking the lion’s share.

While the bulk of fellowship holders are placed in their country of nationality, many choose to be hosted in another of the six eligible countries. While only universities in host countries can apply to the program, candidates from non-host African countries can apply for CADFP awards.

2.6 As illustrated in Table 3, of the 238 fellowship holders, 176 awardees returned to their own country, 34 returned to another host country and 28 were awardees from non-host countries (African countries outside the program).

⁸ IIE has awarded 238 fellowships to 203 Fellows.

Table 3: CADFP Fellowships by Nationality

Host Countries	Fellowships by Nationality of Fellow																			Total Fellowships	Fellows Returning to Own Country	Fellows from Other Host Countries	Fellows from Non-Host Countries
	Host Countries						Non-Host Countries (Countries Outside Program)																
	Ghana	Kenya	Nigeria	South Africa	Tanzania	Uganda	Benin	Cameroon	Djibouti	Eritrea	Ethiopia	Lesotho	Niger	Senegal	Sierra Leone	Togo	Tunisia	Zambia	Zimbabwe				
Ghana	23		3												1			1	28	23	3	2	
Kenya	1	35	5	1						1				3		1			47	35	7	5	
Nigeria	1	1	80	1	1	1		1				1							87	80	5	2	
South Africa	4	2	4	15		1	2	2	1		1	1		1				6	40	15	11	14	
Tanzania		2			11				1									1	15	11	2	2	
Uganda	1	2	3			12		1						1				1	21	12	6	3	
Total Fellowships	30	42	95	17	12	14	2	4	1	1	2	1	1	1	4	1	1	1	8	238	176	34	28

2.7 IIE manages the major part of the recruitment process and the short listing of proposals. The program AC makes the final cut. The process begins with an open call to all accredited universities in the six selected countries to submit proposals for consideration. The proposal from the potential host institution is the basic building block of the program.

2.8 Simultaneously, IIE through its contacts with schools in the U.S. and with professional academic networks continues developing a roster of potential diaspora scholars interested in participating in the program. The most common form of a host application includes the name of a specific Fellow with whom the university wishes to work. Such Fellows (70%) have had a previous relationship with the university as an alumnus, staff member, research collaborator or visiting scholar under another program, such as the Fulbright Awards. Often the university corresponds with the identified Fellow in advance about the proposed project. Thus, while it is the university submitting the proposal, in reality both the institution and the candidate may have closely collaborated on designing the project. If the university does not have a name to put forth, IIE searches its roster for candidates with backgrounds that match the university’s proposed project.⁹ The full IIE roster is also shared with the host university so that it can choose among available candidates.

2.9 Projects may be in any academic discipline or interdisciplinary field for collaboration at the African institution for 14 to 90 days. The host institution is encouraged to cost share meals, lodging and in-country transportation costs of the African Diaspora Fellow.

2.10 Once completed, the host university application, along with the chosen candidate’s information, is processed through a three tier review. The first cut is made by IIE staff on the basis of whether the proposal meets criteria for eligibility. The second cut is rendered by members of 11 to 15 external panels divided by sets of disciplines and by Africa regions with which they are familiar. The proposals are rated and those recommended are sent to the AC for final decision. Box 1 provides a summary of what reviewers are asked to look for when assessing proposals.

⁹ By the end of 2016, there were 700 names of possible diaspora candidates in the IIE roster.

Box 1: Proposal Selection Criteria

- ✓ **Quality of proposed project**
 - Collaboration on research, curriculum co- development, and/or teaching and mentoring
 - Strong project concept and rationale; project demonstrates innovation
 - Clear statement of institution’s progress on proposed topic, resources in place, needs/problems, improvement goals, and the anticipated specific role of the Diaspora Fellow
 - What the host institution wants to accomplish through project visit and justification for partnering with a Diaspora scholar
- ✓ **Evidence of mutual benefit for host institution and scholar in proposed project**
 - Clear outline of mutual benefits
 - Concerted effort to engage and provide benefits to host institution and scholar home institution
- ✓ **Appropriateness of time proposed for project visit**
 - Sufficient time to accomplish the specific objectives for the project visit
 - How project fits into longer term collaboration and goals
- ✓ **Fit and quality of proposed scholar match**
- ✓ **Potential for impact**
 - Project forms or builds on a strong base for continued partnership
 - Evidence of sustainability of project
 - How initial impact of project visit will be measured or how it is expected to contribute to larger goals
- ✓ **Host Institution Cost share**

2.11 Recruitment and selection are fundamental processes considered critical to program success. As such they are treated with deliberate care. The majority of selected applications provides a robust and thoughtful response to the review questions and indicates that the host institution is already engaged in addressing the proposed project topic. These applications also articulate a clear mission to be accomplished and that the project activities are not too broad for the visit time period. In contrast, some of the emerging universities indicate difficulty in limiting the boundaries of projects in the face of great need and highly limited resources – human, material and financial. Nonetheless, the AC does not wish to exclude these institutions from the program and tries to identify an appropriate Fellow who can provide meaningful assistance.

2.12 This effort, however, does not appear to extend to institutional partnerships. The selection committees do not explicitly dwell on the match between the Fellow’s home institution and the host university. There is some controversy around this aspect of program design. Partnerships between host and home institutions are generally viewed by Carnegie, the IIE selection committees, and the AC as secondary priorities. As such, home institutions are not brought into the application process except for providing a letter of support for the candidate’s application. Yet, questions about whether MOUs or less formal partnerships have been or are likely to be

developed are a mainstay of the IIE surveys.¹⁰ Benefits for the home institution are also noted as desirable in the proposal review guidelines shown above.

2.13 Despite skepticism about the value of university rankings, we took a look at the rankings of the Fellows' home universities in the U.S. and Canada based on U.S. News and World Report, 2016/2017. For Africa, our source was the Times Higher Education World Universities Ranking, Top 15 Universities in Africa, 2016. Of those serving as CADFP hosts, 10 made the list.¹¹ Although we didn't have sourced rankings for the other hosts, we roughly divided them into two groups: 1) 39 "mature" universities and 2) 63 "emerging" or "established but weak". We found that 48 of the Fellows' home universities were rated as second-tier (lowest), very low or non-ranked. Of these, 22 (46%) had been matched with mature host universities and 26 (54%) with the remainder. No significant matching pattern appeared, suggesting that none was intended.

2.14 If the AC wishes to treat emerging African universities as special cases with closely tailored technical assistance over a longer-period of time than afforded by CADFP, its members might place more weight on the type of host-home partnerships they consider most beneficial. In general upgrading the role of home institutions in CADFP would require bringing them into the application process more directly. Reviewers might look for such indicators of potential contributions as breadth of institutional Africa expertise, competence in relevant subject matter fields and institutional experience in exploiting complementarities with partner universities abroad.

2.15 We also note that the upper range of the U.S. institutional CADFP pool is quite limited. Of the pool of 209 home U.S. universities/colleges sponsoring CADFP Fellows, only 19 are ranked among the top 50 institutions (with Middlebury, MIT and Duke most highly ranked.) In the next tier of universities ranked from 50 to 100, 30 are sponsoring CADFP Fellows. No Ivy League schools have participated in the program as yet. The reason may be lack of interest, but it is more likely due to the competitive advantage their faculty have in securing generous research or travel grants.

Disciplines and Types of Projects

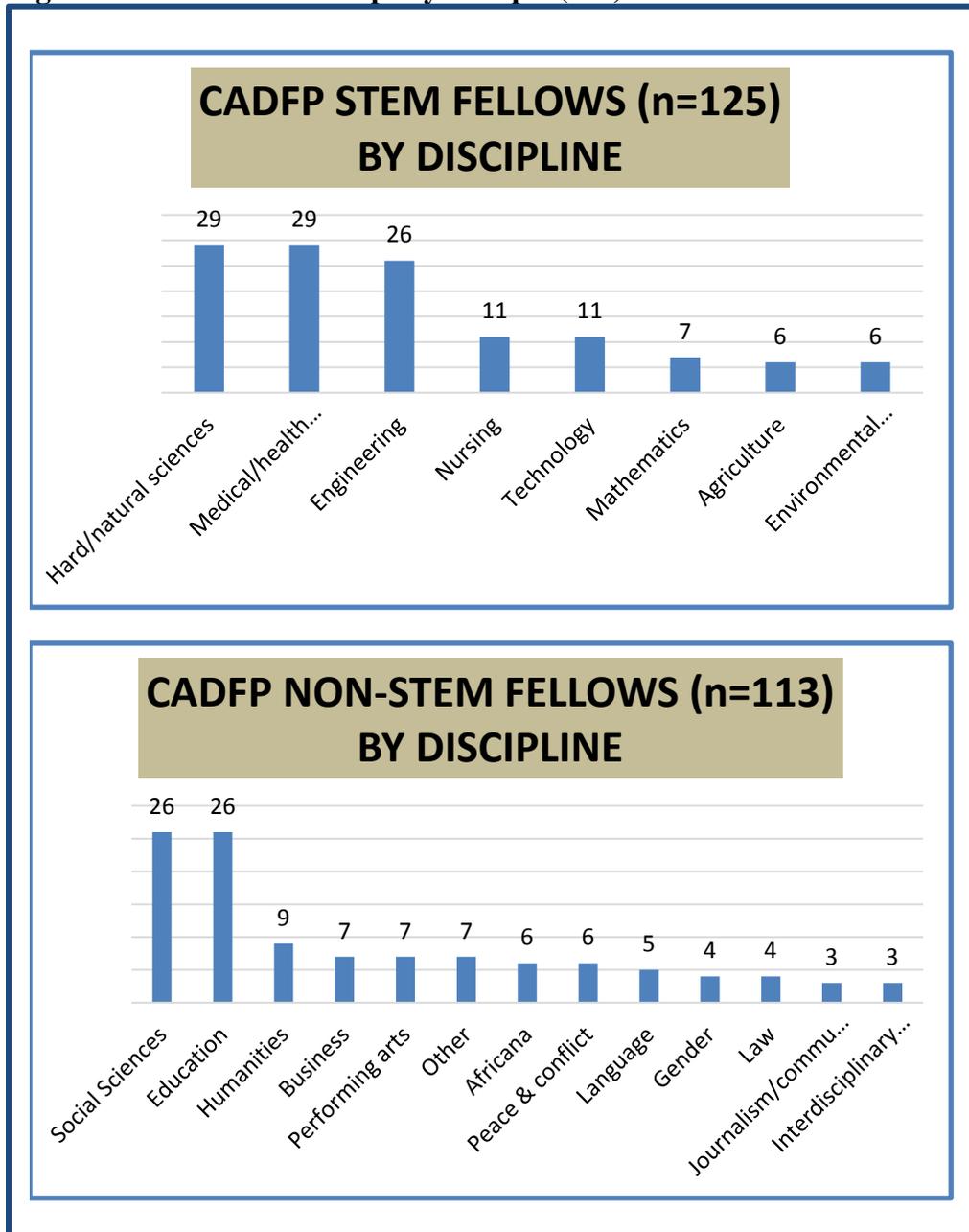
2.16 CADFP works in all disciplines. It might be argued that the program operates at too broad a level and that viable professional networks are best built on single professional disciplines/fields with reach to external constituencies that provide essential feedback. CADFP, however, is still in an experimental stage and its broad coverage of disciplines, fields and topics enables it to test a variety of approaches for strengthening African university departments and raising professional standards. By way of broad disciplinary coverage, CADFP puts a premium on diffusing new ideas and practices within individual institutions and possibly in future across them to a variety of higher education system stakeholders and beyond to a diversity of African constituencies.

¹⁰ The survey responses concerning MOUs do not necessarily spell out mutual expectations and their broader purpose (beyond student or faculty exchange visits) is often undefined. There is little, if any, mention, for instance, of mutual financial commitments. The approach to MOUs needs to be thought through more systematically.

¹¹ These were the universities of Cape Town, Witwatersrand, Stellenbosch, Kwa-Zulu Natal, Ghana, Nairobi, Ibadan, Pretoria and Makerere University and the University of South Africa. .

2.17 Figure 2 summarizes the wide range of disciplines covered to date. Of the 238 fellowships, 125 (52.5%) are grounded in STEM fields, while the remainder are in the broad fields of social sciences, education, humanities, and those listed in the non-STEM fields below.

Figure 2: CADFP Fellowships by Discipline (238)



2.18 Placement of Fellows in host institutions has been essentially driven by the needs of African universities along disciplinary lines. Only 28 Fellows (12%) have been placed in departments outside their basic academic fields. The majority of these individuals work on improving such general skills of graduate students and junior faculty as research methods, publishing, writing grant proposals, and enhancing pedagogical approaches. The remainder were

deliberately requested to join with faculty coming from a different background to bring new perspectives to the project on which they will work during the visit. A few examples of note are presented in Table 4.

Table 4: A Sample of Cross-Disciplinary CADFP Projects

Host Department	Project Description	Fellow's Discipline
Architecture	Health and environmental research/curriculum development at the interface of Biomed, Architecture, sustainable development	Tropical Medicine
Life/Consumer Science	Curriculum in math modeling in ecology and research linking phylogenetic diversity with population dynamics	Botany
Mathematics	Training in systematic review of meta-analysis and mixed methods application	Internal Medicine
Geography	Research on multiple stressors of land degradation and climate variability: their impact on food security - GIS & remote sensing	Preventive Medicine
Environ. Sciences	Research on environmental fate and transport of agricultural chemicals used in cash crop production, Lake Victoria watershed	Agriculture
Environ. Science	Research in pharmacology and environmental toxicology	Medical Sciences

2.19 The program's problem-solving orientation fosters disciplinary cross-overs. More of them should be expected in future. It is worth noting that although only four Fellows reported their discipline as Gender Studies, 19 projects were largely focused on women and girls.

2.20 CADFP projects can be divided roughly into two basic categories:

- High focus attention on academic infrastructure (enhanced degree courses, classroom teaching blended with online courses, intense mentoring, improving writing and publishing, etc.)
- Outward looking search for innovation (substantive research breakthrough, hands-on problem solving, field demonstrations and high leverage linkages with higher education constituencies outside the university).

They are both critical to the development of higher education and are not mutually exclusive. CADFP's roster of projects reflects its encouragement of multi-faceted and innovative projects that advance the transformation of African higher education.

2.21 In addition to the projects cited in Table 4, there are many others within a single disciplinary orientation that address critical topics in highly innovative ways. Table 5 introduces eight more that stand out.

Table 5: A Sample of Highly Innovative Projects within a Single Discipline or Field

Discipline/Field	Project Title
Geography	Hydrology curriculum/establishment of coastal watershed and wetlands field research station
Engineering	Manufacturing engineering curriculum to inculcate manufacturing automation
Education	Developing education theory & practice to enhance social & cultural inclusion of minorities in public education to foster social solidarity
Engineering	Research on electrochemical conversion of glycerol waste into value-added chemicals, curriculum development of renewable energy content
Anthropology	Soil science for environmental preservation with African views on environment and food use
Political Science	Web/classroom-based simulations; Use of cinema/other media to teach peace and conflict studies
Agriculture	Research on community-based small scale irrigation technologies in agroforestry and a agroforestry curriculum for new master concentration in sustainable agriculture
Mathematics	Culture and women's stories: capacity building in science, technology, engineering and mathematics (STEM)

Timeframe

2.22 The fellowship provides for visits set in advance to range from 14-90 days, with a 58 day average (female 57 days/males 59 days). While the length of the visit is determined in agreement between the university and Fellow based on the nature of the project and the Fellow's availability, cost-sharing arrangements likely tend to discourage longer stays.

2.23 The 15 shortest projects (14-16 days) focused largely on curriculum review, organizing a workshop, giving a lecture, or planning future research collaboration. One Fellow was able to realize a highly positive outcome during her 14 day research project that she attributed to very careful planning with her collaborator prior to the visit. Nonetheless, CADFP considered it desirable to award her a second fellowship to continue the work.

2.24 Application reviewers are given explicit instructions to check that the time proposed is sufficient to accomplish the specific objectives of the project visits. But, things do not always go as planned. Fellows and host collaborators alike frequently voiced regrets about the short timeframe. In some cases, the project activities were too broad and numerous for the project to be feasible in the time allowed. In others, the shortcomings of a brief visit were exacerbated by poor timing of the visit coinciding with examination periods or while the university was closed for vacation, pre-national election events, or staff strikes. In some instances, the host collaborator was not available when the Fellow arrived and a substitute was not in place. The most common concern was weak communication with the university prior to arrival. In several cases, the visit was planned with a dean or another high level administrator but without faculty discussion and buy-in. When this occurred, the initial period of adjustment was difficult and prolonged. Unfortunately, short visits do not offer the flexibility to accommodate unexpected circumstances.

Visits too short

We managed to accomplish most of the set goals but would have definitely benefited with some extension on time especially on completing the research activities and testing on the curriculum.

