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# University of California, Berkeley Center for African Studies

***Project Narrative, Appendices and Attachments Guide***

**For application for grants National Resource Centers Program**

**and**

**Foreign Language and Area Studies Fellowships Program ALN: 84.015A and 84.015B**

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PR/Award # P015A220061

University of California, Berkeley, Center for African Studies

Title VI National Resource Center and Foreign Language and Area Studies Proposal 2022

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Berkeley Center for African Studies

# Introduction to the Center for African Studies

The Center for African Studies at the University of California, Berkeley, represents a thriving multidisciplinary academic community. As an institution based at a public university, the Center serves the needs of a large and diverse constituency of students, scholars, and citizens. The Center promotes African studies by organizing academic enrichment and language training for students, facilitating research support for scholars from all disciplines, and partnering with community organizations and public agencies to create innovative programming. Through all these activities, the Center encourages greater understanding of — and direct, meaningful engagement with — a continent undergoing dramatic transformations with global implications.

In fulfilling its educational mission, the Center plays an important bridging role in fostering the creation and dissemination of knowledge concerning Africa and its place in the world. The Center is a gateway for the study of Africa within the ten-campus University of California (UC) system, supporting UC faculty producing cutting-edge research as well as UC students seeking advanced training and language acquisition. Beyond the UC system, the Center provides networking opportunities for scholars and students at regional universities in neighboring states while producing outreach programming for area K-14 schools. By actively making its activities available beyond the Berkeley campus, the Center connects the academic community in the western United States to the rich diversity of African studies worldwide.

Indeed, reflecting this spirit, the Center’s Associate Director, Martha Saavedra, was recognized by the African Studies Association (ASA) with the 2021 Outstanding Service Award for her work facilitating the training of scholars across disciplines, promoting the teaching of African languages, and engaging constructively with diaspora communities.

The Center bridges disciplinary, social, and physical boundaries by leveraging Berkeley’s significant academic resources in the service of African studies. Over 200 faculty and staff from

54 departments and 10 colleges and professional schools lead diverse campus initiatives focused on Africa. The Center’s affiliated faculty include renowned experts in fields such as African American Studies, Anthropology, Computer Science, Economics, Engineering, History, Public Health, Political Science, among several others. These scholars maintain active research collaborations in over 30 African countries, generating knowledge that enhances our understanding, informs policymaking, and forges productive partnerships.

To realize its commitment to instruction in African studies and languages, the Center collaborates with several teaching and research units across the Berkeley campus. The Center partners with the Department of African American Studies and the Global Studies Program to support an Africa-focused curriculum that ensures students gain new insights on Africa in historical and contemporary contexts. The Center further ensures that African studies at Berkeley remains inherently multidisciplinary by collaborating with campus programs that represent a range of perspectives and methodologies, including the Blum Center for Developing Economies (Blum Center), the Center for Effective Global Action (CEGA), the Center for Global Public Health (CGPH), the Center for Emerging and Neglected Diseases (CEND), and Development Engineering (DevEng). Berkeley maintains study exchange programs in four African countries.

The Center ensures the vitality of African studies and languages at Berkeley by working with faculty to continuously update the curriculum. The Center provides support services to departments in addressing the academic needs of undergraduate and graduate students, while assisting individual faculty in expanding the range of Africa-related courses. By conducting an annual review of course offerings, the Center confirms that undergraduates can meet the requirements for the Africa concentration within the Global Studies major and that Berkeley maintains the highest standards among peer universities with active African studies programs. Center staff regularly consult with the Center for Teaching & Learning and the Berkeley

Language Center (BLC) to verify that course syllabi, particularly for African language instruction, meet the pedagogical and accessibility standards. The Center supports research workshops that enable graduate students to receive critical feedback from faculty and peers. Additionally, the Center provides professional development and career services to students interested in pursuing internships, service-learning, graduate studies, and independent research.

Our Center has extended its services beyond the Berkeley campus to build a regional Africanist academic community of scholars and students. Our Center’s founding of the University of California Africa Network (UCAN) as a multi-campus program exemplifies ongoing efforts to integrate research, teaching, and outreach. Anchored at Berkeley, UCAN includes active collaborators from the UC campuses at Davis, Merced, Riverside, Santa Barbara, and San Diego. UCAN provides a framework for cross-campus programming that advances knowledge production by bringing together scholars from a cross-section of disciplines to engage in critical feedback on new research and share innovations from their respective fields. UCAN activities include monthly virtual research workshops, yearly symposia to share new research, fieldwork methods workshops for graduate students, pedagogy seminars for improving Africa- focused undergraduate courses, and coordinated student recruitment from minority-serving institutions (MSIs) into UC graduate programs. The Center has also invested in expanding language instruction within the UC system through distance learning.

The Center maintains an active outreach program for students, faculty, and community members. Our public programs for the community include a weekly colloquium, Africa Matters, which offers presentations by researchers, activists, journalists, and policymakers. In addition, we sustain active partnerships with area community colleges through our role facilitating the work of Berkeley’s Office for Resources in International and Area Studies (ORIAS) (p 42).

Committed to constructive engagement with African students and researchers, the Center

has expanded its collaborations across the continent. The Center is actively involved in advancing knowledge transfer and capacity building by bringing African students, scholars, journalists, and activists to Berkeley. The Center recently renewed its partnership with the Mastercard Foundation Scholars Program to bring over 120 students from African countries to earn degrees at Berkeley over the next decade (MCFSP, p. 18). The Mastercard partnership also provides seed funding to sponsor training collaborations between Berkeley faculty and African collaborators in African countries. Center staff have helped secure funding to establish the first Africa-based regional hub for Evidence in Governance and Politics (EGAP), a research network that will provide specialized training opportunities for African researchers. More broadly, the Center continues to advise and support a range of Berkeley programs such as CEGA’s East Africa Social Science Translation Collaborative (EASST, p. 8), the OASIS Initiative (Organizing to Advance Solutions in the Sahel, p.7), and the Haas School’s International Business Development (IBD) program (p. 9). Such programs amplify our work in cultivating the next generation of experts on Africa — in the United States and in Africa.

As demonstrated through this proposal, Berkeley’s Center for African Studies effectively promotes the study of the continent by serving and connecting a wide range of constituencies on our campus and beyond. Our programming, especially through UCAN and ORIAS, will magnify the impact of NRC and FLAS funding throughout the UC system and the western United States.

# Commitment to Subject Area

**A1.** Recognizing the importance of Africa to teaching and research, Berkeley continues to invest in the Center for African Studies and affiliated programs. Berkeley provides our Center with direct permanent funding for the faculty director, 1 staff FTE, academic and outreach programs, office space, and IT infrastructure. Berkeley supports the Program in African Languages with 6 FTE in Arabic, 2 FTE for African language instruction, and support for

program development. (Table 1). Importantly, the Center’s access to resources has been enhanced in critical ways over the past three years. Berkeley has established the new Swidler

endowment to build alumni and philanthropic support for the Center’s activities. This endowment complements two existing ones (Rocca and Ezera) dedicated to graduate research.

The Center receives administrative and operations assistance from multiple sources within the university. The Vice Chancellor for

Table 1: Direct Support to CAS and PAL

*2021-2022 Fiscal Year* Amount

|  |  |
| --- | --- |
| Direct CAS Budget Allocation | $170,972 |
| Space (annual rent equivalent) | $26,520 |
| Endowment Income | $146,243 |
| 8 NRCs share Outreach and FLAS Coordinators, Salary & Benefits | $17,870 |
| SHARE, VCRO, AAS program | $135,000 |
| support |  |
| *Total Direct to CAS* | *$496,605* |
| AAS Language Salary & Ben | $229,827 |
| Arabic Language Salary & Ben | $552,632 |
| Lang. Material & Prof’l Devt | $6,200 |
| *Language Instruction Support* | *$788,659* |
| Total CAS & PAL | **$1,285,264** |

Research (VCR) and SHARE provide direct services, including accounting, grant management, fundraising, and web and data management. The Global Engagement Office, Berkeley Study Abroad (BSA, p. 25), and the Berkeley International Office provide our Center with professional services in supporting visiting scholars and students. The Graduate Dean and Provost for Graduate Affairs, Lisa Garcia Bedolla, is the co-PI along with Faculty Director Leonardo Arriola for our Mastercard Foundation Scholars Program. University Development and Alumni Relations (UDAR) provides material support for fundraising and major events.

The Center coordinates the language program with African American Studies (AAS), where Sam Mchombo (Swahili and Chichewa) is a tenured faculty member. David Kyeu (Swahili), Gladys Ajaelo (Igbo) and the Amharic instructor (TBA) are lecturers appointed in AAS. Global Studies is part of Interdisciplinary Social Science Programs (p 20). The Berkeley Language Center (BLC), the Graduate Student Instructors (GSI) training program (p 19), and the Center for Teaching and Learning provide pedagogical training and support for lecturers and faculty. Two BLC staff members advise our Language Leadership Team (p 14).

