Prof. Komla M. Avono

Full Professor of American Studies
Director, International Language Centre (CI2L), Université de Lomé
Chair, Anglophone Studies Research Team (2EA)
Chair, Togolese Fulbright Alumni Association (since 2021)
Chief Editor, *Uirtus: Journal of Arts & Humanities*
Consultant in English Language Education & Cultural Strategy
Consultant, Transcurate Consulting (https://transcurate.com)
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PROFESSIONAL SUMMARY

Global education and cross-cultural studies expert with over 15 years of experience in teaching, research, and academic leadership. Currently Full Professor of American Studies at Université de Lomé and Chair of the Togolese Fulbright Association, I specialize in the design and implementation of English language programs, intercultural pedagogy, and curriculum internationalization.
As Director of the UL Language Centre (CI2L), I lead multilingual, CEFR-aligned initiatives in hybrid and digital English instruction. I serve as Chief Editor of *Uirtus* and as consultant for both Transcurate Consulting and the Commonwealth of Learning, supporting national education reform and teacher training. My work integrates academic rigor with real-world applications, fostering inclusive, globally aware teaching practices across West Africa and beyond.

EDUCATION

Postdoctoral Research Fellow, Ethnic Studies
University of Nebraska–Lincoln, USA – 2013
Ph.D. in American Studies
Université de Lomé, Togo – 2010

CURRENT ACADEMIC POSITIONS

- **Full Professor of American Studies**
  Department of English, Université de Lomé | 2025
- **Director**, University of Lomé International de Language Center | 2022–Present
- **Coordinator**, Interdisciplinary Dynamics of English-Language Approaches (IDEA), Université de Lomé | 2022–Present
- **Chair**, Budget & Finance Committee Université de Lomé | 2023–Present

CONSULTANCY & INTERNATIONAL ROLES

Consultant, Commonwealth of Learning (2025)
Supporting English language teaching in collaboration with Togo's Ministry of Primary and Secondary Education.
Consultant, Transcurate Consulting (2021–Present)
Curriculum design, digital pedagogy, academic cooperation, and communication strategy.
Chair, Togolese Fulbright Alumni Association (2021–Present)
Promoting international academic exchange, cultural diplomacy, and public service.

RESEARCH & TEACHING INTERESTS

- English Language Curriculum & CEFR Alignment
- American Literature & African American Studies
- Globalization, Diaspora & Higher Education
- Intercultural Communication & Applied Linguistics
- Digital Pedagogy & Instructional Design
- Cross-cultural Leadership & Academic Mentorship

EDITORIAL & SCHOLARLY LEADERSHIP

- **Chief Editor**, *Uirtus: Journal of Arts & Humanities* (since 2021)
- **Academic Reviewer**, various peer-reviewed journals & grant panels
- **Chair,** Anglophone Studies Research Team (since 2022)
- **Organizer**, International Symposia on Anglophone Studies (2023–2025)

FELLOWSHIPS, HONORS & AWARDS

- **Fulbright Scholar**, U.S. Department of State
- **IVLP Alumnus**, International Visitor Leadership Program
- **Award for Exceptional Dedication to Community Development**, U.S. Department of State (2024)
- **Award for Inspiring Youth Leadership**, U.S. Department of State (2017)

CORE SKILLS

- Strategic Leadership in Higher Education
- English Language Education Policy & Reform
- CEFR Curriculum & Assessment Design
- Academic Editing & Journal Management
- Hybrid Learning & EdTech Integration
- International Program Coordination
- Public Speaking & Cultural Diplomacy
- Institutional Governance & Financial Oversight

LANGUAGES

- **Ewe** (Native)
- **French** (Fluent)
- **English** (Fluent)

SELECT PUBLICATIONS

Books

Avono, Komla M. *Reading Multiple Consciousness: Exploring the Complexity of Postmodern Identity*. Lexington Books, 2024.

Avono, Komla M., and Komi Begedou, editors. *Anglophone Studies in Africa: Assets, Challenges, and Prospects*. Galda Verlag, 2024.

Avono, Cal. *Condamné avec Souci*. Éditions Awoudy, 2016.

Avono, Komla M. *Otherness and Literary Criticism in the African American Context from 1865 to 1964: A Metacritical Approach*. Galda Verlag, 2018.

Journal Articles

Avono, Komla M. "Audience, Double-Consciousness, and African Teachers of American Literature: The Challenging Debate." *MultiFontaines*, no. 1, Jan. 2014, pp. 109–18.