Host

Either give the fellows a longer lead time to prepare to travel, or allow multiple visits to complete a project. Very few academics can go away for more than a week or ten days during a semester, and need at least six months, if not a full year, to absent themselves from teaching or administrative duties if they wish to spend longer. We managed to do what we did because our host university agreed to a split time visit and our own university was prepared to support us with a second ticket to work during the summer.
Fellow

I would suggest that the Carnegie Foundation consider selecting a few of the more promising (and impactful) partnerships developed through the Carnegie African Diaspora Fellows Program for longer-term support and funding. I am convinced that some partnerships initiated through this program have potential for transformative and enduring impact but they will require sustained efforts over a period of 3-5 five years and the Carnegie Foundation should consider offering a window of support to enable and sustain such partnerships
Host

Poor timing:

The fellowship duration is a bit short. I recommend looking into the possibility of increasing the duration to at least 4 months so that the fellows can also have time to interact with the students. Also the timing should be aligned such that the fellow visits when students are on session. For our case, the fellow visited when the students were out of session.
Host

You know, when I traveled, actually it was very close to the examination time. And close to the examination, most students are not available. The Profs were no longer having their regular office hours, because they must have covered their courses and had just finished doing a revision for the students.
Fellow

My experience was challenging as there was an industrial action by the non-teaching staff labor union for a period of 8 weeks (out of the 11 weeks) of the fellowship period. That alone slowed down the pace of the work. However, we had the cooperation of the administrators of the College of Health Sciences and the friendly community to make most of the efforts very productive.
Fellow

Not prepared to receive the Fellow

I also realized that with both the faculty and the students, they weren't as much prepared for the mentoring process. Some didn't know about it. They didn't know what it was, whether I was coming to give them money or coming to give them resources or coming to give them scholarships et cetera.
Fellow

So what happened with this issue is that the deans or the top people agree. They actually ask for somebody to come. But because of their administrative duties, sometimes these issues get lost in the tracks...
Fellow

He would not steamroll everybody into accepting what I came to do. There had to be a faculty session whereby the team of my project would have been tabled and then actually be kind of voted by the entire faculty. That is called stakeholder's buy-in, because it is the faculties or the professors who are gonna be teaching the course I'm proposing.

Fellow

2.25 Visiting scholars can achieve a great deal in a very short visit when they are familiar with the local institution culture, the host department knows specifically what it wishes to accomplish, a clear work plan is agreed upon prior to the visit, there is faculty buy-in and, no extenuating circumstances are present to distract from the assignment. These are a lot of boxes to check. In general, proposed two week visits in the context of CADFP's wide program parameters should raise red flags about chances for realizing meaningful outcomes.

Results

2.26 The hard evidence of the effect that CADFP has on university departments, faculty and students is suggestive rather than definitive. The data come largely from self-reporting by Fellows and hosts in the form of responses to survey questions and a few copies of draft curriculum and other materials in the CADFP Dropbox, focus group transcripts and grant files. IIE's own analysis points to a high level of satisfaction by Fellows and hosts with the collaborative work experience. Of the 110 Fellows in the first three CADFP rounds, 96% continued collaborating after the initial visit period; 86% of the institutions established a formal agreement, linkage or collaboration, and 81% of the African host institutions reported positive and mutually beneficial results.

2.27 Program satisfaction, however, is not a substitute for a substantive record of accomplishment and impact.¹² Monitoring the program has not involved independent field visits and verifiable statistics on new curriculum approved and in use, research completed and published or otherwise disseminated, and examination results. IIE itself warns that "findings should still be interpreted with caution. In addition, because many of the CADFP Fellows and host collaborators did not submit a survey response, findings cannot be generalized to the entire CADFP pilot alumni population."¹³ Yet, even without conclusive evidence, the demand for participation in CADFP is high with 503 project requests from 292 African universities over the past five years. There is a good chance that if CADFP were to extend beyond the current six countries, it would be quickly oversubscribed.

Curriculum Review and Development

2.28 The alumni surveys asked Fellows and host collaborators whether they are collaborating on either classroom- or degree-based curricula. IIE defines a classroom-based curriculum as one focused on a single course; a program-based curriculum refers to a set of courses necessary for a

¹² In September 2016, IIE revised its host and Fellow surveys to place greater emphasis on program achievements than previously. Response rates are still too low for meaningful analysis as of the writing of this report. As CADFP continues to grow, its sponsors might consider commissioning a randomized control trial for a full evaluation of the program's measured outcomes and impacts.

¹³ IIE Center for Academic Mobility Research and Impact, *Alumni Report of the Carnegie African Diaspora Fellowship Program*, March 2017, prepared by Zehra Mirza.

specialized degree. Fellows developing degree-based curricula spent considerable time advising faculty and trying to meet exacting educational regulations for approval. Of the 58 Fellows in the first three rounds who responded to the surveys, 48 worked on curricula. Of these, 31 indicated that they are still collaborating with their institutions on the project. Of the 31 Fellows, 15 are working on an individual curriculum; 24 are collaborating on degree-based curricula. Many of the new curricula involve digital technology courses and use of massive open online courses (MOOCs). The descriptions available of new curriculum indicate some highly creative results.

- *Introduction of new academic programs not previously available within a specific university, country or region* (e.g., cyber security at the University of Lagos, cryptography and network security at the USIU, Kenya, Geophysical Engineering at Kwame Nkrumah University of Science and Technology, a short learning program in Spatial Epidemiology for Practitioners in Veterinary and Human Health at the University of South Africa, MBA in operations management at the University of Ghana, Forest-Focused Remote Sensing at Stellenbosch University).
- *New paradigms of teaching approaches* (e.g., combining theory and practice in legal studies at the University of Nigeria, problem-solving, field-based learning in facilitating value chains in the agriculture food sector at the Federal University of Owerri, healthier villages within the context of community health nursing education at University of Benin, on-farm demonstration and student community engagement at Nelson Mandela African Institution of Science and Technology, Tanzania).
- *Fulfillment of host institutions' priorities and national aspirations.* (According to IIE, Fellows reported that courses matching the skills of the country's workforce and developed in a participatory manner were expeditiously approved.¹⁴

2.29 Challenges, however, were serious and frustrating.

- *Strenuous approval processes due to bureaucratic university systems.*¹⁵
- *Concern about implementation.* The surveys and focus group of seven Fellows noted that obstacles to implementation included scarce institutional funds, time constraints, and absence of proficient faculty available to teach the new courses.

In several instances, Fellows who had returned home agreed to engage in virtual instruction of their curricula until local faculty were sufficiently trained to step in. In other cases, Fellows donated books, software and lab equipment that the host department was lacking.

Collaborative Research and Dissemination

2.30 Despite the negligible offerings of research outputs in the Dropbox, the surveys point to gains in the production of research papers, 16 of which were said to have been published in an

¹⁴ IIE, Ibid.

¹⁵ Fellows commented that "curriculum-development is typically followed by a lengthy approval process requiring consent from the department head or Dean at the host institution. Further consent with the country's Ministry of Education or designated Department of Education is necessary for a degree or program based curriculum."

academic peer-reviewed journal. In addition, IIE reports that 49 of the 55 Fellows in the first three rounds who responded to the survey are still collaborating with their institution on a research project.

2.31 Several barriers stood in the way of greater research productivity of publication quality. The usual culprits included inadequate staff and institutional capacity, limited technology and lab materials, time constraints, and inadequate preparation. Research methods courses and workshops were thought to be helpful especially in “priming the pump” for stimulating research collaboration and collaborative output in the future.

2.32 Still, lack of research funding under CADFP was a large stumbling block that compounded the challenges of research production and publishing. CADFP provides a stipend for the Fellow but not funds explicitly devoted to research. It provides no funding at all for the host institution. This seems an odd situation as research capacity building and dissemination expectations are front and center in CADFP’s advertisement materials and in the set of survey questions devoted to research output and publication. We come back to this issue under the section on program management. Some collaboration teams have gotten around this constraint by drawing on available funding from other sources, including the rare occasion of assistance from a Fellow’s home institution.

2.33 Weak policy-orientation is another surprising issue. While innovation is clearly a CADFP priority, stimulating interest in policy recommendations as an integral part of research production does not appear to be. Where applicants already have interests in addressing issues of national policy, the CADFP review committees might encourage that they be drawn out and developed.

2.34 CADFP is still in early days of generating and documenting a body of research output on which to make quality and impact judgements. However, we found the few available academic referred journal articles to be clear, well written, and of standard high quality. In future, reviews of the research dimensions of the program might point to a number of impact indicators: 1) findings drawn on for use at high level meetings by African governments, R&D institutes, and development agencies, 2) findings cited in relevant literature, 3) new research approaches inspiring similar approaches by others, 4) conclusions translated into scientific breakthroughs, new products or processes, 5) authors asked to become members of national or regional research teams, and 6) quality of work attracting the involvement of policy makers and advisors into university research policy seminars.

Training and Mentoring

2.35 According to IIE, 38 of the 58 Fellows in the first three rounds who responded to the surveys reported they were engaged in teaching or mentoring graduate students during their fellowship and are still providing student support. A third of the 38 Fellows mentioned an explicit focus on mentoring female students or young faculty. Half of all mentors have continued to train host faculty members to supervise their students. There is no documentation of resulting theses and no verification of the quality of training or improvement in faculty member ability to mentor their students.

2.36 But, even without conclusive evidence, it is clear that demand by students to participate in workshops and other training events is high.

About 500 persons were present at the public lecture entitled “Advancing Health and Agricultural outcomes to boost the Bio-economy: A contextual look at Nigeria's labor force and biotechnical dispositions.” A dynamic question and answer time followed. The VC was present throughout the lecture and was full of appreciation to the Carnegie program that made my visit possible.

Fellow

Tea-time, lunchtime and late evenings were devoted to one on one mentoring of graduate students from various departments, including participants of the regional workshops... I was very humbled when the professors came with their students with notebooks at hand to jot down ideas and research directions using molecular biology.

Fellow

Staff Development

2.37 Given that staff development is a top priority of universities across Africa, we were puzzled that much of the training activities focused directly on students rather than on preparation of young faculty who in turn mentor their students. If the focus of CADFP is on institutional strengthening and building academic excellence, enhancing faculty mentorship skills should be a high priority so that the benefits cascade to subsequent classes of students.

2.38 Accumulated experience by many foundation-sponsored training programs indicates a high level of success in improving individual academic capacity either through long-term concentration on selected university departments or on less costly funding of regional research and training networks. The latter, which CADFP has so far ignored, enables the development of faculty at scale. Placement of outstanding Fellows in the secretariats of cross-institutional academic networks, as well as in individual universities, could link emerging universities with more mature ones, thereby accelerating staff development. They also serve to strengthen research and teaching by sharing the acquisition of materials and equipment and collectively raising quality standards.

2.39 Not all critical training issues can be well addressed on a case-by case basis. Universities are only slowly letting go of outmoded administrative traditions and embarking on major institutional and academic change, including new governance practices, course structures, and overall incentives for drawing individuals to academic careers. Until quite recently, CADFP seems to have done little to encourage attention to these kinds of systemic issues.¹⁶

Outreach

2.40 An area in which CADFP is noticeably making progress is outreach to African constituencies beyond the universities. This review found many examples of promising efforts to

¹⁶ In March 2017, CADFP and USIU, with support from the Ford Foundation, CODESRIA, and the University of Johannesburg, hosted a conference at Harvard University on the “Role of the Diaspora in the Revitalization of African Higher Education.” The gathering, which brought together key stakeholders in African higher education and diaspora affairs, served as a launch pad for expanding CADFP and promoting policy on higher education systemic reform.

bridge the gap between academe, the private sector, government, and NGOs. Examples include reaching out to external stakeholders about taking on students as interns and collaborating with USIU faculty on potential projects for students' theses; making online courses on digital security designed by the Uganda Technology and Management University accessible to corporate partners and ICT leaders from government and NGOs;¹⁷ and Makerere University links with many public and private agricultural institutes in Uganda and internationally to promote collaborative research and teaching.

2.41 While it is too early to gauge the overall impact of these activities on strengthening the role of their universities in national development, those that have integrated the goals of institutional strengthening, staff development and the generation of new knowledge oriented to addressing national priorities are likely to be the most valued.

Management

2.42 Clearly, CADFP has high transaction costs associated with assembling people from multiple institutions and geographies. It has thus far handled management responsibilities well and is taking pains to put in place arrangements so as not to overload the program as it continues to grow. In light of recent discussions about potential new directions for CADFP, the question arises as to whether it will be best equipped under its current management and governance structure to carry out proposed activities. Since major changes are still speculative, their format and implications for management and governance modalities are not considered under this review. Comments on management will be confined to the current program and possible areas for improvement within its present design parameters.

2.43 Three mechanisms serve to guide and coordinate CADFP.

- IIE, which in partnership with USIU, serves to implement the program.
- USIU-Africa, which hosts the AC that provides strategic direction.
- The Secretariat based at USIU that supports the AC and serves as a communication bridge between USIU and IIE.

Budgeting

2.44 Program administration, financial management and budgeting of CADFP are in good shape. IIE and USIU present a lean innovative organizational model for tapping the talents of Fellows and universities in Africa without locking themselves into the onus of heavy administration. The most recent two-year CADFP budget (2016-2017) is \$3,500,000. Of this amount, 69% is devoted to fellowships. IIE staff costs total 9%, while 10% supports USIU and consultants. Other notable costs include conferences, staff travel and office expenses. Indirect costs come in at 10.25%. There are only a few significant budget issues that this review points out, especially if CADFP were to substantially expand.

- **Lack of financial provision for Fellows' research, including laboratory expenses, other academic related costs.** CADFP seems to expect its Fellows to build research

¹⁷ See Appendix B, Case Study 1.

capacity or plan joint research projects for the future (including writing grant proposals) rather than actually conducting research during their short-term visits.¹⁸ Many Fellows and hosts commented in the surveys that they found this a frustrating and counterproductive situation. It is surprising then that tucked away in the CADFP budget under the category scholarships is \$65, 000 over two years for “knowledge production,” which basically goes unspent for this purpose. It is stipulated that such funds can be used for publishing costs or post-field visit collaboration. In the past, these funds were also available for joint conference participation by the Fellow and host collaborator. It is unclear whether Fellows do not know about this provision, whether they feel an application is not worth potential returns, or whether management sees creating a mechanism for awarding and tracking small funds too much of an administrative burden. CCNY can, of course, increase the overall CADFP budget or trade off the number of fellowships with the amount of research support funding.

- **Absence of funds or payments in kind for the host departments.** Both Fellows and hosts frequently commented that the current funding model should be reviewed. They argue that the idea of “collaborative research,” without funding is unrealistic. Such comments are particularly sharp from institutions that have received direct support from Carnegie in the past. External research support for many African universities is vital not just for research production but for reaching excellence. If CADFP finds it too problematic to provide funds to host institutions, it might consider contributions in kind, such as books, software, lab equipment, etc.

If there's a way, Carnegie [should] also provide incentives for the host institution, or the host collaborators, that could also help them to do kind of a buy-in, and be more committed. Because they feel like you are coming and you already been in America or kind of grade them, in their minds. That you have been given some money by Carnegie, and they get nothing.

Fellow

For CADFP to be successful in some countries/universities in Africa, a budget should be included to support the host institution especially when science [STEM] subjects are taught. In my case I spent over \$2,000 to buy and ship lab supplies that I used for carrying out some experiments that were part of the course I taught at Makerere.

Fellow

Communication and Program Promotion

2.45 CADFP has been making much headway in raising awareness and stimulating debate about the importance of higher education. Increasingly, it is featured in international education meetings and social media, expanding links with prestigious universities outside Africa, and receiving invitations to make presentations at university venues in the countries with which it works. The program, however, appears to be less recognized within African policy quarters in all six countries than is desired.

¹⁸ Fellows can and many do devote a portion of their stipend to conduct research. In a few instances, Fellows have acquired research funding from another source for a similar project that can partly contribute his/her CADFP assignment.

2.46 More can be done in the near- and mid-term to deploy CADFP's communication and dissemination vehicles, including its website, publications, and various kinds of promotional outreach. CADFP is already being covered by several multi-media news reports.¹⁹ However, IIE has been slow to update the CADFP website and add CADFP features and news, while continuing to improve the accuracy and relevance of search results.²⁰ Communications could also be taken to the next level by considering potential strategies for increasing demand and uptake. These might include regular reports about the work of CADFP's partner institutions, online publishing of dissertation briefs, and building strong links with partner institution communication offices for distributing information and promoting feedback. These are all feasible and low-cost.

2.47 As the support base for CADFP diversifies and more funds become available, advocacy efforts should be stepped-up by utilizing web-based modes of outreach (such as an interactive portal for online policy forums), establishment of a virtual alumni association, online streaming of key meetings, and creation of an open access repository for CADFP-sponsored publications, to name just a few popular modalities.

Monitoring and Evaluation

2.48 In addition to the two main surveys – two apiece for Fellows and host collaborators,²¹ there is also a retrospective post-fellowship survey for hosts and a survey for Fellows requesting their views on the pre-departure process. Up until 2015, the surveys were focused largely on process and Fellow satisfaction. In 2016, the surveys were revised to collect more information on achievements. As noted previously, the self-report surveys do not have a high return rate and responses, although generally quite informative, are not externally verified.

2.49 The other two monitoring mechanisms – a Fellows' focus group and collections of voluntary materials in the Dropbox cover very few Fellows (seven in the Fellows' focus group and 53 who deposited materials in the Dropbox.) Of 169 Fellows in the first four rounds of the program, only 25 or 15% wrote final reports on their fellowship experience.

2.50 IIE has made an extraordinary effort to monitor the program and to provide prompt and excellent analysis of the survey results and reflections of the focus group. However, there are three issues of concern with this approach to internal assessment of the program.