Berkeley’s commitment to African studies is best illustrated through the continued and

robust recruitment of Africanist faculty across multiple disciplines, resulting in the hiring of 14

new tenured or tenure-track faculty in the last five years (Table 2). These hires reflect Berkeley’s strength in studying Africa from the perspective of social, natural, and applied sciences. Reinforcing this investment in new faculty, the Dean of Arts & Humanities, Sara Guyer, is instituting a division- wide focus on Africa in faculty hires, beginning with the current African-focused search in the Department of History of Art. Of the 120 members of the

Table 2: Tenured (T) or Tenure Track Hires since 2017

|  |  |  |
| --- | --- | --- |
| **Faculty** | **Department** | **Year** |
| Pickering | Dev Engineering | 2021 |
| Razafindratsima | Integ Biology | 2021 |
| Sande | Linguistics | 2021 |
| Straus (T) | Political Science | 2021 |
| Weigel | Business | 2021 |
| Chung | ESPM | 2020 |
| Liu | Public Policy | 2020 |
| Abebe | EECS | 2020 |
| Tsivanidis | Bus and Econ | 2019 |
| Nelson (T) | EECS | 2019 |
| Wilfahrt | Political Science | 2018 |
| Hall (T) | History | 2017 |
| White | Archaeology | 2017 |
|  | (Anthropology) |  |
| Chari (T) | Geography | 2017 |

teaching staff whose work involves the study of Africa at 25% time or more, 50% are tenure line.

There are ongoing African initiatives in the professional schools, STEM disciplines, and organized research units such as the Human Rights Center (HRC) at the Law School, the Bixby Center for Population, Health and Sustainability, the Center for Global Public Health, and the Center for Emerging and Neglected Diseases. The faculty, resources, and activities of these units generate multidisciplinary projects in over a dozen African countries, which subsequently influence teaching in the professional schools. Law School faculty members teach courses and run clinics on human rights (Fletcher, Mohamed) that emerge from and reflect African experiences. New faculty hires among these programs further add to campus expertise on Africa. For example, Michelle Poulin, the new Executive Director of the Demography Center, brings her experience from the World Bank’s Africa Gender Innovation Lab to campus. Across Berkeley’s campus, the leaders of several programs are also Africanists and regularly mentor students, including Ivor Emmanuel, ElSadig ElSheikh, and George Scharffenberger (see CVs).

The Blum Center continues investing in Africa-related courses, training, and research. The Blum Center’s minor in Global Poverty and Practice (GPP) is one of the most popular on campus. Graduate students in its InFEWS (Innovations at the Nexus of Food, Energy, and Water Systems) fellowship program acquire interdisciplinary skills for actionable and impactful research in courses, fieldwork, internships, and thesis research. The Blum Center’s Development Engineering program, deeply connected to Africa through both theoretical and practical work, has a newly inaugurated master’s degree to complement its Designated Emphasis for PhDs. Our Center works closely with the Blum Center on advancing many of these initiatives with Associate Director Saavedra serving on the advisory board of the master’s program.

CEGA’s EASST and DIWA programs connect Berkeley to the Network for Impact Evaluation Researchers in Africa (NIERA), Makerere University, the African Population and Health Research Center, Addis Ababa University, the University of Dar es Salaam and the Ghana Institute of Management & Public Administration for impact evaluation training and project development. The School of Public Health (SPH) has partnerships focusing on reproductive health with Ahmadu Bello in Nigeria and Mekelle in Ethiopia, and training exchanges with Makerere in Uganda. OASIS works with Abdou Moumouni University (Niger) and University of Ouagadougou (Burkina Faso) on a Sahel Leadership Program. Our Center faculty affiliates engage with African colleagues via exchange, research, and curriculum development at institutions such as Cape Town, Legon, Witwatersrand, and Nairobi.

The Center actively leverages Berkeley’s academic resources in collaborating with international partners. We play a key role in the network of 24 institutions, including 14 African universities, established through the Mastercard Foundation Scholars Program. Through this program, our Center has an MOU with the United States International University-Africa to facilitate student support. Moving forward, the Center will begin hosting 5 students each

semester from Ashesi University to participate in the SCET Start-up Semester. The Carnegie Corporation of New York Center has renewed a grant for our Center to collaborate with the Centre for Research and Action for Peace (CERAP) in Côte d’Ivoire in the development of peacebuilding and violence-prevention programming. We also actively collaborate with the West African Research Center, and other regional organizations. We have co-hosted several conferences and online sessions with the scholars’ network Sports Africa.

Acknowledging its critical role in research and teaching, Berkeley’s support to the Library’s Africana collection remains strong, as reflected in the annual support

Table 3: Library Expenditures & Volumes

Held, FY22

|  |  |  |
| --- | --- | --- |
| Total Library | Total Materials | Volumes Held |
| $59,549,614 | $19,255,248 | 13,475,065 |

for staff and collections (Table 4 and 11, p. 32). UCB coordinates with other UC campuses to pursue an intentional approach to African collections and research support, including the development of institutional linkages with African universities. Once current pandemic conditions subside, UC Education Abroad Program (EAP) will continue to offer study and scholar exchanges programs with universities in four countries: Botswana, Morocco, Ghana, and South Africa (p 25).

ORIAS supports the Center’s outreach with secondary educators and community colleges (p 42). The Division of Equity and Inclusion also augments our outreach activities via support for the Center for Educational Partnerships (CEP) and the Coalition for Educational Outreach, which together target students who face significant barriers to college admission. CEP partners with schools, community colleges and local organizations and directly serves over 75,000 students. Many of our African Studies concentrators come to Berkeley through these programs.

Berkeley actively promotes undergraduate study on Africa. Overall, 60% of undergraduates received financial aid with 51% receiving gift aid in 2020-21. The average gift amount was $20,469. The campus also offers awards that support work on Africa. The Center’s

Rosberg and Geist Undergraduate Travel Awards support up to two students annually for summer research in Africa. Other Berkeley awards for Africa-based research are available through the Undergraduate Research Office (URO), the Institute of International Studies (IIS), the Blum Center, and other units. Berkeley Study Abroad and UCEAP offer over an array of financial aid and scholarships for study abroad. URO offers extensive extra-curricular support to assist undergraduates to develop and conduct research projects.

Numerous merit and need-based awards support graduate students. The average graduate fellowship is $33,468. Students employed as graduate student researchers and instructors receive fee waivers and health care benefits for themselves and their families. The Graduate Division has expanded programs to support graduate students, including travel and write-up grants to Africanist students. Departmental and center grants provide further fellowship support for graduate students focused on Africa. The Center awards over $89,000 each year for pre- dissertation and doctoral research on Africa through its Rocca and Ezera endowment funds. The HRC and IIS regularly fund student summer projects ($5,000 each) and doctoral research ($15,000) in Africa. The Haas IBD program supports teams of MBA students working on consultancy projects in Africa. Since the program’s founding in 1992, 131 (26%) of overall projects have been in Africa. City & Regional Planning, Law, and Public Health also send students annually for research, projects, internships, or consultancies in Africa.

# Quality of the Applicant's Language Instructional Program

Our Program in African Languages (PAL) provides (a) instruction grounded in performance-based pedagogical training in African languages to our campus community and (b) leadership in developing African language curriculum and pedagogy in California and beyond. Evolving over the last 15 years in response to external reviews and local needs, PAL has received increased institutional support in the process. Berkeley’s Executive Vice Chancellor and

Provost and the Arts and Humanities Division have recently initiated a *Task Force on Languages, Language-Based Disciplines, and Global Citizenship* to strengthen campus-wide strategies to sustain and enhance language instruction, including African languages. Center Associate Director Saavedra is a member of the task force. More generally, our Center collaborates closely with African American Studies (AAS), where the instructional program is based. PAL draws on a pedagogical support network that includes the BLC, Middle Eastern Languages and Cultures (MELC), the Center for Teaching and Learning**,** Education Technology Services, and the Graduate Student Instructor Teaching and Resource Center (GSITRC).

The Center provides a strong presence for African Languages within the UC system. Students at all 10 UC campuses can enroll in our Swahili courses through the Cross-Campus Enrollment (CCE) system via distance learning. This year alone we have had students from the Davis, San Diego, Santa Cruz, and San Francisco campuses. Students from other UC campuses also enrolled in Amharic through intercampus exchange. We intend to add Amharic and Igbo to the CCE system starting in AY23. Regionally, we cooperate with Stanford’s African & Middle Eastern Languages and Literature and Special Language Programs on proficiency assessment and pedagogical training. Nationally, we collaborate with other Title VI African Studies programs to collect and disseminate summer African language course details online. Our instructors participate in the programs of the National African Language Resource Center (NALRC), other LRCs, and support the African Language Group Abroad Programs (GPA).