---. "Multiple Consciousness: Laye Camara's *The Dark Child* and Richard Wright's *Black Boy*." *International Journal of Linguistics, Literature and Culture*, vol. 5, no. 3, Sept. 2018, pp. 91–107.

---. "(Dis)loyalty and Tragic Hero: Ernest Hemingway's *A Farewell to Arms*." *Revue CAMES*, no. 7, 2018, pp. 1–13.

---. "Collecting, Connecting, and Correcting: Vital Steps at the Heart of Harlem Renaissance." *Intercultural: International Journal of Cognition, Humanities, and Applicable Semiotics*, no. 2, 2018, pp. 199–210.

---. "Langston Hughes' Poetry: An Exceptional Critical Realism." *Congolese Journal of Communication, Letters, Arts and Social Sciences*, vol. 5, Jan.–June 2018, pp. 235–46.

---. "Subverting Women's Intra-Oppressions through bell hooks' Feminism: A Reading of Toni Morrison's *Paradise*." *Particip'Action*, vol. 10, no. 2, July 2018, pp. 7–27.

---. "J. D. Salinger's *The Catcher in the Rye*: A Representation of Parent-Child Relationship and Consequences." *Revue Ivoirienne de Gouvernance et des Études Stratégiques*, vol. 6, no. 2, Dec. 2018, pp. 91–105.

---. "A Hungry Man Is a Negro Man: Racializing Poverty in Richard Wright's *Black Boy*." *International Humanities Studies*, vol. 5, no. 4, Dec. 2018, pp. 52–64.

---. "From Catharsis to Self-Discovery: A Reading of Paule Marshall's *Praisesong for the Widow*." *Revue Scientifique Togolaise*, vol. 12, no. 1, Jan.–June 2018, pp. 177–89.

---. "Weakness of Power: Masculinity at Odds in Theodore Dreiser's *Sister Carrie*." *International Journal of Linguistics, Literature and Culture*, vol. 10, no. 3, May 2024, pp. 39–47.

---. "When Life Shuts Doors, Death Opens Windows: Oxymoronic (Re)presentation of Death in Edgar Lee Masters' *Spoon River Anthology*." *International Journal of Social Science and Human Research*, vol. 7, no. 7, July 2024, pp. 4839–44.

Avono, Komla M., and K. Amedokpo. "Centralizing Nature in John Ashbery's 'The One Thing That Can Save America.'" *Cahiers du CERLESHS*, no. 71, Dec. 2022, pp. 365–80.

Avono, Komla M., and K. Begedou. "Sarah Forten's Appeal as a Prophetic Voice in the Future of Black Feminist Criticism." *Particip'Action*, vol. 13, no. 1, Jan. 2021, pp. 25–42.

Avono, Komla M., and E. Dakla. "Scapegoated Pecola: The Making of a Traumatized Character in Toni Morrison's *The Bluest Eye*." *International Journal of Language, Linguistics, Literature and Culture*, vol. 2, no. 5, 2023, pp. 60–69.

Avono, Komla M., and C. Kpade. "Hyphenatedness: Danzy Senna's *Caucasia*." *Zaouli*, no. 4, Dec. 2022, pp. 248–59.

Avono, K. M., and F.-K. D. Woameno. "Literature as Leverage to Peace and Sustainable Development in the African Context." *Akofena*, vol. 4, no. 8, June 2023, pp. 371–82.

Avono, Komla M. "A Life in Color(s): One Hester in Hawthorne's *The Scarlet Letter*." *Particip'Action*, vol. 11, no. 1, Jan. 2019, pp. 155–71.

---. "Of Dreams and Mirages: John Steinbeck's *Of Mice and Men*." *MultiFontaines*, no. 6, Jan. 2019, pp. 20–38.

---. "Imbolo Mbue's *Behold the Dreamers*: An Artistic Journey from Utopia to Dystopia." *International Journal of Development Research*, vol. 13, no. 9, Sept. 2023, pp. 63809–14.

---. "The Weakness of Power in Richard Wright's *Native Son*: Lesson Learned in the Context of American Exceptionalism." *Djiboul*, vol. 2, no. 7, July 2024, pp. 53–66.

PROFESSIONAL AFFILIATIONS

- Fulbright Alumni Association (Global & Togolese Chapter – Chair)
- African Association of American Studies
- International Volunteer Program Leadership Alumnus
- Editorial Board Member & Peer Reviewer Roles

REFERENCES

Available upon request.