- **Too low a response rate.** While IIE considers it not unusual to achieve response rates of 53% and 26%, for Fellows and hosts respectively, we are concerned that at these levels findings cannot be generalized to the entire CADFP pilot population. This is especially worrisome, as surveys are the main source for information on the progress of the program and final reports are not required.

¹⁹ These include *University World News*, *The Guardian Nigeria* and *Times Higher Education*, BBC Africa and numerous local publications, along with substantial publicity at participating universities due to IIE's PR templates. There have been 84 press releases/published articles: 10 from major news outlets, 26 from African host institutions and 48 from scholar home institutions in North America.

²⁰ IIE does post program news and publicity on the program's Twitter (388 followers) and Facebook (303 followers).

²¹ The main survey instruments were noted in the data source section of this report, p.5.

- **Insufficiency of Information.** The three modalities – online surveys, a focus group and Dropbox deposits – are voluntary self-report assessment devices. Such reporting should be made a mandatory obligation for participating in the program. To ensure credibility, such mechanisms should be backed by independent campus visits and external case studies. We find a 15% rate of final reporting by Fellows, even if voluntary, on their fellowship experience to be unsatisfactory. Such feedback is essential for enabling management to know whether CADFP is on track. Reports by Fellows should be backed by hard evidence of accomplishments or with explanations of disappointments. Evidence could include such items as: 1) copies of approved curricula and verification of use, 2) publications in referred journals and/or application of research findings, 3) listings of theses completed by mentored students, 4) lab results, 5) course evaluations, 6) proof of newly established institutes/clinics, and 7) newly acquired patronage for hosts by policy makers and international organizations and appointments to prestigious positions.
- **Absence of a Logframe building block.** The introduction of logical framework matrices consisting of verifiable indicators could be used to assess the extent to which program objectives are being met. A logframe also indicates the means of verifying performance along with the assumptions and risks underlying the targets. This would be a considerable improvement on the current practice of survey dependency. The depth of analysis on academic prowess would be extremely useful for management and donors.

2.51 As CADFP further defines its vision for the coming years, it will be critical to monitor its progress and provide the feedback needed to 1) reassure CCNY that things are broadly on track, 2) facilitate mid-course corrections as needed, and 3) build the track record needed to attract additional supporters.

Succession and Strategic Planning

2.52 The success of CADFP since its conception has largely been due to the relentless focus and energy of its charismatic leader, Paul Zeleza, VC of USIU and Chair of the CADFP AC. Given the limited capacity at the Secretariat, such dependence on a primary individual could put the program at risk for future up-scaling. CADFP needs to broaden its leadership, perhaps with the addition of a Vice Chair and to develop a strategic plan that lays out its priorities for activities and funding over the medium-to long-term. The plan should include articulation of a value proposition for CADFP's stakeholders, a growth and sustainability model, financial requirements and a resource mobilization strategy, institutional arrangements, and risk management approaches.

Conclusion

2.53 CADFP is doing great work. If it didn't exist, there would be a large gap in the African higher education development landscape. CADFP's next proposal to CCNY could be beefed up in ways described throughout this review, but doing so would involve added expense. Depending on the scope of CADFP's aspirations for the next few years, this would be a good point for considering tradeoffs between numbers of Fellows and enhancing the quality of research and training through more lengthy fellowships, financial support for research and more robust communication and monitoring systems. The time is right for laying out practical next steps that

can better relate to practice and policy, and then testing the ideas with a larger group of potential supporters.

3. University of Ghana Diaspora Linkage Program (UG-DLP)

Establishment

3.1 The UG-DLP is a multi-discipline and university-wide initiative, which operates at the University of Ghana. It was launched in 2012 as part of the Corporation's support to a larger effort, *'Enhancing University of Ghana's Capacity to Deliver Post-Graduate Training and Research (UG-NGAA) 2010 – 2015* that aimed at building and retaining the next generation of African scholars in African universities.

3.2 UG-DPL seeks to promote partnerships with the African diaspora in order to enhance UG's faculty strength for post-graduate training, supervision, and thesis examination with particular emphasis on PhD training. The University expects that such partnerships will also lead to collaborative research that will enhance research productivity.

3.3 The program is now in its fifth year. By the end of 2016, 49 Fellows had been recruited, 45 of whom had already taken up their fellowship.

Program Design

3.4 UG-DLP's main objective is to strengthen departments that have little or no capacity for PhD training. At the beginning of the program, Fellows were placed in four focal areas – Biosphere Sciences, Computational Sciences & Engineering, Sociology and Social Work, and the Institute of African Studies. As the staffing situation in these departments improved, the University developed an expanded program titled *Accelerated PhD Training through University of Ghana – Diaspora Linkages (APT)* with two components – the original UG-DLP and the Pan African Doctoral Academy (PADA). PADA is not the subject of this review but it is noted here as several of the Fellows play a teaching role in the Academy, which is intended to enhance and accelerate completion of PhD study.

Recruitment and Selection

3.5 Application materials to the UG-DLP are found on the University website. The application process consists of the candidate submitting an expression of interest including an offer to stay at UG for not less than four weeks, a CV together with a completed 14- item application form that seeks biographic information and professional experience.²²

²² See Appendix C.

3.6 The application documents once received by the program office are reviewed by the Director to check for completeness and appropriateness of responses to the above criteria. Incomplete or inappropriate applications are weeded out at this stage. Eligible applications are directed to the appropriate department for a more detailed review.

3.7 As in the case of CADFP, criteria for selection are carefully reviewed for a match to the department's needs. UG considers a candidate's timeframe for the visit and experience in graduate teaching and supervision in a field where the department lacks such expertise. Setting such criteria entails trawling through post-graduate course modules to ascertain teaching times, and consulting theses' supervisors to identify faculty and students who would benefit from the Fellow's visit to the department at critical times. If all the above leads to a positive result, the recommendation from the head of department through the dean of the faculty goes on to the University Appointments Board.

3.8 Since the Board sits only at specified times during the academic year, the program must secure special dispensation that enables the dean and the School of Post-Graduate Studies to appoint the Fellows on behalf of the Appointments Board. Once appointed, the department corresponds with the Fellow in regard to academic work while the program office organizes travel, reception, accommodation, general orientation, and the payment of salary and stipends.²³ We offer this detail to indicate the challenges of surmounting the bureaucratic process that placing Fellows at the University entails.

3.9 Nonetheless, UG-DLP's recruitment record has been impressive. However, only three (6.7%) of the 45 Fellows attained are women. This situation needs to be addressed.

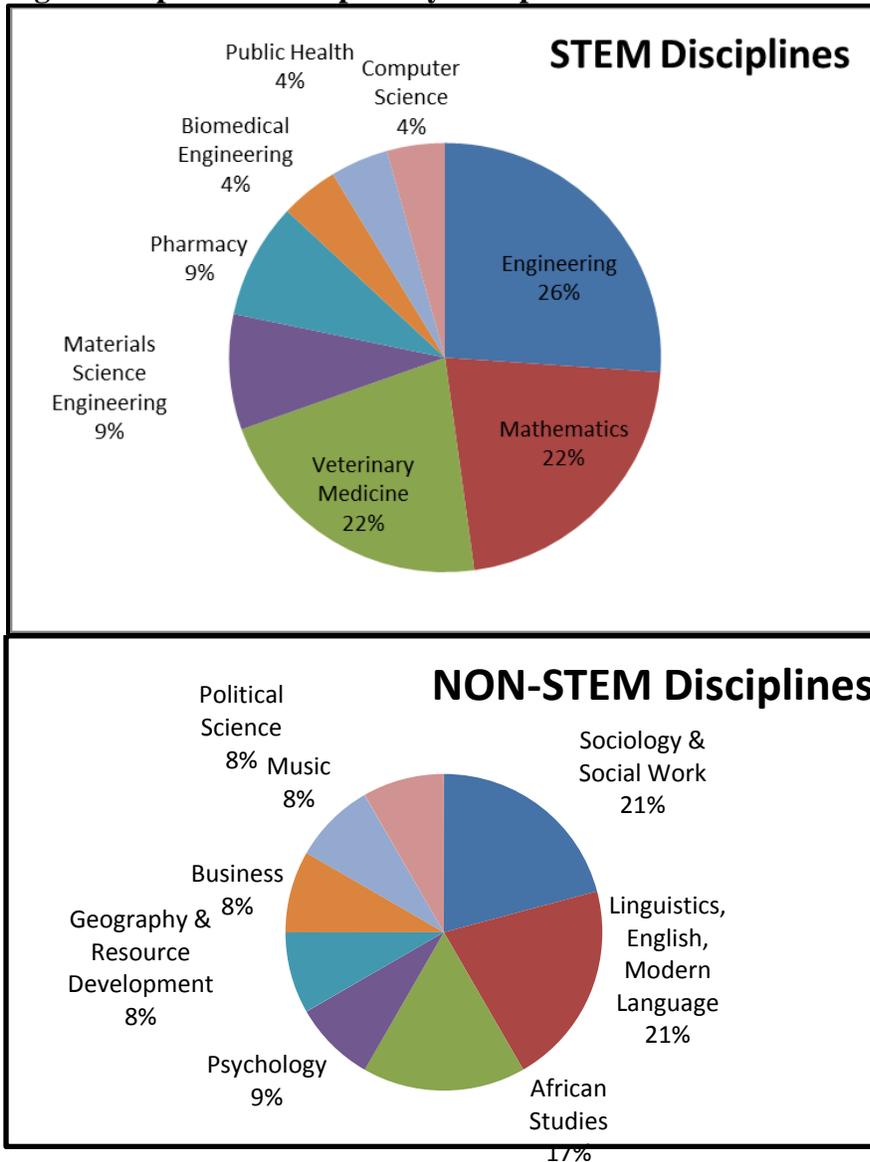
Just 3 women out of nearly 50 Fellows is a critical problem. I don't know if 'other commitments' could be blamed for this but applications are not forthcoming from the women. In one very interesting case both husband and wife applied and were appointed. The husband has since visited twice; the wife is yet to take up her appointment.
Program Coordinator

Disciplines

3.10 The Fellows are distributed across 22 Departments in at least 16 disciplines/fields as shown in Figure 3.

²³ Salaries paid to Fellows are based on UG rates and not on rates at the professor's home institution and are supplemented with a stipend of \$50 per day for the initial 90 days.

Figure 3: Spread of Diaspora by Disciplines/Fields



The departments covered by the diaspora program are geared to ensure proper acquisition and mastery of new knowledge and the research and discovery techniques required of a researcher in his/her specific discipline and field.

Countries of Origin

3.11 The 45 academic Diaspora come from nine countries in four regions: North America 47%, Europe 31%, Africa 19%, and Asia 3%. The program draws from existing diaspora networks, partner universities and individual diaspora professors. Individual professors need to obtain endorsement from their universities to spend their leave/sabbatical periods at UG. There are no further formal efforts by the program office to engage with either networks of Diaspora or the home institutions of diaspora applicants.

3.12 Despite skepticism about the value of university rankings, African universities are increasingly taking them seriously. The ranking of UG in 7th position among the 100 African best universities in 2016²⁴ was the cause of much self-congratulation in the UG Public Affairs Office.

Our investments in research are beginning to pay off. Our reforms have been extremely beneficial. I am grateful to all the hard-working researchers and others who have made our consistent rise possible.

University VC

Thus, it is not amiss to expect that UG-DLP would want to recruit Diaspora from good universities from all continents.

Timeframe

3.13 The program expects Fellows to stay a minimum of four weeks and a maximum of less than nine months. That rule has been strictly observed. To date two Fellows have stayed for seven months. Eight Fellows have made repeat visits: five made two visits (Social Work, Legon Center for International Affairs and Diplomacy (LECIAD), Materials Science Engineering, and Linguistics); one made three visits to the Department of Psychology and two made four visits each to the Institute of African Studies. While the majority of Fellows would prefer to make multiple short visits in order to support the work started, the host heads of department prefer that they stay for longer continuous periods. However, visits which are longer than six months entail different requirements from the immigration department.

Results

3.14 Every Fellow negotiates with the head of department the actual nature of the assignment. Unlike CADFP, the Fellows and heads of departments are required to write an exit report detailing the nature of the assignment, the Fellow's performance and the department's execution of its duties as the host. Thirty-eight Fellows had completed their visits at the time of the review and 29 (76%) exit reports were made available.

3.15 All exit reports demonstrate that the diaspora Fellows are making substantive contributions in the departments they serve. Box 2 provides examples of the wide range of activities in which they are engaged.

²⁴Source: Times Higher Education World Ranking of Universities 2016/2017.

Box 2: A Summary of the Contribution of Fellow to Host Departments

- Teaching PhD/MPhil courses; in some cases undergraduate courses
- Co-developing new graduate program and new courses for existing programs
- Linking the department to external institutions for research collaboration
- Planning with department actual research project where collaboration has started
- Participating in Seminar Series in departments
- Giving presentations at departmental seminars
- Giving public lectures or being Keynote speakers at conferences at UG
- Leading workshop presentations
- Mentoring role of young faculty and PhD /MPhil students
- Serving as Co-Principal Investigator for a research grant application
- Reviewing research proposals for faculty
- Inviting external guest speakers and organizing / hosting seminars and workshops
- Setting examinations and participating in their moderation
- Working on personal research projects often with student research assistants
- Writing articles/book chapters

Four of these activities, (teaching, research methods workshops, conducting research, and presentations/seminars) played a major role in the Fellows' visits. Mentoring young faculty and advanced graduate students ran across all these tasks.

Teaching

3.16 As noted in Figure 3, the Fellows bring a wealth of expertise in a wide range of disciplines/ fields. They commonly utilize new and innovative methods of teaching, while exposing students to the most recent research in peer-reviewed journals and textbooks in their disciplines. They report assigning a wide range of reading materials prior to class meetings to allow maximum time for student presentations and discussion. They favor research-based teaching where they employ their research or mini research projects by students to illustrate new topics. And they experiment with co-teaching formats. These efforts appear to have yielded positive results. Fellows also used fresh and innovative topics to help students expand their horizons. Six examples shown in Table 6 stand out.

Table 6: Topics Intended to Expand Student Horizons

Department	Course
African Studies	Islam and Christianity in Africa
LECIAD	Politics and Bureaucracy in Africa
Biomedical Engineering	Biomedical Engineering using Medicinal Plants
Archeology/Heritage Studies	Field work on the Ghanaian Coast
Mathematics	Non commutative harmonic analysis
Computer Engineering, Biomedical Engineering, Biotechnology & Molecular Biology	Nucleat magnetic resonance spetroscopy and electron paramagnetic resonance spectroscopy

It is too soon to tell whether new approaches to teaching and learning have rubbed off onto the UG staff.

Teaching Research Methods

3.17 All Fellows were involved in teaching research methods. There were two issues of concern. First, Fellows noted that regular faculty in a significant number of cases, were overly critical of presentations by the students to the extent of undermining their confidence and what could have been rich discussions.

3.18 Second, many Fellows reported that the MPhil and PhD student research presentations and proposals they evaluated were of low quality. In particular, the students have trouble conducting relevant literature reviews and selecting appropriate research methods based on the objectives of their study. Students were especially weak in developing a conceptual framework for their research. Fellows credit these problems to lack of critical thinking, drift in their research objectives and a tendency to readily accept poor, even contradictory, advice.

3.19 To remedy the situation of poor performance and low self-esteem by virtue of classroom humiliation, the Fellows tried four promising strategies. First, they taught research methods seminars targeting literature review and research design. These were followed by practical workshops where students reviewed each other's work to ensure that they are able to apply the skills acquired effectively. Second, Fellows developed jointly with faculty a research methods course syllabus and invited student input. They also made available their own published work as a teaching tool and created a list-serve directly accessible to students that functioned as a platform for discussion. Third, the majority of Fellows provided assistance to students not only from the host departments but from elsewhere in the University so that the field for community learning became wider. Finally, the pedagogical strategies that Fellows used in the PADA doctoral schools provided bridges across disciplines and encouraged entrepreneurial and crowd-sourcing techniques embraced in international networking and dissemination of knowledge.

Conducting Research

3.20 Most Fellows were engaged in various research projects, although the majority worked alone. Others carried out projects with staff in their host departments and co-authored articles published in peer-reviewed journals. A few Fellows conducted research that involved students, some of it cutting edge. Table 7 lists some of the most imaginative projects identified by host faculty.

Table 7: Outstanding Research Projects Conducted by Fellows

Departments	Research Projects
Finance	Stock market returns, currency revaluation, market fundamentals: trivariate causality evidence from Ghana/Turkey
Social Work	University students' attitudes toward mental illness
Mathematics	Surfing data streams on wavelets, and total variation-based de-noising of chest radiograph images
Biomedical Engineering	Using biophysical techniques to probe isolated natural products and test the ligand binding efficacy within the transmembrane helices of human GPR55 receptor believed to be responsible for cancer prognosis
Computer Engineering, Biomedical Engineering & the Ghana Atomic Commission	Investigating druggable small molecules important to certain disease states using homology modeling

Presentations and Seminars

3.21 Nearly all Fellows made numerous presentations in addition to leading post-graduate seminars. Several made presentations during conferences and symposia held outside the University. Heads of departments reported that many of these talks and colloquia made a special impression on the faculty and students. Examples include:

- Innovation Accounting of Tax-Revenue Drivers: Co-integration Evidence from Ghana
- Race, Immigration Reform and Hetero-patriarchal Masculinity: Reframing the Obama Presidency
- On Being Neo-Sojourners in the United States: Examining Cultures and Conflicts
- Technological Transfer and Democratization of Education in Africa: Prospective Reflections on the Educational Television in Côte d'Ivoire (1971-1981)
- The Chinese Immigrant Presence and the Nation-Immigrant Dialectic in Ghana

There were few efforts at curriculum development except in African Studies largely because teaching and supervision of graduate students took precedent over all other academic tasks.