**B1.** Berkeley regularly offers Arabic, including Egyptian *āmmiyya*, Amharic, Igbo, and Swahili. Chichewa is also offered on demand. MELC hosts Arabic while AAS hosts the other African languages. Adapting creative administrative and technological solutions, the Center has adapted cross-enrollment and synchronous distance learning (DL) to extend language instruction to students at other institutions. Outside of regular classes, we also support students in building

on proficiency gains made in summer instruction in other languages through language tables, special events, and guidance in self-instruction.

Table 4 provides an overview of language enrollments. Over the past four years, our Swahili enrollments remained steady, factoring in the impact of COVID. Per MLA surveys, we are only one of five institutions in the US to offer Igbo and one of three to offer Chichewa, which

will resume on the return of Dr. Mchombo from sabbatical. Arabic language enrollments remain strong at Berkeley with a steady number who focus specifically on Arabic in

Table 4: Language Enrollments: 2017-2021, incl summer prior

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language** | **17/18** | **18/19\*** | **19/20** | **20/21** | **Su, F 21** |
| Amharic I, II | n/a | 13 | 18 | 32 | - |
| Chichewa I, II | 2 | 4 | - | - | - |
| Igbo I | n/a | n/a | 14 | 11 | 7 |
| Swahili I, II, III | 41 | 40 | 39 | 27 | 18 |
| Arabic I, II, III | 288 | 277 | 287 | 212 | 123 |
| *Totals* | *331* | *334* | *358* | *282* | *148* |

*\*Amharic starts Sp19; Igbo F19. Amharic instructor died 8/21*

African countries. For example, doctoral student Caitlin Scholl (French) works in Mali, and Dimitri Diagne (History) studies Islam in West Africa. Historian Bruce Hall, a specialist in the Islam in West Africa and the Sahel and editor of WAAMD (p. 32), has attracted Africanist Arabic students, such as Dmitri to Berkeley.

Students from other UC campuses, the California State University system, and community colleges as well as graduate students from Stanford can enroll in Berkeley’s African language classes. While the current COVID pandemic has normalized remote learning, our Center pioneered distance learning with courses in Swahili and Wolof for the entire UC system 15 years ago. Hence, we were able readily offer Swahili and Amharic in the last cycle to non- Berkeley students from UCSC, UCSF, and UCSD, and we will add Igbo in the next cycle. The UC CCE system facilitates advertising courses and the administrative process of registration.

Stanford graduate students can also take our African language courses through DL.

**B2.** Berkeley annually offers elementary to advanced Arabic and Swahili. We offer Amharic at two levels and elementary Igbo and will expand to three levels with NRC funding.

We offer Chichewa on demand. Via film faculty introduce African languages in non-language courses. Kyeu has developed material in Swahili via UCB’s *Lumiere* tool, a tagged, structured collection of clips from films and searchable database (p 31). He also facilitates African language students’ participation in the BLCs annual *Words in Action* performance. To support language use and practice, we have long hosted a Swahili Language Table open to all Berkeley affiliates and the greater community. The informal setting and emphasis on conversation affords participants the confidence to improve oral language skills. We have recently facilitated a virtual gathering of Amharic language graduate students across the UC system.

**B3.** Berkeley’s program has sufficient highly qualified, long-term faculty to teach the languages and levels currently offered. All instructors have extensive professional linguistic and pedagogical experience. Mchombo is our senior instructor of Swahili and Chichewa. Kyeu, our Swahili lecturer, also coordinates professional development opportunities and extra-curricular language activities. We work closely with faculty and staff at the BLC (Kern, Vinall) and the GSITRC (von Hoene) on professional and pedagogical development. They have expertise in applied linguistics, foreign language pedagogy, second language acquisition, instructional technology, machine translation implications, integrated curriculum, and language/culture connections. Notably, because our beloved Amharic instructor, Dr. Shiferaw Assefa, tragically passed just as the fall semester was starting, we were unable to recruit a replacement immediately. We have launched a national search for a new Amharic instructor.

To maintain top-level performance, we recruit highly qualified faculty and offer pedagogical training and professional development opportunities. UC-American Federation of Teachers Unit 18 represents our lecturers and negotiates the collective bargaining agreement that governs the basic terms and conditions of employment, including advancement, salaries, and workloads. (See Budget 1C). The new contract (December 3, 2021, to June 30, 2026) improves

job security, raises pay to address precarity, increases family leave benefits and enhances overall working conditions. Lecturers have access to a pool of UC-AFT-administered professional development funds. This combination of tenured and represented instructional staff contributes to the stability and professionalization of PAL.

Berkeley instructors are intensely involved in language pedagogy training. Kyeu has focused his academic career on language pedagogy. Following a major review and restructuring of the Swahili language program in 2015, Kyeu and Mchombo work together to make annual revisions. In the last year, they incorporated remote teaching modalities to best emphasize communicative aspects language learning, considered modes of student interaction in class and out of class and improved accessibility for students with disabilities. They also addressed distance learning in evaluation procedures for instructors. Kyeu collaborated with other instructors in developing language evaluation protocols and proficiency placement tests. He regularly presents on Swahili language pedagogy and participates in workshops at the BLC, ALTA/NCOLCTL, African Linguistics Conference, ACTFL and other venues. He has published Swahili language instructional materials and received awards for language instruction.

Our language instructors are active in the ALTA. Kyeu is on the board of CHAUKIDU (Global Association for the Promotion of Swahili). Instructors regularly receive funding from our Center and Berkeley to present research papers at ALTA, NCOLCTL, and other conferences. All the instructors have attended and presented at multiple language professional meetings. We are requesting Title VI funds to augment campus support for our instructors’ participation in pedagogical institutes and training workshops hosted by ALTA, NALRC and other LRCs and language professional organizations (Budget 3B).

**B4.** Performance-based instruction, provision of resources and language proficiency requirement are evidence of our commitment to a high-quality PAL. The goal of performance-

based instruction undergirds the structure of PAL. The Language Leadership Team (LLT) provides foreign language program and pedagogical expertise to the AAS Chair and Curriculum Committee, assisting them with curricular review, oversight, and strategic direction. The LLT includes the Center’s Associate Director (Saavedra), the senior tenured African language instructor (Mchombo), and the Professional Development coordinator (Kyeu) with the BLC Director (Kern) and Associate Director (Vinall) providing advice. The LLT meets regularly to coordinate tasks, e.g., organize classroom visits and pedagogical sessions, review curriculum, advance searches underway, connect to external organizations, and promote PAL.

Each year, our Center organizes a mandatory Language Program Orientation for all instructors and FLAS students. We introduce institutional resources, conduct placement assessments, and organize structured discussions between instructors and students to establish specific learning goals. Throughout the semester, instructors share pedagogical feedback and suggestions in one-on-one and group meetings. This supportive engagement has led to exciting and enriching courses, as reflected in student feedback. We end the year with Language Proficiency Interviews (LPIs) for all FLAS fellows (p. 15). Mchombo and Kyeu have both completed the ACTFL-Oral Proficiency Interview certification series in English. Moreover, all materials used in the classroom reflect national standards for teaching foreign languages and emphasize a communicative approach to instruction with meaning-based interactions among students, student-centered classrooms, and standards-based assessments.

Berkeley supports PAL through a range of resources, including salaries, materials, publications, and facilities. The BLC classrooms contain multimedia equipment, such as dedicated computers, region-independent DVD players, video/data projectors for large-screen projection, as well as video-conferencing equipment for DL classes. Other classrooms double as computer labs, where each student has a workstation. The BLC Recording Studio offers high

quality voice recording, analog to digital transfers, editing, mixing capabilities and equipment loans for developing original curriculum. Over 110 general assignment classrooms outside of the BLC now offer the Course Capture service that can broadcast and record class sessions and easily integrate them into bCourses, the campus’ Canvas-based learning management system.

We have extensive holdings of African language print and A/V material in our library and language center. The Library’s Media Resource Center has over 700 movies and documentaries from or about Africa on DVD and video with many rare films in the target languages.

The Center further supports PAL by offering regular pedagogical training and professional development opportunities. The GSITRC incorporates workshops on foreign language instruction in their annual teaching conference. BLC lectures, workshops, and fellowships support instructors to pursue work in proficiency guidelines and assessments, curriculum and materials development, technology in the classroom and other pedagogical issues. Lecturers can also access Professional Development Funds through the UC-AFT.

Through this NRC grant we will continue to provide language instructors with opportunities through travel support and workshops (Budget 3B and 8A1). Kyeu and Mchombo previously reviewed and revised the Swahili curriculum to better incorporate NALRC Swahili and global foreign language teaching standards. They also strengthened the placement and proficiency assessment tests. Assefa and Ajaelo developed curriculum for Amharic and Igbo, respectively. Prior to COVID, Ajaelo regularly participated in Igbo language teaching workshops in Nigeria. Since COVID, the Center supported all the instructors in participating in online pedagogical programs during the summer and academic year.