3.22 Most Fellows also mentioned that they were requested to continue engagement with the host department as members of editorial boards of departmental journals, external examiners of dissertations, or reviewers of journal articles. Many continued assisting PhD/MPhil students by reading and commenting on chapters of their theses.

Assessment by Hosts

3.23 During the visit to UG, we interviewed 11 heads of departments and two faculty members who had hosted Fellows. They complimented the program on four of its features:

- The Fellows hold formal staff appointments, have clearly negotiated responsibilities, and receive routine performance reviews.

- The Fellows go out of their way to engage with graduate students and staff in and out of their host departments as well as to explore contacts in other institutions in the country and share what they have learned.
- Fellows are determined to leave capacity building footprints behind despite the fact that only a few of the senior staff welcome these efforts.
- The University, with the support of Fellows, has made tremendous progress in accelerating PhD completion. The Mathematics department, for example, which had no post-graduate students in 2011, now has seven PhD holders and another seven PhD students in the final stages of studying abroad. Of the 20 MPhil graduates who have received training by Fellows in Mathematics, six have already registered for a PhD. A similar situation obtains in the departments of Sociology, Social Work, Materials science& engineering and Computer engineering.

High level administrators agree with these assessments.

If it were not for [the Fellows] coming in some of the departments such as Engineering, it would be difficult to move as fast as we have done. Their teaching helps a lot of graduate students to get new ideas on research and publishing. ...they have all filled in gaps in departments. I hope they too are happy to have reconnected with the continent.
UG Vice Chancellor

Management

3.24 The UG-DLP program is managed by a Program Coordinator at the rank of an Assistant Registrar of the University with oversight by the Program Director. According to Fellows' exit reports the pre-departure logistical arrangements by the program office are generally satisfactory. However, pre-departure academic arrangements are sometimes insufficient and orientation on arrival can be less than required. While the UG website provides adequate information for application, there is little information to inform the Fellow as to what to expect upon arrival. The logistical challenges include lack of reliable transport, delays in disbursing the modest stipend, problems in opening bank accounts and the austere conditions of accommodation.

Budgeting

3.25 The two most recent Carnegie grants (10/2014 – 6/2019) total \$1,350,000. The first grant of \$550,028 was allocated as follows: salaries 21%, conferences, staff travel and publications 40%, consultants 33% and equipment and office expenses 6%. The second grant of \$799,972 is part of a larger grant for three projects under the APT-Ghana program. Leveraging and piggy-backing of activities makes it difficult to arrive at precise allocations among items. Fellows have expressed concern about the low stipend rate of \$30 per day²⁵ as well as the absence of research funds from the program. However, joint projects with UG staff are usually catered to through other research funds available in the University.

²⁵ This has been raised to \$50 in the second grant.

Monitoring and Evaluation

3.26 In 2016, there was an external review of UG-DLP. The University requests exit reports from Fellows and hosts. There is no on-going system for validating these self-reports. On one hand, the program office tends to concern itself with placement, arrival and exit. and with any logistical issues that arise in between. It does not appear to worry about issues such as the length of time departments take to assess applications, the level and quality of communication between potential Fellows and departments, the quality of orientation on arrival both by the program office and the department, and the enforcement of requirements for submission of exit reports. On the other hand the departments could monitor in more concrete ways Fellows' performance and hosts' perceptions of value added, completion of tasks allocated and ensuring that new ideas and innovations in teaching take root in departments.

3.27 One department head expressed the view that in the broader scheme of university staffing, UG-DLP has become a small program that is unfortunately turning increasingly invisible because of opening it up to all departments of the University. He is concerned that placing a single Fellow in a department in the course of a three-year period is unlikely to leave a replicable trail of innovation and best practice.

If you look at departments that have had several Fellows — Mathematics, Engineering, IAS — there is a footprint in terms of faculty and PhD candidates who can trace their interactions with the diaspora Fellow that made the first contact and others who built on what the first Fellow had put in place. We need to get back to focusing on particular disciplines or departments.

Department Head

Conclusion

3.28 The results indicate that UG-DLP is a popular program among Fellows and UG staff and it has made a significant contribution in accelerating PhD completion. UG-DLP interpreted 'Diaspora' in a broad sense, especially at the beginning of the program where the emphasis was on seeking expertise from anywhere in the world, including other parts of Africa, that would meet the needs of a few specific disciplines.

3.29 The model targets one country and one university. It originally had four focal areas but is increasingly opening up to other departments of the University. Its main focus has been on teaching and mentoring graduate students in research methodology. While continuing to carry out their own individual research projects, Fellows have made an effort to engage in research with faculty and students. Funding for such research has come from the University of Ghana.

4. University of the Witwatersrand (WITS) Alumni Diaspora Program

Establishment

4.1 The program, created in 2010 by Wits' Health Sciences Research Office (HSRO), has been funded by Carnegie since 2014. The Corporation is a long-time supporter of the University having contributed to the building and retention of the next generation of academics in selective fields. Most notably for this review, it has supported a Center for Academic Medicine that links to two fields well-established at Wits – HIV/AIDS and Diseases of Lifestyle, as well as an emerging Population, Health and Society focus area. It has also provided an assortment of research grants to enable Black/Non-White and/or female staff to advance as academics.

4.2 Overall, Wits has aimed to structure an environment that can 1) radically increase the number of academic staff with doctoral qualifications, 2) enhance high quality research productivity, 3) improve the research infrastructure, 4) change the profile of research active staff by providing opportunities for staff under 40 and for Black/Non-White and/or female staff, 5) be nationally, continentally and internationally relevant by focusing on a number of interdisciplinary research thrusts, and 6) create a culture of research in undergraduate students.

4.3 Thus, by the time the Carnegie-Wits Alumni Diaspora program was launched, Carnegie had made a large investment in Wits as one of its anchor Next Generation Program universities. In April 2017, it renewed the Carnegie – Wits Alumni Diaspora Program for a second three years.

Program Design

4.4 The program model focuses intensely on a single university entity – the Faculty of Health Science – in part as a demonstration with an approach that could spill over to other departments, as the previous Next Generation model has done. The initiative aims to address the 'brain drain' problem in South Africa's health care sector. Heavy migration of skilled medical professionals has resulted in a rapid decline of personnel and an infrastructure unable to cope with escalating patient demand. A key component in building and maintaining a robust health system in South Africa is to strengthen the capability of national academic institutions to further knowledge production, sharing and application. These institutions, however, have an inadequate number of experts who are capable of conceptualizing research, executing high quality projects and disseminating their work. The Wits diaspora initiative supports collaborative research networks between health sciences alumni in the Diaspora and their peers at the University.

4.5 The program has already enabled significant research collaborations between Wits and international institutions in the North. These include Vanderbilt University (U.S.), the University of Otago (New Zealand), Johns Hopkins University (U.S.), the University of Queensland (Australia), and Oxford University (UK). It has supported 25 international alumni visits and 11 reciprocal visits by Wits counterpart staff during the period 2014-2016. The program's administrators offer a number of examples of collaborative results in skill building, research output, publications, and leveraged research grants and staff awards. Overall, it appears to be

increasing the quantity and quality of research results, and fostering a supportive environment for research and institutional capacity building.

4.6 During the next three years, HSRO will continue the collaborations already initiated, explore new research collaborations, promote co-supervision and exchanges of post-graduate students in order to upgrade their skills, and advance other joint initiatives (e.g., bioinformatics) which are in the early stages of development.

4.7 The strength of the program is its systematic building on the University's strategic plan that envisions the Faculty of Health Science as becoming a leading center for education and research. In this regard, the Faculty over the past eight years has put in place numerous measures for supporting staff and post-graduate students. These include (1) exploiting collaborative research and capacity development networks prior to Carnegie support, (2) establishing a number of post-doc research methodology courses, (3) building a Carnegie-supported PhD clinician scientists initiative, which is coordinated with clinical research centers and clinical trial programs at local universities and research councils, (4) developing a broad range of disciplines that offer academic training and practical experience at the major hospitals and clinics in and around Johannesburg, and (5) establishing seven Wits Health Sciences research Chairs supported by the South Africa government. These innovations provide the potential scaffolding to support program efficiencies and eventually mainstream the post-doctoral collaboration model from the Faculty of Health Sciences to the broader University.

4.8 The key weaknesses of the program, at present, are the short timeframe for alumni visits to Wits, even shorter reciprocal visits for selected Wits staff to the Fellows' institutions, slow progress on diversity of staff development within the Faculty, and an evaluation plan that could be improved. These are discussed below.

Work plan

4.9 Under the program, the Faculty hosts 10 internally distinguished Wits alumni per year. They serve as Fellows in a "scarce skills domain" of interest to both the hosts and the alumni. The Fellows pay two-week visits to Wits in order to engage with staff counterparts and students.

4.10 HSRO handles the travel arrangements and works with the host to coordinate the academic program for the visit. It is up to the host and the Fellow to further the relationship and drive the collaboration. Nonetheless, while in South Africa, the Fellow is expected to follow a set of exacting conditions laid out by the University. The list is clearly articulated in comparison with ambiguous or absent stipulations set forth in many diaspora visiting fellowship programs. However, expectations are exceedingly ambitious for such short visits. The conditions involve 1) assisting/conducting research; 2) serving as a co-supervisor in the area of research in which the Fellow is a specialist; 3) interacting with staff and students regarding research, and giving two to three seminars; 4) exploring/exchanging new research methodologies, and 5) giving a general, 40-minute university lecture on an aspect of his/her research and two to three talks in the host department. Prior to travel, the Fellow is required to communicate by Skype on at least two occasions with a key contact or department member to agree on expectations and contributions.

Upon completion of the visit, the Fellow will be asked for feedback on the experience, outcome, and future collaborative projects.

4.11 A reciprocal visit from the host to the Carnegie Fellow's institution (in the U.S., Europe, or Australia) is supported in five cases per year. The visits are only for seven days but intended to result in a number of joint grant proposals or advancement of post-graduate research. It is not clear how much substantive work within this timeframe can be accomplished, especially following lengthy overseas air travel from Johannesburg.

Timeframe for alumni visits

4.12 If this were the design for a completely new program, the visitation timeframe would be a serious concern. However, as the program has been running for several years, Wits presumably has gained familiarity with whether the visit durations are sufficient for their purpose. Clearly the intent is to seed or reinforce collaborations and have them continue into the future through email and other distance communication formats.

4.13 During the next three years, the timeframe will be allowed to vary somewhat depending on the preparation done in advance by the host and Fellow. Often, a longer visit is necessary due to meetings with key stakeholders linked to potential research collaborations. Alumni are required, as per the guidelines stipulated by the program, to present a number of lectures and workshops to the Faculty. This too can influence the needed timeframe for the visit, depending on faculty's availability. However, Wits reports that visits to Wits for more than two weeks may not be feasible.

We have discovered over time that it is not always practical or possible for Carnegie-Wits Fellows to spend more than two weeks at Wits. This is generally due to teaching or research commitments at their own institution as most of the Fellows are research active academics and lecturers. Should a Carnegie-Wits Fellow make a return visit to the Faculty, this is generally for a shorter period than the initial visit (approximately one week). These visits are primarily to finalize research projects and papers, and to facilitate further engagements with Faculty members in the form of workshops.

Wits Project Director

Still, the program would benefit from providing as much flexibility as possible to ensure that short visits over long distances are able to accomplish their intent.

Diversification of staff development

4.14 Wits continues to strive towards a transformed academic landscape in terms of race and equity. The pool of medical alumni is still largely composed of white males. However, in the years following apartheid there has been a significant increase in the number of Non-White and female health practitioners. In 2016, for example, out of eight Carnegie visiting alumni, the program attracted three female Fellows, and four Fellows of color. This is clearly a positive step.

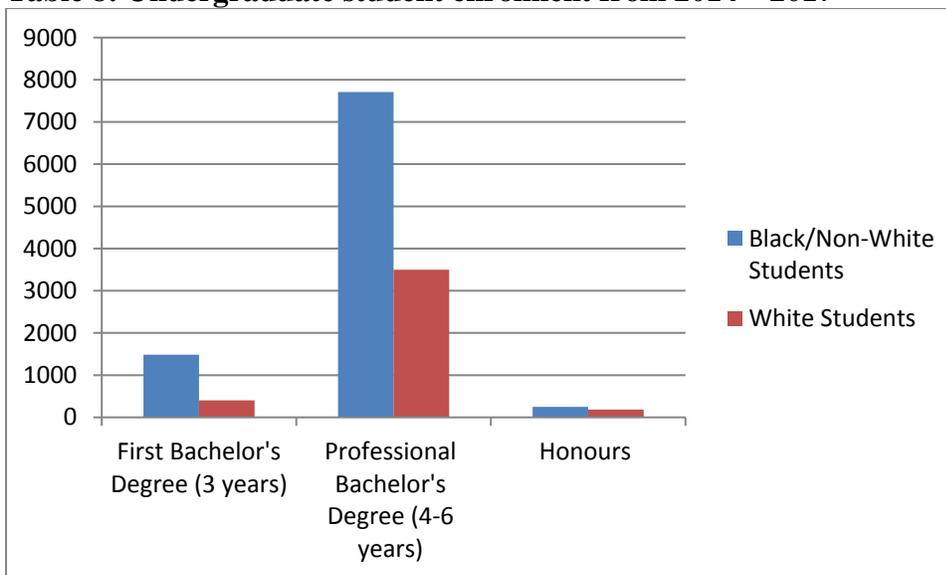
4.15 Two other steps will be taken this year. The first is to seek out and communicate directly with young researchers who would benefit from initiating long-term collaborations. Such pro-

active encouragement is likely to build the confidence of under-represented faculty and graduate students to engage in the program. Second, the Project Director will engage with hosts from indigenous backgrounds (there are already a number of female hosts in the Faculty) to encourage them to participate in the initiative.

4.16 We applaud Wit’s determination to stoke the program’s academic pipeline to generate a diverse and balanced faculty profile. The task should become easier over time as the diversity of the pipeline qualifying for entry into the Faculty of Health Sciences is widening, particularly among its undergraduate cohort.

4.17 Table 8 represents students entering the Faculty of Health Sciences for the first time at three different degree levels over a period of four years (2014 – 2017).²⁶

Table 8: Undergraduate student enrolment from 2014 – 2017*



*Of this student population, the following can be noted:

79% of the First Bachelor’s Degree students are Black/Non-White²⁷

69% of the Professional Bachelor’s Degree students are Black/Non-White

57% of the Honours Degree students are Black/Non-White

4.18 Table 9 represents a further distinction between male and female students enrolled in each degree over a period of four years (2014 – 2017).

²⁶ The numbers reflect student enrollment to date.

²⁷ Black/Non-white refers to African, Coloured, Chinese and Indian students

Table 9: Undergraduate Student Demographic Profile

Degree	Demographic Profile	Female	Male
First Bachelor's Degree	Black/Non-White Students	1069	417
	Total	1342	548
Professional Bachelor's Degree	Black/Non-White Students	5151	2558
	Total	7597	3612
Honors	Black/Non-White Students	187	60
	Total	312	119

Results

4.19 Wits has been a leading center for higher education and research on the continent. In acknowledgement of the strength of its research capabilities, the South African government, through the South African Research Chairs Initiative, identified seven Wits Health Sciences researchers who are committed to capacity building, and it pledged substantial financial support. The Wits Faculty of Health Sciences is host to one of three nodes of a National Centre of Excellence in Biomedical TB Research, two African Networks for Drugs and Diagnostics Innovation Centers of Excellence, and a FIFA Medical Centre of Excellence in Exercise Science and Sports Medicine.

4.20 The program has allowed for significant research collaboration between Wits and international institutions. Over the past years, the program has shown concrete research advances. Several examples are noted below:

Vanderbilt University:

- The Wits School of Therapeutic Sciences collaboration with the Vanderbilt Program in Inter-professional Learning for medical students on making PowerPoint tools for interactive learning
- Collaboration with the Director of the Steve Biko Centre for Bioethics, School of Clinical Medicine on bio-banking, resulting in the setting up of a biobank at Wits
- Collaboration on Pluripotent cardiac myocyte regeneration as well as CRYSPEP technology on gene modification to mimic true disease and correcting it; recruiting patients and sending blood samples to Vanderbilt

University of Queensland:

- Formation of the Carnegie-Wits-University of Queensland Critical Care Infection Collaboration
- A journal article published in *Expert Opinion on Drug Metabolism & Toxicology* coauthored by the Wits University and University of Queensland Critical Care Group (<http://www.ncbi.nlm.nih.gov/pubmed/27087416>)

Johns Hopkins Medical School:

- Piloting of a study on breast ultrasound in a resource poor community in South Africa

- Collaborative networks established within Mammography, and also in wider aspects of breast care

University of Otago:

- Three co-authored articles arising from a PhD student's thesis entitled, "The development of an outcome measure to assess community reintegration after stroke for patients living in poor socio-economic urban and rural areas of South Africa"
- Two abstracts from collaborations between Otago, Wits and other global researchers accepted for the 2015 World Confederation of Physical Therapy Conference in Singapore, <http://www.wcpt.org/congress/fs/69> (accessed 11 December 2015)
- Staff from both universities acting as exchange external examiners

Oxford University:

- Development of new tablet-based tools to measure cognitive function in adolescents
- Collaboration on HIV and depression in young women resulting in analyses indicating an association between depression and risk of later HIV in young women
- Creation of a battery of cognitive tests suitable for adolescents and young adults for administration on tablets
- Two proposals submitted to the UK MRC Global Challenges Research Foundation Awards
- Oxford supervision of a Wits PhD student doing research in pediatric surgery looking at mortality morbidity and parenteral nutrition (TPN) dependence while in hospital

Wits:

- Publication of an article reflecting on the six years of the Alumni Diaspora Program, "Human resources for research: Building bridges through the Diaspora," published in *Global Health Action* (<<http://www.globalhealthaction.net/index.php/gha/article/view/29559>>).
- The introduction of the REDCAP software administration system in conjunction with Vanderbilt University (over 1000 projects have to date been registered)
- Collaboration with the Liverpool School of Tropical Medicine, UK on a joint book chapter on insecticide resistance on vector borne disease control for *advances in Insect Control and Resistance Management*, (<http://www.springer.com/us/book/9783319317984>)
- Joint grant applications to the Wellcome Trust Fellowship between Wits and the Liverpool School of Tropical Medicine, and Wits and Oxford University

4.21 The current collaborative international university partnerships and links to other organizations in South Africa are noted above. In 2017, Wits expects to establish partnerships with University of New South Wales (Australia) and the University of Northampton (UK).

4.22 The following is a further list of publications which have resulted from host-Fellow interactions:

1. Hutchinson EF, Kieser JA, Kramer B. Morphometric growth relationships of the immature human mandible and tongue. *Eur J Oral Sci.* 2014 Jun; 122(3):181-9. doi: 10.1111/eos.12126. Epub 2014 Apr 9.

2. Hutchinson EF, Farella M, Kramer B. Importance of teeth in maintaining the morphology of the adult mandible in humans. *Eur J Oral Sci* 2015; 2015; 123: 341–349.
3. Pioreschi A, Munthali RJ, Soepnel L, Aronoff DM, Norris SA, *et al.* Incidence and prevalence of type 2 diabetes mellitus with HIV infection in Africa: a systematic review and meta-analysis. *BMJ Open* 2017; 7:e013953. doi: 10.1136/bmjopen-2016-013953.
4. Goldstein J, Norris S, Aronoff DM. DOHaD at the intersection of maternal immune activation and maternal metabolic stress: A scoping review. *Journal of Developmental Origins of Health and Diseases*, 2017 1-11. Doi:10.1017/S20401744170000010.
5. Parker SL, Dorofaeff T, Lipman J, Ballot DE, Bandini RM, Wallis SC, Roberts JA. Is there a role for microsampling in antibiotic pharmacokinetic studies? *Expert Opinion on Drug Metabolism and Toxicology*, 2016 doi:10.1080/17425255.2016.1178238.
6. Dorofaeff T, Bandini RM, Lipman J, Ballot DE, Roberts JA, Parker SL. Uncertainty in Antibiotic Dosing in Critically Ill Neonate and Pediatric Patients: Can Microsampling Provide the Answers? *Clin Ther.* 2016 Sep; 38(9):1961-75. doi: 10.1016/j.clinthera.2016.07.093. Epub 2016 Aug 17.
7. Paine M, Brooke B, 2016. Insecticide Resistance and Its Impact on Vector Control. In: Horowitz AR, Ishaaya I. ed. *Advances in Insect Control and Resistance Management*. Switzerland. Springer, pp. 287-312.
8. Cortina MA, Stein A, Kahn K, Hlungwani TM, Holmes EA, Fazel M. Cognitive styles and psychological functioning in rural South African school students: Understanding influences for risk and resilience in the face of chronic adversity. *Journal of Adolescence*, June 2016, Volume 49, Pages 38-46, doi.org/10.1016/j.adolescence.2016.01.010.
9. Mer M, Lipman J. Antibiotic administration in the critically ill - in need of intensive care! *South African Medical Journal*, [S.l.], v. 105, n. 5, p. 357-359, May. 2015. ISSN 2078-5135.

4.23 As a result of the academic engagements, a number of opportunities, not only for Wits, but also for the Fellows' institutions have become available. The overseas institutions benefit from field work in Africa and intellectual input from knowledgeable local researchers, and extension of their own research. Wits gains from training, research collaboration, publications, joint grant applications, and exposure of emerging researchers to top scientist from first class institutions.²⁸

Management

4.24 The Wits' Alumni Diaspora Program maintains best practices in program administration, management and budgeting. The program presents a lean and novel model for building bridges between Wits Health Sciences Alumni and Wits faculty and graduate students in order to strengthen health research at the University.

²⁸ Hofman K, Kramer B. *Human resources for research: building bridges through the Diaspora*. <<http://www.globalhealthaction.net/index.php/gha/article/view/29559>>

4.25 The current staff complement of the program consists of a Project Director and Project Administrator. An HSRP Research Administrator (financed by Wits) provides occasional assistance in the form of financial reporting.

Budgeting

4.26 The most recent three-year budget (2017-2019) is \$300,000. Of this amount, 46% is devoted to expenses of fellowships.²⁹ Wits faculty travel to visit international institutions takes up 23%, while 21% covers the cost of the single administrator. Indirect costs are at the low rate of 7%. Wits' contribution to program costs includes the salary of the Project Director, fringe benefits for the Program Administrator, office space within the Health Sciences building and provisions for researchers (such as equipment and publication expenses).

Management Transition

4.27 A smooth management transition took place in early 2017. Professor Beverley Kramer, who together with Professor Karen Hofman initiated the Wits Alumni Diaspora Program, retired from her position as Assistant Dean: Research and Post-graduate Support in the Health Sciences Research Office in December 2016. Professor Maria Papathanasopoulos was appointed to the Assistant Dean position in January 2017, with the agreement that Professor Kramer continue as the Director of the Carnegie-Wits Program for the duration of the new three-year grant.

Communication and Promotion

4.28 The program does not have a formal dissemination or promotion plan. However, it is advertised through e-mail, Wits E-News, the Faculty Research Newsletter and the Alumnus magazine. It would be useful for management to develop an open access repository of all publications and other materials emerging from the program.

Monitoring and Evaluation

4.29 A debriefing system for hosts and Alumni is currently in place. This includes questions relating to the intended outcomes of the visits, whether these were achieved, and what could be done to improve the program. The responses assist the program in developing a more streamlined reporting process and improving the overall design of the program. Workshop participants are given feedback forms (particularly those participating in the grant and scientific writing courses). These provide valuable information to the Fellows as to how effective their presentations were, and how best they can be improved going forward. From 2017 onwards, Wits is considering enhancing the feedback system by facilitating a workshop for all hosts.

4.30 As the program grows, it would be wise to launch an evaluation platform that goes beyond debriefings and a workshop focus group. There are two important categories to cover that relate to the rationale of the program. The first is a review of internal outcomes affecting the Faculty of Health Sciences/University (e.g., building a talent pool of young researchers with needed scarce

²⁹ The bulk of funds in the fellowship line is devoted to plane fares, accommodations and local transport.

skill sets, progress toward diversity goals, gains in global recognition. The second relates to impacts on the broader society (e.g., application of research toward national health goals, closer links with government and the private sector to produce new products/services and progressive changes in health policy). Such information would go a long way in clarifying the performance of the research program and the overall societal efficacy of the program approach. Rigorous analysis of evidence-based responses to survey questionnaires and external case studies can provide a reliable basis for assessing the impact of Wits research activities on individual capacity building, enhancement, rejuvenation, and utilization. This type of analysis would be extremely useful for management and for current and potential donors.

Conclusion

4.31 The Wits alumni diaspora program is in good shape. Despite short timeframes for exchange visits, research and training activities are robust and productive. While the program is targeted to a single faculty in a single university and works only with Wits alumni, we do not have concerns about excessive inbreeding. Wits has a large health program with many projects and collaborations. The Faculty of Health Sciences diaspora initiative is only one of them. The program addresses national health concerns and there are enabling government policy linkages. Program leadership is making progress, albeit slowly, toward diversity goals. In anticipation of Carnegie program renewal, much potential collaborations have been seeded that are likely to come to fruition over the next three years.

5. CODESRIA African Diaspora Support to African Universities Program

Establishment

5.1 CODESRIA launched the African Diaspora Support Universities Program in 2014 as a two-year start-up initiative. The program has two goals. The first is to revamp research and teaching of the social sciences and humanities (SSH) in African universities. The second is to nurture a new generation of scholars in a culture of excellence.

Program Design

5.2 CODESRIA put in place an Advisory Board (AB) of eight senior academics: three from Africa (South Africa National Institute for Humanities and Social Sciences, University of KwaZulu Natal, and University of Cape Town), three from the U.S. (Columbia University, Harvard University, and Northern Arizona University), one from the UK (Oxford University), and one from Sweden (University of Uppsala). The AB has three roles: 1) to provide policy and strategic direction to the program, 2) to read and score all eligible proposals submitted by program participants according to stated criteria for quality assurance, and 3) to make the final selection among applicants.

5.3 CODESRIA's program has five components.

- Visiting Professor Fellowships
- Collaborative Research Networks
- College of Mentors for Graduate Students
- Post-doctoral Fellowships
- Summer Institutes and Workshops

Each is reviewed in turn with regard to how African Diaspora academics are deployed and, where information is available, the emerging results from their activities as these relate to the goals of the program.

Component 1: Visiting Professor Fellowship in SSH

5.4 The first RFP went out in December 2014 calling for proposals from African diaspora professors who wished to visit African universities for durations varying from 15 days to 3 months. The call specified a suite of possible assignments including curriculum review and development, mentoring and co-supervision of doctoral students, leading summer institutes / workshop for students, conducting advanced workshops for PhD advisors, and teaching courses in the SSH.

5.5 African universities wishing to host visiting African diaspora professors were likewise invited to apply to the program. Based on the intake of proposals, CODESRIA matches suitable diaspora candidates to interested universities.

5.6 Among the key application requirements is an indication of the candidate's time availability, a letter of reference from his/her dean confirming the applicant's institutional affiliation and attesting to the applicant's ability to undertake the work. The host African university is required to provide a letter of support for the visiting scholar specifying the subjects that will be taught, and the host university's contribution of accommodation and local travel.

Recruitment and Selection

5.7 By the end of March 2015, CODESRIA had received only a couple of proposals. The call was reissued with a deadline moved ahead to September 15, 2015. This time CODESRIA received 36 proposals (seven from females). The AB selected 14 scholars (including one female). The scholars came from 13 universities (six from the U.S., three from Canada, two from South Africa and one each from Swaziland and the West Indies). They were placed at 14 African universities spending there an average 71 days. Six universities in Nigeria hosted six Fellows, two universities in Ghana hosted four Fellows, one university in South Africa received two Fellows and one university in Kenya and in Uganda hosted a single Fellow each.

Activities during the Fellowship

5.8 CODESRIA takes pride in being one of the rare sources of support for academic reproduction in the SSH through its research and training programs. In this endeavor, the Council

has worked closely with many academic Diaspora. The visiting professors are expected to engage fully in the life of the departments and faculty of their host universities. This includes participation in a variety of debates about the future direction of the SSH in African academia and establishment of relationships with departments that are to continue after the visit ended.

5.9 The fellowship requires host institutions to provide accommodation and transport while CODESRIA provides stipends ranging from \$5,000 to \$13,000 depending on the length of the visit. Unfortunately these arrangements are not always clearly communicated during the application process with the result that at least one professor who had been previously on the CADFP program was astonished to be confronted by a different set of arrangements than he had expected.

Results

5.10 Visiting professors engaged in a wide array of activities as shown in Box 3.

Box 3: Activities of Visiting Professors

- Pedagogical Innovation
 - New ICT platforms for online research and training
 - Co-teaching a various courses
 - Workshops for faculty on best practices in teaching and research
 - Departmental workshops for graduate students on the scientific method, motivation for research productivity, technical writing, and online resources
 - Strategic Planning Workshop: Inclusive Engineering & Innovation (IEI) Education and Research Collaboration
 - University-wide seminar covering topics such as fostering linkages and collaborations, effective teaching and research approaches, and use of online resources
- Curriculum Development
 - PhD courses in Epistemology, Philosophy of Culture, Philosophy of Leadership, Africa Diaspora Philosophy, Indigenous Knowledge and the Emerging Knowledge Economy
 - An inter-departmental graduate program in criminology involving the departments of Sociology, Psychology, Social Work and the Faculty of Law
 - Curriculum review workshops for PhD advisors
- Research Methods Courses
 - Highlighting the nature and specificity of history in terms of its research methods
 - Supporting research design and execution in Demography: Stigma and utilization of HIV/aids preventive and therapeutic health services in Sokoto state, Nigeria
- Service as an external examiner
- Organizing summer institutes at two Nigerian universities to offer new teaching methods

Assessment of Visits by Diaspora Academics

5.11 Ten of the 14 visiting professors wrote exit reports in which they describe their experiences with the fellowship. Three encountered strikes which reduced the time for work. Two expressed concern about the persisting ‘*colonial nomenclature for courses in philosophy and other SSH areas of study*, and nearly all pointed to what one described as, “*a maze of institutional*

bureaucratic rigidities” that stifle creativity and innovation. One professor was particularly incensed by the teaching styles of his African colleagues.

The lecturer in many of our tertiary institutions in Nigeria and Africa still parades him/herself like the omnipotent lord of the manor, being in many respects tyrannical, instead of being a facilitator of genuine learning and research processes. Especially, because of the large numbers of students and the burden of work, junior colleagues are saddled with so much power and responsibilities without proper oversight.

Visiting Professor

5.12 In contrast, several of the visiting professors found teaching approaches they deemed worth emulating. The first is a Master of Professional Ethics program at the University of Ibadan that two professors described as very creative, the principles of which they urged CODESRIA to promote across the continent.

5.13 Next is the Pan African Doctoral Academy (PADA) held at the University of Ghana that offers out-of-semester modules on research methods and on the doctoral process. The CODESRIA visiting professor, who was based at the University of Ghana’s Center for Migration Studies, learned about PADA and then participated as an instructor. He applauded the high value of the initiative and spoke enthusiastically about the dynamism of local staff and the diversity of students from all over West Africa who are willing to pay for high quality instruction exhibited by PADA facilitators.

5.14 The third example is a curriculum development process that the professor thought likely to get wide buy-in not just by the relevant university department but also by stakeholders in the wider society.

The Dean appointed various committees of staff to work with me on revising the curriculum. He then convened a two-day workshop to enable presentation and discussion of each working committee’s findings and recommendations. The workshop included all faculty in the School of Psychology, several stakeholders from various fields/academic disciplines, university leadership, and representatives from the responsible national bodies (Ministry of Education, National Council for Higher Education, and National Curriculum Review) and a representative from the Manufacturers’ Association. Faculty discovered overlap in terms of courses taught across all degree programs in the school, and a taskforce to sort out the issues was set up. Faculty talked about some of the challenges they face in implementing the curriculum. Stakeholders from within and outside the university were particularly helpful in conversations centered on practical versus theoretical training and challenged faculty to develop coursework that is responsive to workplace needs. There was consensus that research on factors that employers view as necessary for a successful transition of students from the classroom into the workplace would offer a convenient starting point.

Visiting Professor

Assessment by University Hosts

5.15 Six hosts sent in assessment reports that are full of praise for the visiting professors but lack a critical discussion of the nature of skills that the visiting professor brought to the department. All were concerned about the short timeframes and expressed their intention to invite

the professors back. Five hosts reported that their universities realized successful curriculum development efforts led by visiting Diaspora.

- University of Calabar: graduate and undergraduate courses in the areas of Performance Studies, Modern African Drama and Theatre, African Popular Culture, Postcolonial African Literature and Cinema/Video, and Globalization and Youth Cultures in Africa
- Federal University of Technology, Akure: overhauled curriculum in gender studies
- University of the Western Cape and Eduardo Mondlane University with participation by staff from Wits and Rhodes Universities: a new course, 'Africa for Engineers,' adapted from a similar course offered at MIT on bridging the gap between STEM and SSH
- University of Ibadan: overhauled courses in philosophy
- University of Ghana: new curriculum in Criminology

Component 2: Research Networks

5.16 CODESRIA put out an RFP in December 2014 for proposals aimed at forming research networks around projects focused on Higher Education and SSH. The call targeted African scholars in the Diaspora and researchers based at African universities. Two deadlines were offered for proposal submissions – 30th March 2015 and 15th May 2015.

5.17 The proposals are required to have three main elements: 1) a multidisciplinary orientation, 2) attention to gender issues and 3) institutional/country diversity in terms of the composition of team members. Eligibility criteria includes possession of a PhD, a reference letter for each network member from the dean of his/her relevant African university faculty confirming applicant's institutional affiliation and testament to capacity to undertake the work.