To ensure appropriate placement and program quality, PAL conducts pre- and post-year simulated LPIs adapting the ACFTL-based tool for specific African languages with students successfully advancing to the next level. Mchombo also conducts end-of-semester LPI’s for the

University of Arizona and others such as Perimeter College at Georgia State University.

Our Center will again participate in the African Language Material Archive (ALMA), a multi-partner project focusing on the promotion and documentation of literature and literacy in the languages of Africa. It includes a web-based electronic archive of original materials published in over 20 African languages. ALMA works with African language instructors and students in the use of these authentic African language-teaching materials (Budget 5B)

Berkeley’s curriculum creates demand for African language instruction. Global Studies and Political Economy, the two most common undergraduate majors relevant for Africa, require proficiency equivalent to 4 college semesters of a foreign language. For Global Studies, the language must reflect the regional concentration. All other majors in the College of Letters & Science, some in Chemistry and Environmental Economics and Policy in the College of Natural Resources (CNR), require 2 college semesters of a language. Fifth semester advanced language fulfills breadth international studies requirements for other majors. Graduate degree language programs such as African Diaspora Studies, Anthropology, French, History, Linguistics, and Literature require proficiency in one to four languages. Other programs require proficiency relevant to a student’s dissertation research and use of documents in original languages.

# Quality of the Applicant's Non-Language Instructional Program

**C1a.** Berkeley provides broad training on Africa in over 44 departments and programs, offering more than 200 unique courses with a wide range of topics, methods, and pedagogical approaches. In their content, the courses cover a vast number of the 54 countries in Africa, ranging from disciplinary-specific approaches to interdisciplinary methods. Courses can focus on a specific country or region of Africa, or they can examine the entire continent in dynamic and comparative contexts*.* Core social science disciplines such as Anthropology, Economics, History, and Political Science have an array of Africa focused courses. Art Practice, Comparative

Literature, English, French, History of Art, Music, Theater, Dance, & Performance Studies also host courses in the humanities.

While a vast number of African-focused courses are in Letters and Science, several are also in the professional schools. Shelley Liu in Public Policy and Youjin Chung in ESPM/ERG are introducing courses shaped by their African-based research. The School of Public Health (SPH) offers an array of undergraduate and graduate courses in global health topics with Africanist materials at their core. Courses in Environmental Sciences and Policy Management (ESPM) and Energy and Resources Group (ERG) tackle natural resource, conservation, and climate change issues in Africa. The Law School provides classes on transitional justice, human rights, and constitutional development. In Engineering, students are engaged in projects on clean water, energy, transportation, communications, and health care. Agogino, Gadgil and Pickering (Engineering) work with master’s and doctoral students in Development Engineering to research and field test solutions to African development challenges (p. 7 & 23). Rediet Abebe through her courses on AI, inequality and social justice and Jelani Nelson through his AddisCoder program challenge their students to consider Computer Science from African perspectives. Charisma Acey (CRP) and Ivy Mills (Art History) taught a cross-listed course, *Infrastructure Imaginaries,* which took students to Lagos in Spring 2019 and are planning a redux in summer 2023. Pre- COVID, Jason Corburn (CRP) took graduate and undergraduates in a studio course on housing and infrastructure to work in Nairobi urban settlements in collaboration with the UN, NGOs, and the University of Nairobi.

**C2.** Twelve departments at Berkeley offer one or more courses focused exclusively on

Africa (Table 5). Faculty offer unique courses, such as Miguel’s *Africa Economic Development*

Table 5: AS Content in Non-Lang. Courses

(Econ 271), and Mchombo’ *Language and Social Issues in Africa* (AAS 115). Hyman, Sande, and Jenks have students explore an understudied African language in

|  |  |  |
| --- | --- | --- |
| AS Content | # | No. of Departments |
| 100% | 50 | in 12 Departments |
| 50-75% | 10 | in 8 Departments |
| 25-49% | 108 | in 35 Departments |

their Linguistics Field Methods class (Ling 140). The required Reading & Composition courses (R1A/B, R5A/B) allow faculty and graduate students to offer unique courses such as *The Politics of African Archaeological Heritage* (Anthropology, Alders), *Myth, Politics, and the African Novel* (English, Dunsker) and *Missing Heads, Mermaids, and Masquerades: Visual Culture in Urban Nigeria* (History of Art, Mills). The Center supports a course through the Mastercard Foundation Scholar Program (MCFSP) on the intersection of applied research, social entrepreneurship and transformative leadership informed by critical African Studies perspectives (Global Studies 298). The Center further regularly sponsors undergraduate research in African Studies through Berkeley’s Undergraduate Research Apprentice Program (URAP; UGIS 192).

The MCFSP provides comprehensive scholarships to approximately 24 students annually from sub-Saharan Africa to pursue masters’ degrees at Berkeley though 2030. The presence of such a diverse group of students and the growing number of alumni from the program, now 122, from the continent augments the African studies program on campus by enlivening discussions in classes and throughout campus. Our Center is the administrative home to the MCFSP.

**C3.** With new faculty hires, the Center’s core faculty (>50% time) now number 91, with 35 others between 25-50%. There are 47 faculty members (18 at over 50%) in the professional schools who teach on Africa, representing 11 disciplines. Business, Engineering, and Information Science faculty engage in African-based scholarship (e.g., Abebe, Blumenstock, Burrell, Gadgil, Levine, Tsivanidis and Weigel). In addition, African Studies benefits from a

designated librarian who coordinates a larger team, and 114 other faculty and staff who conduct

some teaching, research and advising related to Africa.

Berkeley is one of the few universities in the country to have a comprehensive policy on training and leadership skill development for graduate student instructors (GSI). The ‘Policy on Appointments and Mentoring of Graduate Student Instructors’ requires GSIs to participate in a teaching conference, an online ethics course, and a pedagogy course in their discipline. The Graduate Student Instructor Teaching and Resource Center

Table 6:Africanist Faculty, %/#

|  |
| --- |
| Non-Language |
| Faculty |
| 100% 40 |
| 75-99% 24 |
| 50-74% 12 |
| 25-49% 35 |
| <25% 79 |
| Language | 11 |
| Total | 201 |
| *Not incl. staff,**visitors, GSI’s* |

(GSITRC) supports this policy serving over 3000 GSIs annually. *The How Students Learn* project is their multi-year initiative to curate research and resources on the topic for use by GSIs and disseminate through working group, speaker series and online bibliography. It offers the *Summer Institute for Preparing Future Faculty* to advanced graduate students. Students can also earn a Certificate in Teaching and Learning in Higher Education, which involves workshops on teaching, teaching observation, creation of a teaching portfolio, and other activities.

**C4.** A variety of programs encourage interdisciplinary education. Graduate students working on Africa are in the AAS/Diaspora Studies, ERG, and ESPM, all interdisciplinary at their core. There are significant numbers of undergraduates in Global Studies and Interdisciplinary Studies working on African issues. Across campus, 110 minors and 20 designated emphases allow undergraduate and graduate students respectively to expand beyond their major focus. African Studies faculty in physical and life sciences and engineering further enhance interdisciplinarity through their research and teaching across boundaries into the social sciences. Rediet Abebe, a computer scientist, teaches EECS 294 Algorithms and Inequality, which includes issues such as social contract theory and ethics of Artificial Intelligence in Africa, and EECS 194, Networks & Mechanisms, which explores how to improve equity and

social welfare for marginalized groups using techniques from algorithms, optimization, and mechanism design. Youjin Chung in ESPM and ERG incorporates policy analysis and social science in her work on gender and the environment. Ndola Prata, Director of the Bixby Center, combines her medical knowledge with demography in teaching about and studying reproductive health in Ethiopia, Nigeria, Angola, Mozambique, and other African countries. Dan Kammen, an international leader in renewable energy, incorporates physics, social science and policy analysis in the Energy and Resources Group program and at the Goldman School of Public Policy.