Recruitment and Selection

5.18 Forty applicants responded to the RFP. Eligible proposals without an identified Diaspora were assisted by CODESRIA to find a suitable match. The AB selected 12 (33%) projects for funding. These included six research teams (called networks) of at least one academic diaspora and an Africa-based researcher, four teams with Diaspora and cross-national African working groups, and two teams with Diaspora and African-based researchers from a single African country. The 12 projects drew a total 20 Diaspora (among them seven females) and 52 Africa-based researchers.

5.19 The nationalities and the universities of the academic diaspora involved in the research partnerships were: North America (7), Europe (11) and one each from Australia and Malaysia. The Diaspora worked with Africa based partners located in 12 African universities, (three in South Africa, two each in Ghana, Kenya and Nigeria and one each in Ivory Coast, Mozambique, Tanzania and Uganda).

Results

5.20 Table 10 shows the 17 themes that CODESRIA provided in the RFP and from which applicants were expected to derive their topics of research. The themes came from CODESRIA’s thematic priorities outlined in its Strategic Plan 2012-2016. The Council explained that taken together the themes represent the ‘new SSH’ that reflects the desire to “extend the frontiers of social science research and bring it to bear on public issues.”³⁰

Table 10: Themes in the Call for Proposals for Research Networks

	Themes
1	Challenges facing African universities that the Diaspora could help overcome
2	Linkages existing between the Diaspora and African universities
3	Diaspora engagements with African universities
4	Policies and incentive structures for mobilizing the African Diaspora to support African higher education and research
5	Strengthening PhD programs in higher education, the SSH in African universities
6	Governance : Political, economic, environmental, social etc.
7	Current trends in economic theorization and African development
8	Higher education transformations and research trends in the SSH
9	Gender and African development in the 21st century
10	Law and order regimes; including Africa’s insertion into international law
11	Emerging issues in land use and distribution; including issues of biotechnology, food production and hunger in Africa
12	Extraction industries and Africa’s sustainability
13	Digital age and cultural reproduction in Africa
14	Political transitions and the fate of the state in Africa
15	SSH and emerging forms of social policy regimes in Africa
16	Emergent religious movements and forms of religious fundamentalism
17	The youth in African politics, economics and development discourse

5.21 Table 11 shows the topics of research projects chosen by the 12 teams that were awarded grants ranging from \$24,000 - \$30,000. The last column shows the matching by CODESRIA of a proposed project to one or more of the RFP themes (listed in Table 10). The alignment between the “new SSH” and the award-winning topics is not always self-evident.

³⁰ CODESRIA Strategic Plan 2012-2016: *Extending the Frontiers of Social Research and Bringing Social Research to Public Issues.*, 2012, pages 29-39 and 44-54.

Table 11: Alignment by CODESRIA of Winning Projects to the Council's Themes

	Title of Research Project	Alignment of Projects to Themes
1	Burden of Non-Communicable Diseases in Uganda and South Africa and the Post-2015 Development Agenda: An Integrated Mentoring and Capacity Building Framework	5, 7
2	African Linguistics School 4	5
3	Universities Curricula and Demands of the Labor Market: A Case of Selected Universities in Tanzania	8
4	Researching and Teaching Gender in African Universities A Challenge That The Diaspora Should Help Overcome	1, 2, 4, 9
5	From Brain Drain to Brain Gain: Working with the African Diaspora to Strengthen the Expertise in Higher Education, Science and Innovation in Africa	1, 4, 8
6	African Doctoral and Masters Academy (ADMA): A Knowledge Exchange Model to Develop the Capacity of Universities	2, 3, 5
7	Promoting Food Security of Low-Income Women in Central Uganda	9, 11
8	Do Networks Work? Study of the Construction and Governance of Transnational Higher Education Research Collaborations in Kenya and Uganda	2, 4
9	Investigating technology-mediated faculty-student interactions among graduate Ghanaian university students	5, 13
10	Labor Migration, Social Networks and HIV Risk in South Africa	13, 17
11	Strengthening Engagements between Nigerian Diaspora Academics in Europe and Asia and Universities in Nigeria	2, 3, 4
12	Partir pour mieux servir : Les universitaires africains en Amérique du Nord et la Recherché en Afrique.	2, 4

5.22 Six of the Council's themes, (6, 10, 12, 14, 15, 16) are not represented among the research topics while CODESRIA themes 2 and 4 (Diaspora linkages, policies and incentives) and 5 (strengthening higher education) are the most frequent. There was also considerable interest in issues of migration. CODESRIA informants claim that none of the themes was ignored by the total applicant pool but with very limited funds to allocate, the AB placed a high cut off on otherwise worthy proposals.

5.23 Both the nature of the topics chosen and the variety of personnel that engaged in the collaborations made for lively transactions. There were many appreciative comments from local team members about the contribution of their diaspora collaborator.

He was dynamic, always pushing us to think broader and deeper. We teamed up with someone with a passion for detail. He brought a lot more up-to-date-literature and we used it to update our review and methodology. I can say that he had new and different ways of doing research and we benefitted from training us to be better at interviewing and analyzing the interview data.

Local Kenyan Team Member

5.24 Some of the academic diaspora made only brief visits to their partners' institution and thus, much of the interaction between them was through ICT platforms. One such project undertaken by five researchers in Ghana investigated technology-mediated faculty and graduate student interactions. They reported that ICT offered the means to meet virtually for planning and

coordination of research activities thereby improving research productivity. They relied on ICT to manage and track research tasks ensuring on-going conversations and spontaneous talk, and to support for consensus building and decision making.

5.25 Africa-based hosts interviewed during the review consistently appreciated the opportunity to work with a Diaspora.

It is encouraging to be able to compare notes and skills with someone working in a top Canadian university. I learnt from him and he learned from me especially during the data collection and analysis phase. We had long hours of discussion about how to inject interdisciplinary approaches in all aspects of the work as the tendency is to write about it in the proposal but forget all about it in the fieldwork and analysis.

Ghanaian Sociology Lecturer

The transnational aspect of the work is considered very important but it was not always smooth in execution.

Uganda has this very strict policy on ethical responsibility and getting clearance is complicated. There is a committee that grants such clearance based at Makerere University and we applied at the beginning of November 2016. Normally it meets once a month but now (February 27, 2017) with the closure of the university, we are stuck. We will be delayed for three or more months.

African Based Kenyan Team Member

5.26 In response to an interview question about the CODESRIA program experience, one Africa-based collaborator ran-off a formidable list of project achievements to offer proof that his team project is a good example of how to accomplish a lot with a small grant.

- Two new PhD programs in two African countries were established
- A third doctoral program was established through an online platform
- 14 new doctoral candidates now fully funded through grants applications written in collaboration with diaspora scholars
- A book on Diaspora Africa collaboration in the pipeline.

However he lamented the high cost of Internet bandwidth in one of the partner universities that would make it less likely for students to benefit from distant supervision by the diaspora scholars. His team was in the process of fundraising in order to address the challenge.

Component 3: College of Mentors for African Post-Graduate Students

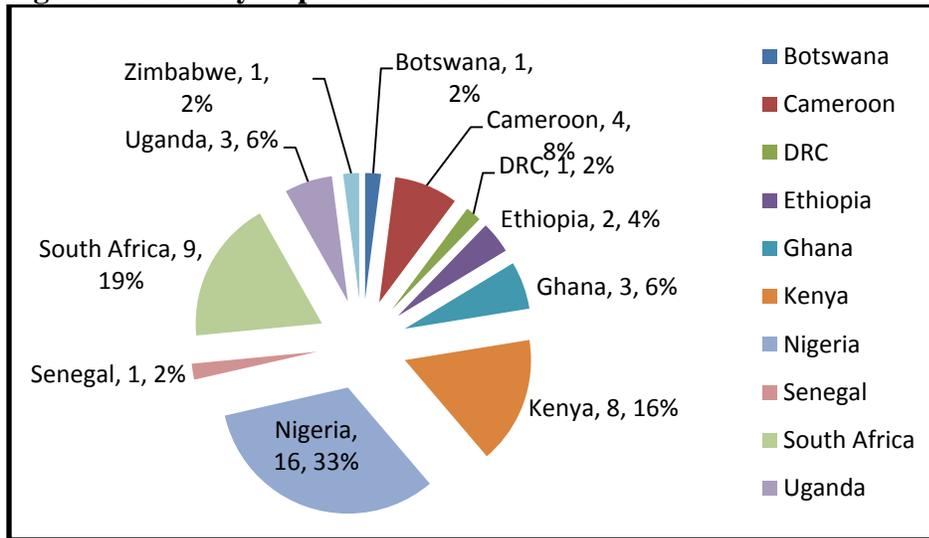
5.27 A May 2015 RFP with a deadline of August 31, 2015 called for proposals targeting diaspora scholars who are senior SSH academics based in American, European or Asian universities. It also solicited African academics based at institutions in Africa but outside of their own countries. At the same time, African universities were invited to nominate post-graduate students who could benefit from mentoring to participate in the program.

Recruitment and Selection

5.28 Twenty-five proposals were submitted by professors who sought to become mentors. The AB selected 18 of whom five are Africa-based (at the universities of Botswana, Swaziland, Ibadan; Kenyatta University and North West University, South Africa). The program’s ideal target is 50 mentors and thus, the intention is to increase the number by sending out more requests.

5.29 Deans from African university departments nominated 99 PhD students across a wide range of topics in SSH, education and the teaching of a variety of disciplines associated with SSH. The AB selected 49 (28 males and 21 females) of the nominees who, together with their local supervisors were invited to attend an orientation workshop to be held on April 16-21, 2017. Figure 4 shows the country representation of those students to be mentored.

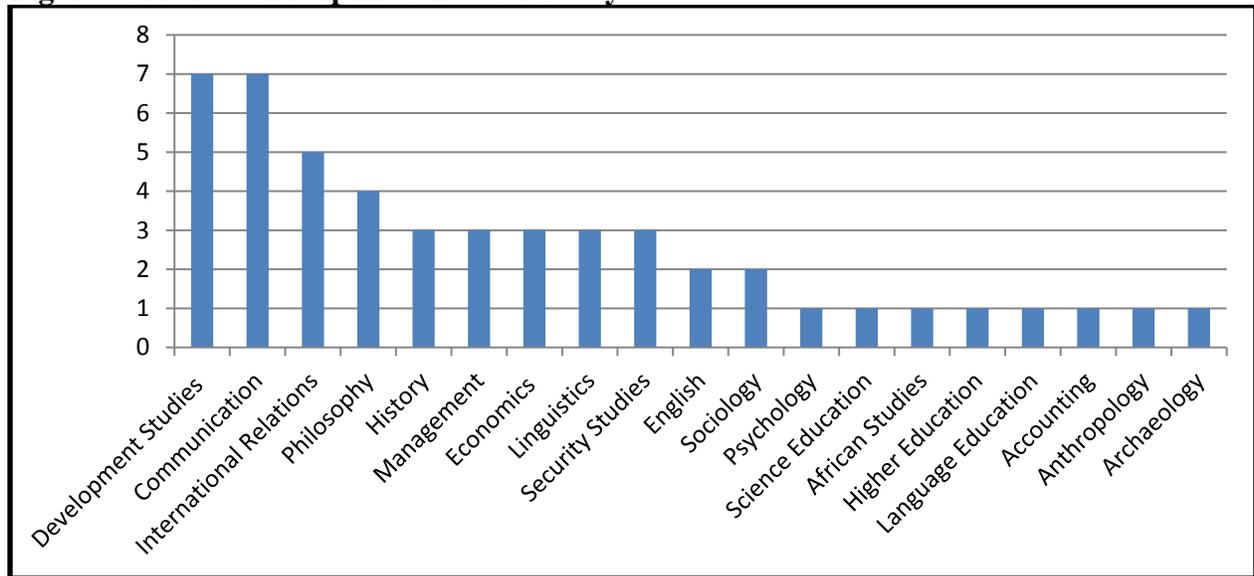
Figure 4: Country Representation of Students to be Mentored



5.30 The PhD students are working on a wide range of topics that fall broadly into 19 disciplinary areas or fields as shown in Figure 5.

5.31 Each mentor is allocated two to three post-graduate students and is given an honorarium. The mentor’s role is to “*guide students by reading draft chapters of thesis and dissertations, and journal article manuscripts; suggesting relevant reading materials; and exposing students to scholarly debates they need to be aware of.*”

Figure 5: Mentees Disciplines/Areas of Study



5.32 The activity is very new. No results are available, but the initiative has the potential to change in drastic ways the quality of post-graduate students’ supervision, which is currently in a state of disrepute in many African universities.

Component 4: Post-doctoral Fellowships

5.33 A May 2015 RFP with a deadline of September 15, 2015 targeted academics based in African universities, and those in the Diaspora within Africa (outside their own country) and overseas (Europe, North America, Canada, Australia). SSH scholars who attained their PhDs in the last five years, or are at an advanced stage in their PhD studies were asked to submit proposals for post-doctoral research. Applicants are required to provide a proposal with a work outline for 18 months and reference letters from the dean of the candidate’s faculty confirming institutional affiliation and applicant’s capacity to carry out the proposed work. Post-doctoral applicants are expected to spend some time away from the home institution, researching and conducting seminars and workshops or attending conferences.

Recruitment and Selection

5.34 Of the 15 applicants, the AB selected seven post–doctoral Fellows (from seven different African countries but with three based outside Africa (two in Canada and one in Germany). Post-doctoral Fellows receive a standard grant of \$10,000. Applicants are expected to design a study under one of four themes listed in Table 12 that falls within CODESRIA’s broader thematic vision in its 2012-2016 Strategic Plan.

Table 12: Themes Suggested by CODESRIA for Post-Doctoral Research

	Themes
1	The African academic Diaspora and the revitalization of Higher education in Africa
2	Current trends in economic theorization on African social and economic development
3	The Social Sciences and the Place of African Higher Education in the World
4	African Citizenship, migration and economic mobility within and outside Africa

5.35 Table 13 shows the topics selected by the post-doctoral Fellows and their alignment to the four themes above. Themes on citizenship and migration rank high followed by those on revitalizing African higher education.

Table 13: Topics Selected by Post-Doctoral Fellows

	Topics of Study by Post-Doctoral Fellows	Alignment of Projects to Themes
1	Adolescent Girls on the Move in Ghana: Exploring issues of Poverty and Access to Health Care among Migrant Adolescent Girls' Head-porters in Accra and Kumasi Metropolitan Areas	4
2	Narratives and Counter-Narratives: Analysis of the Representation of Women in Nigeria-Biafra War and Sudanese War Narratives	4
3	Les Trajectoires Migratoires Et La Qualité D'emploi Des Immigrants Sénégalais Installés Au Québec: Quelles sont Les Perspectives Et Les Opportunités Pour Une Migration Retour Dans Le Pays D'origine ?	4
4	Designing Effective Mentoring and Academic Advising Interventions for Adult Learners in African Universities: The Kenyan Context	1
5	The Engagement of Germany-based African Academic Diaspora in Africa's Higher Learning Institutions	1
6	The African University in the Globalizing World: In Pursuit of Knowledge for Public Good	3
7	Entrer dans l'Histoire: la Monnaie Unique et la Citoyenneté Ouest-Africaine	4

Results

5.36 Fellows completed their visits to their host institutions, conducted a seminar or attended a workshop/conference as is required. Four draft manuscripts are already available but under review. Our only hints as to quality are the various comments by the Fellows themselves, such as the one below.

Migration, poverty and access to healthcare and the process of urbanization are of high priority in the field of SSH in Africa. ...Ghana has recently revised its adolescent health policy and this research will provide data of critical policy value that may inform the new policy with respect to the healthcare needs and challenges of vulnerable and marginalized adolescent girls in the urban markets of especially Accra and Kumasi. My research topic is results-based, uses both qualitative and quantitative techniques and provides for the deployment of a multi- disciplinary approach. ...Recently the Population Council, UNICEF, USAID and the International Organization for Migration have been critical of the rural-urban migration of adolescent girls. This research has a huge potential for future international networks and collaborations with some of these organizations.

Post-doctoral Fellow

5.37 It is too early to comment on the value of this component beyond the benefits to the individual Fellow, especially as the post-doctoral fellowship has no direct links to other parts of the CODESRIA initiative.

Component 5: Summer Institutes and Workshops

5.38 CODESRIA does not make a distinction between workshops, institutes, seminars, and conferences. Two-summer institutes had been planned during the two years of the program. Instead, four institutes and several workshops were conducted since visiting professors included them in their work plans either as holding an “institute” for senior academics or a workshop with post-graduate students.

5.39 In addition, two of the proposals selected under the research partnership component entailed holding an institute. The first institute was a partnership between two diaspora academics from the U.S. and Netherlands and African academics from Kenya and Ivory Coast. This group organized an “African Linguistic School” in Ivory Coast in July 2016. The second institute—titled “the African Doctoral and Masters Academy in Nigeria,” was held by a diaspora academic from the UK collaborating with two African partners from Nigeria and Ethiopia. The third institute on the topic, “Academy for Lecturer Excellence in Research and Teaching” involved senior academics from the University of Abuja and Benue State University, Makurdi, Nigeria. The last institute, which took place from April 10th-20th in Nairobi Kenya, was devoted to the orientation of the 49 doctoral student mentees and their home advisors/supervisors who will be working with members of the College of Mentors.