# Quality of Curriculum Design

**D1.** The main undergraduate degree for pursuing African studies is the Global Studies (GS) major in which students select a topical and regional concentration, among which is Africa. The GS program launched an African Studies minor in AY2019. Table 7 outlines the GS degree requirements. GS majors in the African concentration must study a language relevant to Africa to fulfill the program’s four-semester foreign language requirement. GS110K *Africa in the Global*

Table 7: Global Studies – Africa Requirements

*Context*, a course the Center helped to design, is the gateway course into the GS Africa concentration and African Studies minor. Since the major launched 3 years ago,

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| L Div Topic | Global Development | Global Peace & Conflict | Global Societies & Culture |  |
| Stats 2, C8, 20, or 21˚, Global Studies 10A\*, Global Studies 10B˚, IAS 45\*, Econ 1 or 2˚, Language, 4 semesters |
| *(\*) + 1 of these (˚) required to declare major* |
| Upper Division | Critical Thinking/Methodology (e.g., GS 102)GS 100A GS 100B GS 100C |  |
| Discipline | Discipline | Discipline |
| Discipline | Discipline | Discipline | Minor |
| GS 110K: Africa in the Global Context |
| Africa 1 | Africa 1 | Africa 1 |
| Africa 2 | Africa 2 | Africa 2 |
| Africa 3 | Africa 3 | Africa 3 |
| Capstone\*\* | Capstone\*\* | Capstone\*\* |  |
| *\*\*Optional**To declare Minor, 1 required course with B or more or 2 with minimum GPA of 2.0.* |

28 GS majors graduated with a focus on

Africa. In AY21, 31 GS majors and another 19 who completed double majors, graduated having taken a sizable number of Africa- focused courses (20 units of courses with 25% or more Africa content). Four students

have declared the GS minor this year. GS is also a key major for students in the Berkeley and

Sciences Po (France) dual-degree program (p. 26). Other top undergraduate majors for African concentrators include Political Economy, Political Science, Society and Environment, Legal Studies, Public Health, Anthropology and Economics. In the last 4 years, our data (Table 14, p. 37 ) show that undergraduate concentrators came from 52 unique majors. We collaborate with advisors to introduce these students to the option of a minor in African studies.

Many majors and minors like Global Poverty and Practice (GPP) require research and service learning. Pre-COVID, students used the opportunity to study and conduct research in Africa and will again when it is safe to travel. Recent student projects have focused on topics such as computer science education in Ethiopia and land markets in Lagos. Many Berkeley programs help undergraduate students find summer internships opportunities in Africa. The Center’s Rosberg and Geist Travel Grants give funding priority to students who have completed at least one year of African language study. This grant, the Africa minor, the expansion of African language courses, and increased opportunities for research and study abroad, create and support a growing demand for undergraduate African courses and languages.

From 2018-2021, Berkeley

conferred 112 masters’ degrees and 69

PhDs across 7 and 23 programs respectively in which students had an Africa emphasis through coursework, language study and/or research (p. 37). There are over 28 masters’ programs that provide for Africanist training through coursework, research, and

Table 8: Master’s Degree Options

practicums (Table 8). The one-year 24-unit Global Studies master’s program allows student to

1. Health & Medical Sciences
2. Industrial Engineering & Operations Research
3. Information Management & Systems
4. Journalism
5. Landscape Architecture & Environmental Planning
6. Law
7. Public Affairs
8. Public Health
9. Public Policy
10. Range Management
11. Social Welfare
12. Translational Medicine
13. Urban Design
14. Architecture
15. Art Practice
16. Biostatistics
17. Business Administration
18. City & Regional Planning\*
19. Civil & Environmental Engineering
20. Demography
21. Development Engineering
22. Development Practice
23. Education
24. Energy & Resources
25. Environmental Health Sciences
26. Folklore
27. Forestry
28. Global Studies

concentrate in African studies. The two-year Master’s in Development Practice in the School of Public Policy also has an Africa focus. It combines multidisciplinary theory with direct, experiential learning and is part of a global network of 35 universities and partner organizations. Its program director, George Scharffenberger, is an Africanist with expertise in Senegal.

Development Engineering (p 7 and 23) is the newest interdisciplinary master’s program with the option to focus on African projects.

The health sciences are integral to African studies at Berkeley. Four graduate degree programs in Public Health: MPH with a specialty in Global Health, MS in Global Health and Environment, Doctor of PH, Global Health Leadership track and a PhD program in Infectious Diseases & Immunity offer rigorous training in bench science coupled with population and health research methods. In addition, the School of Public Health offers five joint master’s degrees, i.e., with Business, Environmental Design, Journalism, Public Policy and Social Welfare that Africanist students have pursued. The Berkeley Alliance for Global Health comprised of two centers—the Henry Wheeler Center for Emerging and Neglected Diseases and the Center for Global Public Health—that combine quantitative biosciences and bioengineering with international field expertise in public health and health policy. Public Health faculty and students work intensely with African institutions and scholars on a range of issues including reproductive health, COVID, HIV, TB, malaria, adolescents, and mental health.

Berkeley’s programs graduate a sizable number of Africanist PhD’s in a wide range of

disciplines and professional schools (Table 9). Africa studies training occurs through

Table 9: 2014-2018 Dissertations by Broad Field

coursework, field statements and position papers, comprehensive exams, research, and a major dissertation or field research project. Our Center has long collaborated with the African Diaspora

|  |  |  |
| --- | --- | --- |
| Social Science and Humanities | 44 | 67% |
| Life Sciences | 11 | 17% |
| Natural Resources | 5 | 8% |
| Built Environment | 4 | 6% |
| Technology | 2 | 3% |
| Total Dissertations | 66 |  |
| Total Distinct Disciplines = 32 |

Studies doctoral program in AAS and its model of interdisciplinary scholarship. The Department has 13 faculty, six lecturers and an additional six faculty affiliated from other departments.

Recent examples of research by African Diaspora doctoral students include how the diaspora impacts discourses on development in Ghana and the impact of former Ethiopian student revolutionaries on contemporary transnational dialogues. African Diaspora Studies students must become literate in at least one language of the African Diaspora, with current students and recent graduates focusing on Amharic and Swahili.

The Blum Center offers a graduate designated emphasis in Development Engineering (p. 7). It provides interdisciplinary training to doctoral students in the natural sciences, engineering, mathematics, computer science, the Information School, data science, the quantitative social sciences and business programs to focus on advancing international development. It also features the InFEWS (p. 7) research program. Another important training node at Berkeley is through the Center for Effective Global Action (CEGA) led by Ted Miguel (Economics), who the Royal Swedish Academy of Sciences recognized as contributing to the work that won Michael Kremer, Esther Duflo and Abhijit Banerjee the Nobel Prize in Economics in 2019. CEGA affiliated doctoral students from multiple disciplines combine training in rigorous political economy methods with field research experience in Africa. They gain intensive feedback on their work in the Working Group on African Political Economy that meets twice a year. During COVID, CEGA along with Political Science developed and refined a range of digital fieldwork methods.

Graduate students can take classes on other UC campuses and Stanford at no charge and vice versa. They are also active participants in the cross-institutional, interdisciplinary working groups – e.g., African Business, African Political Economy, Francophone Studies, African Linguistics, and Research Methods. These groups form around shared intellectual interests, bringing faculty and graduate students together from diverse departments and professional

schools and from other universities. In these groups, students gain on-going critical training in interdisciplinary teaching and research, and in the writing of competitive grants. With NRC and VCRO support, CAS convened graduate students and their faculty in person in February 2020 and since then virtually for monthly workshops in which a scholar pre-circulates research for discussion. We propose to continue this in the next four years with NRC support. (Budget 8E1)

**D2.** Our Center and affiliated units provide a comprehensive system of academic and career advising for students in formal and informal settings. Our faculty and staff are active in one-on-one advising for both undergraduate and graduate students. Through the Mastercard Foundation Scholars Program, our Center has a full-time Student Advisor, Meron Semedar and will soon hire a Career Specialist. While dedicated to the Scholars Program, this staff person will be able to generate programs and material relevant to the larger student body. We collect, organize, and disseminate information to students, faculty and the public on Africa-related courses, programs, events and graduate school and career options through our website, listservs, and handouts. Our Center also works closely with other campus advising units (college, departmental, interest and identity-based programs) to guide students towards the wealth of resources available on campus and in the community.

Berkeley has a large, well-resourced career advising and placement office. It provides workshops on job applications, the job search process, the interview, and on how to search for non-academic careers. Several entities on campus such as the Townsend Center for Humanities, the Graduate Division, and the Career Center provide workshops on grant writing and information on extra-mural support for field research. In cooperation with the other Berkely- based NRCs, the Career Center and GradPro, our Center will co-organize and promote an annual career panel for FLAS recipients and other interested students with panelists who have pursued careers in government service, non-profits, and the private sectors.

Berkeley’s Graduate Division facilitates the Fulbright and other fellowship application processes. Our Center staff advise students on study and research abroad options. We also advertise summer FLAS grants widely, including through the national online system we initiated several years ago. Through our institutional and professional networks with African universities, NGOs, and organizations, we assist students in establishing research affiliations. Faculty are also involved in advising and professional development. Berkeley Africanist faculty regularly help their PhD students secure positions at universities and colleges across the country

**D3.** All Berkeley undergraduates can study abroad through Berkeley Study Abroad (BSA), the local EAP office, UC Summer programs or a non-UC sponsored program. BSA offers AY, summer, and short-term formal exchange programs with 4 African universities: Mohammed V University in Morocco, University of Ghana in Legon, Accra, the University of Cape Town in South Africa, and University of Botswana. Taking classes with their African peers, BSA students also immerse themselves in the host campus and local culture by volunteering for local NGOs or devising their own field research projects. With the cost of the Africa BSA programs less than the cost of staying at Berkeley and with good financial aid options, these programs attract a broad range of students. BSA also provides need-based grants to minority and financially disadvantaged participants in their programs.