5.40 In summary the design of the CODESRIA initiative is complex having five components and involving six key countries with other countries added depending on the nature of a particular funded project. Each of the first four components was sufficiently substantive to warrant an independent RFP and recruitment process. All components are functioning and several targets have already been met.

Management

5.41 The African Diaspora Support to African Universities Program is managed according to standard procedures set up by CODESRIA’s overall Executive Committee and the AB for the diaspora program. There is a three-person team based at CODESRIA (Dakar, Senegal) that manages the initiative, consisting of a Higher Education Leadership Program Coordinator (Lead), Head of Research, and Head for Training, Grants and Fellowships Program. The three also manage other CODESRIA initiatives. The project Lead serves as a communication bridge with CCNY.

Budgeting

5.42 There is a two-year dedicated budget for the diaspora program of \$1,202,000 from CCNY. It is allocated as follows: Salaries 11%; Conferences/Institutes and fellowships 76%, and staff

travel, multi-media and publications 13%. CODESRIA is up-to-date on expenditure in all budget items except an unspent amount of \$124,000 set aside for the production of an estimated 11 publications. CCNY does not provide core funds to CODESRIA.

Monitoring and Evaluation

5.43 The program entails a heavy workload. The Secretariat must manage four components requiring RFPs, some with repeat calls and with deadlines close to one another and support the eight-member AB which reviews all proposals and selects awardees. It is not surprising that there have been some delays. CODESRIA sent out two sets of mid-term survey instruments. The stated goal was to “facilitate sharing experiences, knowledge, practices and findings on how grantees were influencing certain practices in the institutions related to the work they were undertaking; identify the gaps; develop a common vision and map the future.” Table 14 shows each instrument, the recipients, and the rate of response.

Table 14: Monitoring and Evaluation Activity

Instrument	Category of Recipient	No. of Recipients	No. & % of Response
Mid-term Evaluation of Research Partnership Networks	Visiting Professors	14	8 (57%)
	Diaspora Researchers	20	1 (5%)
Evaluation Survey	Hosts of Visiting Professors	14	4 (29%)
	Research Team Leader	12	1 (8%)

The responses were self-reports commenting on various aspects of work. The response rate was too low for meaningful analysis and it is probably too early to expect that an external review will soon be done.

Conclusion

5.44 CODESRIA must be commended for innovatively weaving many of the diaspora program tasks into the existing frameworks of CODESRIA’s core activities with university departments. The fresh mentoring work is a good example of this approach. Embedding the diaspora components into regular programming exposes the new elements to a large constituency of SSH staff and students in the Council’s network. This increases the likelihood that program gains will eventually become incorporated in ongoing work of SSH university departments.

5.45 CODESRIA has demonstrated flexibility in supporting some on-going multi-disciplinary and multi-stakeholder projects that demonstrate good practices in design and implementation. One case in point involved the promotion of food security for low-income women in Uganda. The project was implemented by a ten-member Uganda team from three institutions that had partnered with a team led by a diaspora from the Metropolitan University in Copenhagen. Support from CODESRIA enabled the Fellow to visit the Uganda team and participate in a multi-stakeholder workshop in which the results of the study were reviewed by the local policy makers. As a result,

local government budgets are likely to be adjusted to enable women to make advances in food production, income generation and access to health services.

5.46 The CODESRIA program also lent support to the fourth edition of the African Linguistics School (ALS) held for two weeks in Abidjan in July 2016. The school’s goal is to teach some areas of linguistics that are not widely taught in Africa – most notably formal semantics.

5.47 Overall, CODESRIA’s program design is complex and in some cases overly ambitious. It is too heavy handed in forcing compliance with a fixed list of thematic targets and in placing restrictions on the length of final research reports. However, some important targets have already been met.

5.48 Altogether the five components brought to the program 70 diaspora academics and have in the pipeline nearly 100 young and enthusiastic SSH researchers, doctoral and post-doctoral scholars who with further nurturing will comprise a significant cadre of globally competitive African scholars in SSH. In addition, the program has involved over 400 Africa-based faculty who have attended various workshops held by visiting professors and by supervisors of the mentees. CODESRIA is on track in putting in place medium and long-term strategies to revitalize SSH. What is needed, as one of the visiting professors noted, *“is to spur and sustain into vibrant action the emerging movement through increased support and productivity based on values of excellence that is already noticeable in some institutions, some curricula, and research.”*

6. Recommendations: Four Africa Diaspora Programs

CADFP

6.1 Host-Home University Collaboration

- To facilitate host-home university collaboration, bring the home institution proactively into the application process and ensure that the review committees place more weight on the type of host-home institutional partnerships most appropriate for leveraging desired results.
- Look for indicators of home university readiness to make strong contributions to host institutions such as breadth of institutional Africa expertise, competence in relevant subject matter fields and experience in exploiting complementarities with partner institutions abroad.

6.2 Timeframe, Timing, and Pre-departure Communications between Fellows and their Collaborators

- Avoid approval of visits less than three weeks except under special circumstances articulated by the Fellow and/or the host institution.
- Enlarge the pool of highly qualified candidates by allowing, when justified, intermittent short-term visits and online support between visits.
- Confirm that the timing of visits by Fellows do not occur when the host university is closed or students are sitting exams.

- As part of the application process, request that the host institution describes how it will prepare for the Fellow's visit, including prior discussions with departmental faculty and students.
- Ensure that a notional work plan is developed and agreed upon by the host collaborator and Fellow prior to the visit. (A pre-set, albeit flexible, work plan can prove invaluable should an unexpected event like a strike occur when the Fellow is already at the host institution.)

6.3 Curriculum Development

- Play an advocacy role in attempting to accelerate the approval of new curricula by national accreditation boards by USIU commissioning a senior consultant with accreditation expertise to meet with the relevant organization in each of the six countries.
- Confirm that universities applying for new degree development projects have a plan for course implementation (i.e., qualified faculty to teach the course and/or availability of needed equipment.).

6.4 Research Productivity

- If collaborative research teams expect to conduct (not just plan) research, ensure that dedicated research funds for both Fellows and host collaborators are available. One option is to tradeoff the number of awardees with availability of modest funding to cover basic research costs.
- Provide donations in kind to the host university or collaborating university department of such items as books, software lab equipment or journal subscriptions.
- Use the current budget line of \$32,500 per annum titled "knowledge production" for a flat rate distribution by USIU to collaborating university departments. (If 50 host departments participate in the program per annum, each could receive \$650 for collaboration costs.)

6.5 Training and Mentoring

- In the interest of leveraging the scholarship already being built by academic training programs, develop a "leadership pipeline," in which the Fellow pairs with senior faculty who jointly mentor junior faculty and they in turn, mentor the graduate students they teach.
- As CADFP grows, pay attention to such systemic university issues as governance, course structures and overall incentives for drawing individuals to academic careers.

6.6 Outreach and Policy Orientation

- Place more weight on the selection of projects that strengthen the role of universities in national development and reach out to external African stakeholders, so as to increase the likelihood of sustaining program impact.
- Extend the CADFP guidelines for proposal selection to include, under the section titled "potential for impact," a bullet referring to national policy considerations.

6.7 Research and Training Networks

- Unite emerging universities and link them with strong ones, possibly in a hub-spokes configuration, as an effective way to build economies of scale and accelerate staff development.

- Place CADFP candidates in the secretariats of highly successful cross-institutional academic networks, as well as in individual universities, in order to advance CADFP's goals and give a boost to program recognition and performance.

6.8 **Management, Communication, Evaluation**

- Strengthen the capacity of the Secretariat in order to implement improvements in communication, facilitation of field visits and provision of assistance to strategic planning.
- Continue to deploy feasible low cost approaches to stepping up CADFP's electronic communication and promotional activities.
- Back surveys and other self-report mechanisms with verifiable evidence gathered by independent visits to campus and by case studies in order to better determine whether the program is on track and making a difference.
- Make final reporting on the fellowship experience mandatory, with a small portion of the stipend held back until the report is received.

6.9 **Succession and Strategic Planning**

- Put in place a broader leadership structure, possibly by adding a position of Vice Chair to the AC.
- Develop a strategic plan that lays out a growth model and priorities for the medium- and long-term.

6.10 **Other**

- Launch an Alumni Association through an online forum that enables Fellows to share best practices with current and future Fellows, make CADFP program recommendations, and exchange news with their project collaborators.
- Establish a mechanism that enables Fellows to be paired with younger cohorts to better prepare them for their visits in Africa.

University of Ghana Diaspora Linkage Program UG

6.11 **Pre-Departure Communication**

- Create channels for pre-departure communication between Fellows and host collaborators to ensure that Fellows know which courses they are expected to teach and thus, carry with them appropriate resources.
- Insist that Fellows and hosts develop and agree to a clear work plan for the assignment prior to arrival on campus.
- Ensure that the role of Fellows who intend to teach, conduct collaborative research and mentor students is properly communicated to all those with whom they will be working.
- Guarantee that the UG-DPL program office takes a more proactive role in liaising with departments at all stages of the recruitment and selection processes and acts as a bridge where it finds loopholes in communication between Fellows and their departments.

6.12 **Gender Imbalance**

- Tap into gender networks, especially via other diaspora programs such as CADFP and CODESRIA.
- Create and maintain a database of active diaspora female scholars.
- Target women in UG-DLG communication and promotion activities.

6.13 **Teaching Strategies**

- Accelerate the pace whereby progressive teaching approaches are introduced and retained by ensuring a systematic strategy for host university staff to work collaboratively with Fellows as co-teachers in the classroom.
- Explore what different departments can do to put in place incentives to ensure that staff are integrated into skills' development efforts initiated by the Fellows.

6.14 **Monitoring and Evaluation**

- Develop a basic template for exit reports by both the Fellows and the heads of departments, and ensure that the reports are submitted in a timely manner.
- Put in place monitoring systems to periodically collect data to provide evidence-based perspectives regarding the functioning and accomplishments of the Fellows.
- Conduct an internal assessment of the possible benefits of clustering Fellows into a smaller number of departments, particularly in the original focal disciplines rather than thinly spreading them across campus.
- Document the nature, functioning and gains of post-fellowship engagement of the Diaspora with staff and students so as to track the development and growth of successful collaborative strategies that might withstand the test of time and provide examples of best practice.

Carnegie-Wits Academic Diaspora Program

6.15 **Timeframe**

- Provide as much flexibility as possible to ensure that short visits over long distances are able to accomplish their purpose.

6.16 **Diversity**

- Accelerate progress toward meeting diversity goals by proactive recruitment approaches to identify appropriate Fellows who are female and/or people of color.
- Take advocacy measures to diversify the long-term pipeline (back to undergraduate training) for staff development within the Faculty of Health Sciences.

6.17 **Communication**

- Develop a formal promotional and dissemination plan aimed at attracting a wider pool of alumni working on research and skill building in areas of national priorities in South Africa. (Candidates should explicitly include those with interest in fieldwork within disadvantaged areas in the country.)

- Create an open access repository of all publications and other materials emerging from the program.

6.18 **Monitoring and Evaluation**

- Launch an evaluation platform that goes beyond debriefings and workshop focus groups to include more factors critical to the rationale of the program.
- In order to clarify the performance of the research program and the overall societal efficacy of the program approach, separate long-term outcomes into two parts:
 - Internal outcomes affecting the Faculty of Health Sciences/University (e.g., building a talent pool of young researchers with needed scarce skill sets, progress toward diversity goals, and gains in global recognition.)
 - Impacts on the broader society (e.g., application of research toward national health goals, closer links with government and the private sector to produce new products/services and progressive changes in health policy).
- Provide rigorous analysis of verifiable survey responses and external case studies as a reliable base for assessing impact that will be useful to management, Carnegie, and other potential funders.

CODESRIA- African Diaspora Support to African Universities

6.19 **Communication**

- Improve communications between CODESRIA, prospective Fellows and the host institutions, especially those concerning pre-departure arrangements.

6.20 **Reports and Documentation**

- Ensure compliance with requirements to respond to mid-term surveys and submit written exit reports.
- Build an integrated database of all documents on the program so as to enable easier access to information by both internal and external reviews.
- Create an open repository of research reports produced under the program.

6.21 **Expand Thematic Options**

- Consider expanding the scope of thematic options to include well-grounded traditional SSH disciplines.

6.22 **Monitoring and Evaluation**

- Design instruments that are brief and to the point and put in place strategies to enhance the rate of response and analysis of results.
- Require senior scholars to track the functioning of the activities and not rely solely on progress reports.
- Put in place evidence-based assessment of program performance, especially how well the College of Mentors functions and its real value in accelerating PhD study, improving local supervisors' skills, and leading to the production of high quality thesis and other research products.

7. Reflections on the Diaspora Initiative Portfolio

Review

7.1 This review of Carnegie's four African diaspora programs indicates that taken together they can serve as a best bet mechanism to stimulate excellence in teaching and research in African universities. Of course, Carnegie's investment represents only one piece on the chessboard of initiatives to strengthen higher education on the continent. Other schema include research and training networks in various professional fields, long-term support of national anchor universities, the Centers of Excellence supported by the World Bank, independent university twinning programs, branch campuses of northern universities set in the South, commercial franchising arrangements and development of model schools such as Ashesi University College, Ghana.

7.2 These are all notable and necessary higher education support mechanisms. However, the short-term, intense diaspora models holdout the promise of providing a quick jolt of energy and connectivity into what is often a long-labored endeavor of institutional development. The Carnegie supported programs are relatively new, require adjustments and still need to discover pathways to sustainability. Despite the challenges they face, they are very popular with Fellows and hosts alike and are attracting large numbers of applications from diaspora scholars wishing to re-visit the continent.

7.3 While the review has touched upon impact of the programs on diaspora Fellows, the main focus has been impact on African universities. The reviewers were asked to address four basic questions:

- Are the four program types performing well, hitting their targets, and resulting in significant outcomes?
- To what extent is the Carnegie Africa Diaspora Initiative portfolio designed and implemented to bring about desired changes in how African governments, African universities, and donors invest their resources?
- What can and should be changed in individual program designs and operations to enrich and extend their results?
- How can the overall portfolio be improved to bring about a greater impact and attract more and smarter investments by others to the emerging field of diaspora linkages?

7.4 In response to the first question, we found that all four are on track to meet their targets. Yet, there are also many critical areas where improvements are feasible and desirable. These include realist timeframes for completing assignments, clearer communications between Fellows, hosts and program management, stronger evidence-based program monitoring, and strategic planning for program sustainability. With some adjustments and mobilization of additional resources, continuation over the next few years can be readily justified as there are few, if any, multi-faceted comparable diaspora programs that provide intense support of this type to African universities.

7.5 The second question raises the more complex issue of whether the programs were designed to address systemic university reform and the policies that influence how governments and donor agencies make investment decisions. While the programs make numerous references to national and global development impact as an ultimate goal, the immediate focus is largely on curriculum development, training high quality research standards, output, and dissemination through academic journals and conferences. Yet, for host universities that desire to become a world class research-intensive institution and for all universities wishing to achieve financial sustainability, the knowledge developed should be broadly visible and effective for both public and private sector application.

7.6 To date, the designs of the diaspora initiatives, with the exception of the Wits program, are not explicitly geared to addressing issues of university systemic change or public policy regarding higher education. While CODESRIA and UG have long-standing records of engagement into institutional systemic research and tackling national policy issues, their diaspora initiatives basically remain academic models. Nonetheless, individual Fellows under both programs have conducted research on development issues and higher education transformation, with several projects having clear implications for public policy.

7.7 CADFP likewise has not directly tackled systemic university reform issues nor addressed national policy issues regarding higher education reform. However, in an effort to scale up the initiative, it has taken a significant step in this direction by convening a major meeting of stakeholders in March 2017 at Harvard University concerned with African higher education and diaspora affairs in what will likely broaden its focus in the future. Program management has already hinted that any expansion of the initiative would focus not only on geographic coverage and finance but on national and continental higher education policy changes. By virtue of the work by individual Fellows, CADFP is already making some progress toward bridging the gap between academe and African constituencies beyond the universities. This review found many examples of promising efforts to reach out by means of studies, services and new products to the private sector, government, and NGOs.

7.8 The Wits diaspora initiative is the outlier. The program was born out of a shared concern by the university and the post- apartheid South Africa government about the heavy emigration of doctors and other health science professionals, and the need to rebuild a robust health care system for the country. Thus, the Wits program is in large part driven by the policy priorities of the government and aims to create a diversified cadre of health science researchers to become an effective force for science, health policy-making, and economic development. The Wits Rural Public Health and Health Transitions Unit and the Developmental Pathways to Health Research Unit are examples of research entities that have strong research agendas into which Carnegie diaspora Fellows can easily fit in order to extend their own research, while also benefitting local communities.

7.9 The third question asks what should be changed in individual program designs and operations. In response, we have offered a suite of recommendations. Overall, much remains to be done to strengthen the capacities and transform the roles of African universities. From its inception in 2013, the diaspora programs have learned by feeling their way. The resulting record

indicates they have each made substantial contributions to African higher education and with sufficient funding could continue to expand on the achievements realized so far.

7.10 The remaining question to be addressed is whether the complete portfolio is or can be greater than the sum of its parts. The review finds that despite access to a common listserv for program reports and so forth and shared databases of diaspora Fellows, there has been little systematic dissemination of good practice and lessons learned from experience across the diaspora program grantees. Carnegie has treated each of the four models as a separate entity and while there has been the occasional interaction among program leaders and among some Fellows, there are no regularize mechanisms for encouraging collaborations or exchanges.³¹

7.11 Looking at the four grantees from the portfolio level, the Corporation can do more to share best practices by adding modest provisions to ensure opportunities for shared learning. No doubt there are many ways in which the four differ. They diverge in their geographic coverage, resource levels, priority disciplines, social and historical contexts, and the challenges in strengthening the universities they serve – all of which can make cross-learning and collaboration tenuous. In addition, the availability of digital information and communications, along with the profusion of training and research networks offer grantees many alternative choices of preferred collaborators. What is more, the programs are still in an experimental phase and require time and space to test and adjust their models.

7.12 Still, the Corporation can be helpful in this process by facilitating cross-learning and collective action where it is needed and desired. By more intentionally assisting grantees to learn from each other, Carnegie could better root the productive practices it has been supporting across the continent.

Recommendations

7.13 Carnegie can significantly enhance the contribution of its portfolio beyond what each grantee might achieve on its own.

Directly Enhancing the Portfolio

7.14 Voice and Communication

- Leverage the Corporation’s stature and voice to publicly raise the profile of diaspora contributions and advocate for grantees to ensure that local power dynamics or bureaucratic constraints do not become barriers, or turn into operational delays (e.g., related to procurement or approval of new curricula) that thwart grantee progress.
- Accelerate positive change by encouraging grantees to adopt best practices that emerge from funded research and commissioned evaluations.

³¹ Carnegie was one of several sponsors of the March 2015 African Higher Education Summit held in Dakar that brought together political, academic and business leaders from the continent, along with donors to deliberate on the revitalization of African higher education. The Diaspora played a large part in those discussions and several of the Carnegie programs were featured. It should also be noted that some of the diaspora fellowship programs Carnegie funds have overlapping institutional members/advisors, but they rarely collaborate on an institutional level.

- Initiate a website with outreach to non-partner countries and institutions that can serve primarily as a means of higher education advocacy and policy dialogue on a regional or continental level.
- Promote the emerging diaspora fellowship field as a novel response to the challenges facing resource-poor institutions and signal to other funders (e.g., foundations, bilateral aid agencies and multilateral banks) the importance of investing in this arena.
- Launch a dialogue in an online journal on establishing links between academe, government and the private sector and identify ways an entrepreneurial-oriented Diaspora might be drawn into the process.
- Showcase research findings beyond the traditional academic channels of conferences and publishing, through use of social media and route significant reports on Diaspora and HE affairs into an open repository based at a grantee site.
- Convene a “Bellagio” conference series to follow-up on the March 2017 Harvard University meeting with a similar title, but a more targeted set of participants, including one or more journalists.

7.15 **Geographic Coherence and Mutual Reinforcement**

- In cases in which two or more diaspora programs have Fellows on the ground in the same country and especially in the same university, explore whether monies can be freed from individual grants for the creation of a common fund to establish critical mass in essential areas of academic capacity building.
- More intentionally promote links between the diaspora grantees and the range of different disciplinary networks that Carnegie supports in order to expand benefits to diaspora Fellows and their individual departments in host universities.
- To the extent that versatile Diaspora will apply to multiple Carnegie diaspora initiatives, or overlap their visits in a given country or campus, consider harmonization of per diem rates.

7.16 **Overall Program Objectives and Deployment of Fellows**

- In order to have Fellows leave a larger and deeper footprint behind, encourage the programs to align the length of visits with an appropriate number of tasks that can be reasonably completed.
- Ensure that the programs make clear that the diaspora Fellow is a resource for the institution and not merely a partner to an individual member of staff.
- In order to influence systemic higher education transformation, make absolutely transparent at the time of proposal development and submission that the purpose of the diaspora program is not only to assist African universities enhance teaching and conduct research but to enable diaspora expertise to bear on improving higher education transformation in Africa.

7.17 **Continue Assessment**

- Create additional value for the diaspora program grantees by continuing to assess whether the models are working, whether they are progressing toward their stated goals and whether they are producing sufficient evidence of “success” to increase and diversify their funding base.

Enhance the Diaspora Portfolio Indirectly

7.18 Take a Backseat

- Enable Carnegie to step into the background by supporting the creation of an independent alliance of African diaspora initiatives that can demonstrate its value in gaining economies of scale, sharing knowledge to improve effectiveness and building a common “brand” that attracts funding support.
- Confine the Carnegie role to assisting with the shape of the initiative, facilitating its launch and serving as a source of support along with other contributors.
- Encourage any new initiative to cater not only for individual African institutional needs but to work with key continental initiatives that might ensure sustainability.

7.19 In conclusion, the Carnegie African Diaspora Initiative is a unique portfolio that has sought to combine the different experiential strengths and program interests of its partner grantees. It is now at a juncture where it could set up the potential advantages of collective action where interests converge. By working together, its grantees can strengthen their convening power and increase the scope and scale of activities through cross-program fertilization where such opportunities exist. Without doing so, the Corporation will have missed an opportunity to realize the full potential of its investment. Yet, while current modes of operation reveal important strengths, they also have significant weaknesses that will need to be addressed if the programs are going to expand the benefits of collective action in the future.

Appendix A: List of People Interviewed

CADFP:

Advisory Council and Secretariat

Dr. Paul Tiyaambe Zeleza, Advisory Council Chair, Vice Chancellor, United States International University-Africa, Kenya

Dr. Omotade “Tade” Akin Aina, Executive Director, Partnership for African Social and Governance Research, Nairobi, Kenya

Dr. Emmanuel Akyeampong, Professor of History and of African and African American Studies, Harvard University, USA

Dr. Pinke Mekgwe, Executive Director, Division for Internationalization, University of Johannesburg, South Africa

Dr. Teboho Moja, Professor and Program Director, Higher Education Program, New York University, New York; Extraordinary Professor, Institute of Post-School Studies, University of the Western Cape, South Africa.

Dr. Ebrima Sall, Executive Secretary of Council for the Development of Social Science Research in Africa, Senegal

Ms. Everlyn Anyal Musa, CADFP Program Coordinator

International Institute of Education

Mr. Jeremy Coats, Lead, Foundation Programs

Ms. Mirka Martel, Assistant Director, Research and Evaluation

Ms. Zehra Mirza, Evaluation Officer

Dr. Maria de los Angeles Crummett, Executive Director, Council for International Exchange of Scholars

CADFP Hosts

Ghana

Emmanuel Achaempong, University of Education, Winneba

Kolawale Raheem, University of Education, Winneba

Samuel Bonsu, Ghana Institute of Management and Public Administration

Kenya

Agnes Gathumbi, Kenyatta University

Henry Ayot, Kenyatta University *

George Rading, University of Nairobi

David Mwambari, United States International University

Uganda

Frank Mugagga, Makerere University

Constant Okello-Obura, Makerere University

John Njubiri, Uganda Technology and Management University*

Venansus Baryamureeba, Uganda Technology and Management University*

*Worked with the Diaspora Fellow although not listed in the CADFP database.

CADFP Hosts Who Provided Assessment Self-reports

Ghana

Nelson Agbo, Kwame Nkrumah University of Science & Technology, Ghana

Sena Dei –Tutu, University of Ghana

Jophus Anamuah-Mensah, University of Education Winneba

Afful Dadzie Anthony, University of Ghana

Kenya

Simon Ngigi, The Catholic University of East Africa

John Muchiri, Kenya Methodist University

Wandia Njoya, Daystar University Kenya

Simon Thurania, Embu University, Kenya

Sheila Okoth, University of Nairobi, Kenya

Uganda

Constant Obura-Okello, Makerere University

Annabella Habinka Basaja-Ejiri, Mbarara University of Science and Technology

Doris Kakuru, Uganda Technology and Management University

University of Ghana Diaspora Linkage Program

Management

Prof. Yaa Nitiama-Baidu, Director

Ms. Christy Badu, Assistant Registrar and Program Coordinator

Diaspora Fellow

Esther Acolatse

Head of Department

Michael Okyerefo, Sociology

Collins B. Agyenang, Psychology

Winfred Olu, Linguistics

Elvis K. Tiburu, Biomedical Sciences

Nana Aba A. Amfo, School of Languages

Maimouna Sankhe, Modern Languages (Spanish)

Abu Yaya, Materials, Science Engineering

F. K. Katsriku, Computer Science

Margaret McIntyre, Mathematics

Edward Nanbigne, Institute of African Studies

Godfrey Mills, Computer Engineering

Other Faculty

Mjiba Frehiwot, Institute of African Studies

Fusheini Hudu, Linguistics

Graduate Students

David Dodou Arhin, Materials Science Engineering

Eyram Schwinger, Mathematics

Gloria A. Botchway, Mathematics

University of the Witwatersrand Alumni Diaspora Program

Management

Prof. Beverly Kramer, Project Director

Ms. Antonia Appel, Project Administrator

CODESRIA

Management

Dr. Ebrima Sall, Executive Secretary

Dr. Ibrahim Oanda Ogachi, Senior Program Officer and Head, Training, Grants and Fellowships

Ghana

Kennedy A. Alatinga, University of Development Studies

John Kwame Boateng, University of Ghana

Michael Okyerefo, University of Ghana

Kenya

Doris Nyokang, Egerton University Kenya

Jackline Nyerere, Kenyatta University

Faridah Kanana Erastus, Kenyatta University

Felicity Wanjiru. Githingi, Moi University Kenya

Nigeria

Rev. Sr. Carol Ijeoma Njoku, University of Nigeria, Nsuka

South Africa

Fabiodun Salawu, North-West University,

Patricio Langa, University of the Western Cape

Other

Elisio Macamo, Mondlane University, Mozambique

Carnegie Corporation of New York

Ms. Claudia Frittelli Program Officer

Ms. Andrea Johnson, Program Officer

Appendix B: Four CADFP University Case Study Summaries

CASE STUDY 1: Uganda Technology and Management University (UTAMU)

UTAMU is a small new institution set up in 2012. It has 42 academic staff, 14 accredited programs and 1,000 students of whom 57 are PhD students supervised jointly with Mbarara University of Science and Technology (MUST) in Uganda and Amity University in India. During 2015-16 the school of computing and engineering, and the sociology department each hosted a diaspora Fellow.

The Fellow hosted by the computer engineering was already well known to UTAMU as an expert in digital security. He stayed 45 days. During this time, he jointly developed with faculty an online course on digital security that is accessible to staff, students and corporate partners. The department then arranged for the Fellow to give a total of 24 hours of seminars and workshops to 20 corporate and industry partners as well as ICT leaders from government and NGOs, exposing them to the latest tools and techniques of securing data.

Because Uganda imports all its technology it is critical for us and industry people to be knowledgeable about the protective technology that vendors are selling in order to make cost effective and informed decisions.

Host

This has greatly strengthened outreach activities, especially linking the student internship program with industry. The Fellow continues to maintain constant communication with staff and seven PhD students, sends them current literature, is involved in resource mobilization, and participates in organizing UTAMU's annual international technology conference.

The Fellow in the sociology department stayed 89 days working with staff and students from UTAMU and Uganda's Bugema University's School of Social Studies. He co-developed a research methodology curriculum that he co-taught during a nearly 13-week staff and graduate training interdisciplinary project. For staff and students from two small private universities, the experience was unprecedented as the Fellow used innovative pedagogy to sharpen skills in research and academic writing for publication, something that is usually ignored during graduate training. Staff and students have subsequently submitted more than 20 journal articles and some already published or accepted for publication. Both universities have made the structure and methods of the project a model for teaching research methods. They have since replicated the experience and staff express confidence that they have found a way to teach effectively an otherwise challenging subject for many African universities.

CASE STUDY 2: Ghana Institute of Management and Public Administration (GIMPA)

GIMPA was set up in 1916 as a civil service training institute. It became a self-supporting university in 2004 and since then it has been transformed into a comprehensive tertiary institution offering programs in a faculty of law and three schools: business, public service and governance,

and technology. The School of Business with 3,300 undergraduate and 1,600 post-graduate students is the largest unit. It has hosted two diaspora Fellows during four visits (two visits apiece – the latest was due to start in February /March 2017). The Dean of the School explains that one of the chief reasons for seeking out diaspora Fellows was to cut costs. GIMPA was spending about \$130,000 annually to bring in experts. Tapping into CADFP has saved at least \$60,000 annually. The Fellows hosted by GIMPA were already known to the institution. The business school started a PhD program in 2014 and the two Fellows have been central to curriculum development, teaching, and mentoring staff and some of the 27 students registered in the program – the majority being junior faculty. The Fellows have collaborated with members of staff on two research projects resulting in two conference papers and presentations. They are continuing to collaborate to develop the papers into journal articles for publication. The mentoring program started by the Fellows has been taken up by senior staff and become a regular practice of the business school.

CASE STUDY 3: University of Nairobi – School of Engineering

As in the cases of UTAMU and GIMPA, the host at the Department of Mechanical and Manufacturing Engineering brought in a diaspora Fellow who was already well known to the institution. He is an alumnus of the department’s undergraduate program, had taught in the department for eight years after obtaining his PhD from Leeds University (UK) before emigrating to the U.S. At the time of the fellowship, the host wanted to recruit the Fellow to: 1) help refine an undergraduate curriculum in manufacturing automation, a field in which the Fellow excels and 2) serve as an external examiner of a PhD candidate who had completed a multi-disciplinary thesis that required four supervisors – two from the University of Nairobi and two from South African universities.

Given scarcity of resources, the host could not afford to invite three external examiners with expertise in modeling dislocation, computer and experimental modeling and metal plasticity.

In securing this particular diaspora Fellow, we arrived at a satisfying win-win situation. He had expertise in all three areas and acted as external examiner to a quite complex thesis. The candidate successfully defended his work and has now been promoted to senior lecturer level in this department. The Fellow ably refined our four Masters courses at two levels –at a basic level where we still teach using them and at a fundamental level where we have had to submit them for approval by the university curriculum committee. The Fellow also taught a course on non- destructive testing to six MSC students and one PhD candidate. I would say that the Fellow’s generous offer of 54 days was a gift that we spent well. We have invited his dean to come and visit the department and we are still pursuing the matter.

Host

CASE STUDY 4: Kenyatta University (Not a Satisfactory Result)

Kenyatta was established in 1985 and has over 71,000 students in more than 20 schools, institutes and centers. The Director of the Centre for International Programs and Collaborations invited a Fellow who is an alumnus and had successfully led a previous USAID-supported initiative on Professional Teacher Development. The Fellow was to create online course delivery through the MOODLE e-learning management system, involving 17 learning units on Professional Teacher

Development courses and a seminar for lecturers on online teaching approaches. During our field visit it emerged that the 17 units were not yet online, which took the Director by surprise.

When the Fellow arrived, I put him in contact with colleagues in the PTD unit who would be his collaborators. He worked with three of our staff on the project for 74 days, and until today I thought that the Fellow had uploaded the course units and that they were already accessible to students since he has already returned to his university. I am told that the text is still in hard copy because the department could not agree on how it would restrict access to the online course to those students registered at this University. But that sounds fishy to me because, surely the Fellow must have known how to do that if he is an expert in designing online courses.

Director

If the University had a strong monitoring and reporting system in place, the situation might have been more widely known and prevented.

Appendix C: Examples of Diaspora Program Applications

CADFP:

Host Institution	Fellow
Host Institution information: Contact Person:	Biographical Information: Gender, Country of Birth, Citizenship
Project Description: (Projects may be in any academic discipline or interdisciplinary field)	Relevance and Fit: (Academic qualifications, expertise, administrative experience)
Project Activities and Scholar Involvement:	Employment History:
Project Objectives:	Current Position:
Project Impact: Immediate; long-term	Significant Accomplishments:
Project Timeframe:	Personal Statements: (Potential contributions to curriculum co-development, research collaboration and/or teaching, training and mentoring).
Cost-Share Commitment: Lodging, Local Travel, Meals	
Request for a Specific Fellow (optional):	Motivation for Applying:
Justification for Request:	Potential Impact: (For the home institution, host institution, institutional linkages, discipline and scholar's future academic work, higher education transformation, and internationalization issues.)
Prior Relationship with Fellow:	
Future Planned Collaboration, if any:	Curriculum Vitae
Letter of Support (at level of Dean for higher)	Letter of Recommendation

University of Ghana Diaspora Linkage Program:

Name (surname, and other names):
Contact address:
Country of birth:
Nationality:
Qualification (include highest degree obtained and other relevant skills):
Indicate the period(s) that you are to spend time at UG (From: /d/m/y to d/m/y):
Current employer:
Current position:
Subject area of specialization:
Current area of research interest / ongoing research:
Number of years of university teaching experience:
Number of successful i) Masters; ii) PhD candidates supervised in last five years and thesis titles:
List ten most recent publications (include only books, chapters in books, and refereed journal articles):
Indicate area(s) that you are able to support UG (e.g. post-graduate teaching, research collaboration etc.):
Curriculum Vitae
Letter of Recommendation