Berkeley Study Abroad (BSA) and our Center regularly advise students on other programs in Africa. We coordinate orientations and workshops with BSA to promote African educational opportunities.

|  |
| --- |
| 2016- 2017- 2018- 2019- GrandCountry 2017 2018 2019 2020 Total |
| Botswana 1Ghana 6 7Morocco 4 3Senegal\* 4SouthAfrica 9 15 | 113 6 321 3 111 1 613 6 4328 16 93 |
| Totals 19 30 |
| *\*CIEE suspended the Senegal program due to COVID* |

Several other programs provide opportunities

Table 10: Berkeley Study Abroad ~ Africa

for UG students to conduct fieldwork in Africa, including the Blum Center, McNair, and Haas

Scholars Programs. The Berkeley/Sciences Po (France) Dual Degree Program – first two years at Sciences Po studying a global region, second two years at Berkeley pursuing an L&S major, especially Global Studies – offers unique opportunities for Berkeley undergraduates to pursue African studies at the Reims (Africa and European African relations) and Menton (Maghreb) campuses. At Sciences Po, students can study Arabic, Portuguese, or Swahili. 44 Berkeley and 42 Science Po students have taken part in the Reims and Menton programs since 2016.

# Quality of Staff Resources

**E1.** The appointment of top Africanist faculty across a variety of disciplines and professional schools distinguishes Berkeley’s commitment to African studies. Berkeley has 40 non-language teaching faculty whose primary teaching and/or research is on Africa. Many others contribute time to teaching, research and advising on Africa (Table 7). Recognized leaders in their fields, our faculty have published numerous books and articles on Africa-related topics in the last 4 years. (see Appendix 1).

Led by Faculty Director Leonardo Arriola (Political Science), the Center’s staff is highly qualified to implement the activities of the Center. In addition to serving as an Associate Dean of Social Sciences, Dr. Arriola is co-editor of *Africa Spectrum*, and an associated senior researcher of the Chr. Michelsen Institute (CMI) in Norway. He just finished a term as an elected board member of the African Studies Association (ASA) and was previously the chair of the African Politics Conference Group. An expert of democratization and governance in African countries, Arriola is a principal investigator (PI) for large-scale projects funded by sources such as the U.S. National Science Foundation, the Norwegian Research Council, the Carnegie Corporation of New York, and the U.S. Department of Defense. Associate Director Martha Saavedra (PhD) manages the Center’s day-to-day operations and coordinates outreach. A scholar of Sudan, agrarian politics and development, China-Africa relations, and gender and African sport, she has

experience in monitoring and evaluation. Academic, policy and government entities (EAP, State, DOD, FIFA, UN, and CODESRIA), other universities and academic publishers regularly seek out her expertise. She is on the board of Sports Africa. The ASA recently honored her with the 2021 African Studies Association Outstanding Service Award (p. 1).

Our senior language team member, Sam Mchombo, is a linguist tenured in AAS, where he teaches Swahili and Chichewa. He also teaches courses on linguistics, language policy, and development in Africa. Swahili lecturer David Kyeu, (PhD African Languages & Literature) is an experienced teacher and highly skilled in pedagogy and assessment (p. 13). Elsa Elmahdy, Arabic coordinator, has an MA in Arabic Studies and an MA in Teaching Arabic as a Foreign Language. Tami Driver, Special Project Officer, has a degree in public administration. She developed an NGO for educational exchange with Kenyan students. Meron Semedar, Student Advisor, was a practicing civil engineer and community organizer based in South Africa before obtaining an MA in International Studies. Shane Carter, ORIAS coordinator, is an experienced classroom teacher and curriculum writer, who provides K-14 outreach support to all the Berkeley NRCs as well as developing curriculum and programs, specifically on Africa. She has a Foreign Service BS from Georgetown and an MA in Curriculum and Instruction. Tomás Elías Lane, the FLAS Coordinator, is an alum of the Berkeley History program and has several years of experience supporting international programs.

Berkeley supports faculty professional development by offering research funds ($4000/year), curriculum development grants, junior/senior faculty research partnerships, postdoctoral fellowships, and teaching relief. Junior Africanist faculty benefit from university development grants. Faculty regularly travel to Africa for research, teaching, and professionalization with funds from central campus, departments, research centers and grants. The Vice Chancellor for Research Office continues to support Africanist faculty through its

Berkeley Research Development Office, which helps to identify and secure grant funding.

Berkeley and the Center encourage and make resources available for staff professional development and cross-campus collaboration. Saavedra conducts research, lectures, and publishes. With campus and grant support, she travels regularly to Africa for research and program development. Driver is a member of campus administrative communities of practice and participates regularly in Diversity and Inclusion activities. Meron Semedar has enrolled in many professional development programs since joining CAS in October 2019, including suicide awareness training and the campus’ Mental Health Ally Certificate Program. He is active in the Advising Matters group and the Black Staff & Faculty Organization. All CAS staff members participate in the Berkeley International Group community of practice. When travel is possible, staff members will have opportunities to travel to African countries as part of the Mastercard Foundation Scholars Program. The Center’s language program staff is professionally active in the African Language Teachers' Association (ALTA), NCOLCT and the Berkeley Language Center (BLC). Our language instructors receive professional development and travel funds from our Center, AAS, the BLC and the UC-AFT (American Federation of Teachers) union.

Center-affiliated faculty have garnered distinctions in teaching and service. Director Arriola and Ted Miguel have both received the graduate student-mentoring awards. The Center’s commitment to teaching, training, and advising of students is also evident in our programming, and in faculty time dedicated to mentoring. Every semester, the Center runs a graduate research seminar and an Undergraduate Research Apprentice Program course (URAP, UGIS 192B).

Graduate students regularly present their research in our colloquia series. Many of our faculty teach Africa-focused freshman and sophomore courses or seminars. Saavedra, Driver and Semedar advise students on research; study, employment, and internships in Africa; language study and funding (e.g., FLAS fellowships); degree requirements; and post-graduate

opportunities in African studies. The Center organizes sessions each term addressing curricular, research, travel, activist, graduate school, and career questions.

**E2.** The Faculty Director, an Associate Director, a Special Projects Officer, a Student Services Advisor and two Student Assistants directly staff the Center. We will also soon hire a Career Specialist. SHARE (administrative services) provides dedicated support for research administration, human resources, payroll and purchasing. The VCRO supports the Center with budget and financial, web maintenance, and data management services, and broad support for research and compliance. Our extended support staff includes the Language Leadership Team (LLT p. 14), the Africana librarian, Susan Edwards, and the team she coordinates, the ORIAS outreach specialist and the FLAS Coordinator. In this cycle, we request salary support for our administrative, outreach, language, and program staff to facilitate programming, data collection, curriculum and language coordination and instruction (Budget 1A-C.)

The Center is governed by a Faculty Advisory Committee that includes the Faculty Director, Associate Director, and six faculty members from a variety of campus departments and professional schools, namely, City & Regional Planning (Acey), Electrical Engineering & Computer Science (Nelson), History (Hall and Kanogo), Public Health (Prata) and Sociology (Swidler). The committee meets twice annually, with sub-committees (fellowships, events, projects) meeting, as necessary. This committee reports to the VCR, who appoints members.

**E3.** The University of California, in accordance with applicable federal and state law and the university’s nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or veteran status. This nondiscrimination policy covers student admission, access, and treatment in university programs and activities. It

also covers faculty (Senate and non-Senate) and staff in their employment. The Berkeley Division of Equity and Inclusion (DEI) is committed to ensuring the campus remains safe and welcoming for people of all backgrounds, identities and communities and proactively works to create and maintain an equitable and inclusive campus climate (See GEPA statement).

The University aims to fully represent California’s excellence and diversity. Each department or school at Berkeley has a Faculty Equity Advisor who helps ensure that diversity equity and inclusion suffuse all aspects of the academic mission, including faculty recruitment and retention. UCB has adopted proactive and inclusive search practices, using a variety of channels to attract minority and female candidates. A broad suite of initiatives such as the DEIBlueprint (building a healthy academic climate) to Faculty Link (building academic community) contribute to an environment attuned to diversity, equity, inclusion, and belonging. To further improve access and advancement for all groups, the Vice Chancellor for the Division of Equity and Inclusion assists each campus unit, including our Center, through assessment, planning, evaluation, and adjustment to achieve desired outcomes.

Berkeley and our Center are committed to recruiting and retaining staff and faculty from groups traditionally underrepresented in higher education. Among the 14 most recent Africanist faculty hired across the Berkeley campus, 7 are women, 4 are African or African American and 3 are Asian or Asian American. The Center’s own immediate staff is diverse, including three women, three Latinx, one Asian American and an immigrant African American.

# Strength of Library

**F1.** Library holdings in Africana materials position Berkeley among the best research libraries in the nation. The Association of Research Libraries ranked Berkeley’s Library second among US public universities and eighth among all university libraries for volumes held – with over 12 million circulating volumes in 400 languages overseen by 244 professional and 117

support staff and 127 student employees. Overall, the Library is among the top five public research libraries in the country and among the top ten research libraries in North America. The Library’s holdings for Africa total nearly 300,000 items – 200,000 for Sub-Saharan Africa and 100,000 for North Africa. Materials include monographs, online databases, extensive periodicals holdings, newspapers, government documents, microform, maps, photographs, audio and video recordings, and manuscripts. The Yoruba Collection of William and Berta Bascom, which contains 470 volumes on a wide array of subjects, including Yoruba grammar and phrase books, is one of our special collections.

Most titles held are in English, French, Arabic, Portuguese, German, and Spanish with 100 vernacular African languages represented including over 1000 titles each in Swahili, Yoruba, and Afrikaans and a vast collection of dictionaries and grammar books in other African languages. UCB hosts *Lumiere*, a film-based pedagogical tool used by over 70 institutions worldwide to support language and cultural instruction. The platform includes a growing collection of African media content from 129 films to teach Amharic, Arabic (including 50 films from North Africa), Bambara, Kinyarwanda, Lingala, Swahili, Wolof, and Zulu.

This year all ten UC campuses migrated to an integrated library catalog with rapid borrowing between the campuses. This enabled Berkeley and UCLA to collaborate on their profiles, ensuring that we acquire all titles – in all formats and all languages – from the Library of Congress AfriCAP program in Nairobi. The UC Libraries also annually choose titles to purchase collectively for all ten campuses. In the selection process, Librarian Susan Edwards advocates for African materials, as she did successfully this year for perpetual access to the *Oxford Research Encyclopedia of African History* for all campuses. In another example, based on a suggestion from an MCFSP alum, Berkeley has acquired a high-quality news and commentary online source, *The Republic*, from Nigeria. Berkeley acquisitions staff worked

closely with the publisher on a licensing agreement that will enable all ten campuses to have current and perpetual access.

Because digital collections are vital in these times, the Library provides access to 1448 databases that support teaching and research campus wide. Berkeley subscribes to at least 60 Africa Studies related research databases, including the major ones such as Africa-Wide Information, Sabinet African Journals: Social Sciences and Humanities, AllAfrica Advanced, African History and Africa South of the Sahara. Other full text digital indices include the *African*

*Writers Series, Digital Innovation South Africa*, and *Arabic Literature of Africa Online*. The Library also provides access to numerous interdisciplinary and internationally focused collections

Table 11: Africana Library,

$511,613 FY21

|  |  |
| --- | --- |
| Acquisitions | Staff |
| $ 192,988 | $ 318,625 |

of e-books, journals, data, and streaming videos with extensive African collections. These include *Index Islamicus* (e.g., Egypt, Sudan, Libya, Kenya, Africa in English, Arabic, French, Italian, German, Spanish), *CAIRN* (French and Belgian academic journals), and standards such as *JSTOR* and *Project Muse*. The Library hosts the online *West African Arabic Manuscript Database* led by Bruce Hall (History), which can be searched in both English and Arabic and supports ongoing work to improve and add data to this valuable research resource. The Library has licensed an extensive collection of African-related streaming video through Kanopy. The Berkeley Art Museum/Pacific Film Archive (BAMPFA) has over 16,000 films (including 16mm) discoverable via the library catalog and viewable by appointment in the BAMPFA Film Library and Study Center. Through their ongoing project, *CineFiles*, one can access scanned images of reviews, press kits, film festival and repertory theater program notes, newspaper articles, and other ephemera from their extensive collections, which contains many African films. The annual African Film Festival that CAS co-hosts with BAMPFA is a highlight. The last

event before lock-down in March 2020 was a screening of *Yeelen* with the director Souleymane Cissé present.

Berkeley provides significant financial support for library resources and staff in African Studies. FY21 expenditures for library materials totaled $19,255,248. These funds supported purchasing serials and monographs from international vendors – including African-based vendors – specializing in African imprints as well as Africa-focused electronic resources.

Susan Edwards is the African Studies Librarian and Head of the Social Sciences Division. She oversees the collection of African imprints and coordinates with library staff who receive, process, and catalog serials and monographs from and on Africa. She is an active member of the Africana Librarians Council (ALC) and its Decolonizing Africana Collections Working Group and the CRL Cooperative Africana Materials Project (CAMP). She serves as co- chair of the UC Libraries Africana Common Knowledge Group (CKG), and International and Area Studies in the 21st Century (IASC21). She also provides Africana-related library instruction to classes as well as one-on-one research consultations with students and meets regularly with Berkeley faculty as well as visiting scholars. She is planning a campus-supported collections trip to Southern Africa in fall 2022. Edwards coordinates African collections with a team of other librarians and subject specialists including Mohamed Hamed (Middle Eastern & Near Eastern Studies), Gisele Tanasse (Film and Media Services), Jim Church (International Government Information) and three at the Law Library. Hamed collects in all formats and many languages, especially Arabic, for North Africa including Egypt, Sudan, Libya, Morocco, Tunisia and Algeria and travels to the Cairo Book Fair to purchase material that is only locally available and participates in the Library of Congress Cooperative Acquisition Program in Cairo. Tanasse curates the African film collection, administers *Lumiere* (p 31) and coordinates with BAMPFA. Edwards also coordinates with subject specialist librarians across all disciplines and the

professional schools (e.g., political science, urban studies, history, music, art, comparative literature, public health) to acquire English-language monographs with an Africa focus.

UCB contributes to the collaborative Title VI librarians’ projects that recently included microfilming 7 collections (newspapers from the LC, Cameroon, Gabon, and Zimbabwe) and the Kenya Historical Botanical Collection. Future efforts may focus on Lusophone and Francophone African materials, materials in African language, and improving access via digitization and web- archiving, and access to legal materials. These collaborative projects promote advocacy and capacity-building for African institutions and promote linkages that contribute to teaching and research (Budget 5A1-2)

**F2.** The Berkeley Library – with 24 libraries on campus – participates in the University of California System of 100 libraries on all 10 campuses. With a $295 million annual budget, the UC Libraries’ system collections reached 40.8 million print items, 120,000 electronic serials and

48.9 million digitized items. Across the UC system, over 2,000 library staff manage the collections that support the research and teaching needs of 303,000 faculty and students. All Berkeley faculty, staff, and students have reciprocal on-site access and borrowing privileges for all materials housed across the UC system libraries, both print and digital.

The new integrated UC library system is accessible to all UCB faculty and students. The new UC Library Search interface streamlines Interlibrary borrowing within and outside of the UC system, with many materials delivered as digitized copies. International borrowing is available to faculty and graduate students. Through cooperative arrangements such as the CRL’s CAMP as well as the California Digital Library, students and faculty have access to hundreds of thousands of archival collections, African newspapers, dissertations, rare books, and African serials. As a member of CAMP, the Library provides funds to preserve documents from African

archives, digitizing when feasible, acquire African dissertations and maintain an electronic union list of African newspaper holdings in the US.

Berkeley’s Law Library collects primary and secondary legal materials for many African jurisdictions in print and electronically. It provides research support to law students and faculty who are researching law in these jurisdictions, including research for papers, source collecting for journals, and clinical programs (like the Human Rights Clinic). Its collection has a strong emphasis on constitutional law, human rights, the rule of law, and international justice.

Faculty, academic or professional staff, and graduate students at Stanford and other UC campuses have on-site access and borrowing privileges for all Berkeley library materials, print and electronic. Library users outside of the UC system have access to the collection through interlibrary loan. The Library is a net lender in resource sharing with other libraries (loaning both nationally and internationally). Furthermore, Berkeley’s libraries are accessible to all visitors.

The stacks are either open or accessible via courtesy one-day or monthly passes. All visitors have access to rare materials housed at Bancroft Library and other libraries around campus, whether their interests are scholarly or general curiosity. On request the Library also will convert print materials to machine readable digital formats for students and faculty with disabilities. Thus, Berkeley’s libraries will continue supporting world-class research and teaching about Africa.

# Impact and Evaluation

**G1 (NRC).** The Center’s activities and training programs have significant impact on the university, community, region, and the nation. Our NRC activities

Table 12: CAS public events over 3.5 Academic Years

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Event Type | ‘19 | ‘20 | ‘21 | F21 |
| Lectures, Colloquia | 23 | 7 | 20 | 10 |
| Film screenings | 9 | 9 | 1 | - |
| Forums, Symposia, Conferences | 2 | - | 3 | - |
| Methods & Research Workshops | 14 | 14 | 16 | 9 |
| Performances, Exhibits | 3 | - | 1 | 1 |
| *Total* | *51* | *30* | *41* | *20* |

amplify this programming, even more so during the pandemic, by providing opportunities throughout the rest of California and the western United States. The qualitative and quantitative

indices below are evidence of our impact through event participation, usage of Center resources, information dissemination, and student enrollments, placement, and accomplishments.

Prior to COVID, the number and reach of our events continued to increase. With the pandemic, we pivoted to online events, engaging an even larger virtual audience (Table 12). Attendance has fluctuated over the course of the pandemic, but we are averaging around 40 online. Participation in the Haas Africa Business Forum (p. 44) rose to over 300 in-person in 2019 before shifting online in 2020. Our K-14 outreach activity in collaboration with ORIAS (p. 42) remains strong and impactful. ORIAS has an excellent infrastructure for collaborating with K-14 educators and institutions and reaches educators in over 25 states, 200 K-12 California schools, 35 K-12 districts, 32 community college districts and several 4-year institutions. CAS and ORIAS collaborated to provide speakers, events, and content in 96 programs with 1,576 attendees (reading group meetings, afternoon/weekend workshops, summer institutes, and virtual programs). ORIAS’ biweekly newsletter mailing list include 1,300 people, with an average open rate of 34%. The website has had 351,000 unique views in the last year. 24 videos added since January 2020 have garnered 3,108 views. CAS and ORIAS work closely with the Outreach

Council to host the annual ASA Teacher’s workshop, which moved online in 2020 leading to a huge increase in participation. While Zoom fatigue emerged in 2021, participation still outpaced pre-COVID workshops. Hence, the Council plans to continue to offer the annual workshop online with an on-site component for local teachers. (Budget 5C5).

Table 13: ASA Teachers Workshop

|  |  |
| --- | --- |
| **Year** | **#P** |
| 2018 | 29 |
| 2019 | 42 |
| 2020 | 187 |
| 2021 | 75 |

The number of classes offered, and level of enrollments are strong. Over the last two years, 1236 students enrolled in 34 non-language classes in 15 departments with 100% African content in a range of disciplines including African American Studies, Anthropology, Architecture, History of Art, Economics, Global Studies, Music, and Political Science. Another

755 were in non-language classes that had between 50 and 99% Africa content. Over 11,6800

students enrolled in classes that had African content between 25 and 50%. (See course list)

UCB annually

Table 14: 2018-2021 Degrees - Numbers and Disciplinary Breadth

graduates an average of 17 doctoral, 28 master’s, and 108 undergraduate Africa concentrators in a wide range of disciplines (Table 14). Since the start of the Global Studies program, 5 master’s students and 28 majors (AY19=3, AY20=14, AY21=11) with the concentration have graduated. 4 have now declared the minor. The Development Engineering Master’s launched this year and already has at least 5 students focused on Africa.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | UG | #Depts | MA-MSc | #Depts | JD | #Depts | PhD | #Depts |
| AY18 | 74 | 31 | 20 | 1 | 1 | 1 | 15 | 9 |
| AY19 | 108 | 32 | 26 | 4 | 0 | 0 | 19 | 13 |
| AY20 | 99 | 23 | 36 | 3 | 0 | 0 | 18 | 13 |
| AY21 | 151 | 40 | 30 | 6 | 2 | 1 | 17 | 12 |
| 4Yrs | 432 | *52* | 112 | *7* | 3 | *1* | 69 | *23* |
| Avg | 108 | *Uniq* | 28 | *Uniq* | 1 | *Uniq* | 17 | *Uniq* |

Over the years, our graduates have had significant impact on Africa-related scholarship, development programs, and policy worldwide. The following examples are illustrative. In 2021, two of our alumni won top African Studies Association awards. Oyèrónkẹ́ Oyěwùmí (PhD Sociology), who teaches at Stony Brook University, won the Distinguished Africanist Award,

which recognizes outstanding scholarship combined with service to the Africanist community. As noted above Martha Saavedra (PhD Political Science, FLAS/Arabic) won the ASA Outstanding Service award (p. 1). Grant Harris (BA Political Science, and instructor of EWMBA 277) is poised to become the Assistant Secretary for Industry and Analysis at the Department of Commerce pending Senate confirmation; he previously served as Special Assistant to President Barack Obama and Senior Director for African Affairs at the White House, 2011-2015. Jessica Clarkson (BA Peace & Conflict Studies, FLAS/Swahili) is a program officer with the Language Flagship Program at Institute of International Education, which follows on her founding of the US Student Achievers Program in Zambia. Lee Mengistu (MJ Journalism, FLAS/Amharic) is an

audio producer at Pushkin Industries working on shows such as Malcolm Gladwell’s *Revisionist History*. Paul Thissen (Political Science, FLAS/Arabic) is an Evaluation and Communication Specialist at International Initiative for Impact Evaluation, which aims to improve the lives of those living in low- and middle-income countries through evidence-informed decision-making.

**G1. (FLAS)** Our activities and training programs have contributed to an improved supply of specialists on the program’s subject area as shown through indices such as undergraduate and graduate enrollments and placement data shown above. Since 2001, over half of our FLAS alumni

Table 15: Africanist PhD Employment 2018-2021

|  |  |  |
| --- | --- | --- |
| Higher Education & Research Institutes |  | 47 |
| *Faculty* | *28* |  |
| *Post-Doctorates* | *16* |  |
| *Research Fellows* | *2* |  |
| *Medical Doctors, Therapists* | *1* |  |
| Government & Multilateral Inst'ns |  | 7 |
| Nonprofits/Foundations |  | 3 |
| Private Sector For Profit |  | 8 |
| Unknown |  | 4 |
| Total 2018-2021 PhDs | 69 |

are in higher education and research. Those in the public sector include a firefighter and safety advocate, a US Army Specialist, a USAID nutrition advisor and a food security & markets advisor, a speech therapist, a social worker, and a transportation policy specialist. In the NGO and private sector, FLAS alumni include a manager at a biopharmaceutical company, a philanthropic advisor, an executive coach for foundations, non-profits, and STEM organizations, social entrepreneurs, investigative journalists, and filmmakers.

**G2.** The students we train contribute to areas of national need in many ways. Over 60% of our doctoral graduates go on to teach at colleges and universities and produce new research on Africa. Many also serve as government officials and program officers at major

|  |  |  |
| --- | --- | --- |
| Sector | BA | MA |
| Government | 6% | 10% |
| Int'l Orgs & Non-Profits | 22% | 32% |
| Private Sector | 23% | 28% |
| Graduate School | 9% | 12% |
| K-12 Education | 12% | 0% |
| Unemployed/Unknown | 27% | 18% |
|  | 100% | 100% |

Table 16: Placement Data AY19-21

multilateral and international organizations (Table 16 & Table 18). Exit surveys by Berkeley’s Career Center show that 52% of the 2021 bachelor’s degree graduates found employment immediately while 13% immediately pursued post-graduate work despite the pandemic. Table 17

shows placements for our master’s and undergraduate Africa concentrators. Per a 2020 study, Berkeley remains the top university for Peace Corps volunteers overall with 3,741 since 1961, #9 among large universities in 2017 (56

Table 17:Berkeley 20 Yr PhD & JD Alumni Employment

* US: White House, CDC, Commerce, Forest Service, Geological Service, NOAA, Energy, USDA Economic Research Service, NIH, LBL
* State Department, Foreign Service, USAID, Peace Corps, CIA, Homeland Security, Army, IIE
* Congress, Majority Senior Foreign Affairs Staff Member, House Committee on Foreign Affairs
* World Bank, FAO, IFAD, ILO, IFPRI, UNDP, UNEP,

UNRISD, WHO, Security Council and other UN agencies

* The Cleveland Museum of Natural History, National Museum of South Africa, Belgium Royal Museum for Central Africa, UC Museum of Paleontology
* Population Council Zambia, Uganda Malaria Surveillance Project, Children's Hospital Oakland, Denver Health Medical Center
* Amazon, APT Pharmaceuticals, Caldwell Compliance, Facebook, Genentech, Global Business Network, Google, Intel, McKinsey, Microsoft Research Lab India, Pivotal Ventures, Rivian, Waymo
* The Organized Crime and Corruption Reporting Project, Human Rights Center, RAND Corporation, Center for Global Development, Futures Institute, SSRC, Innovation for Poverty Action

undergraduate alumni volunteers in 2020). The new MCFSP Career Advisor will enhance our own advising. The UCB Career Center and Grad Division also provide robust programs of support and will assist in our collaborative FLAS careers panel. (pp. 24 & 24).

**G3. (**NRC**)** In addition to training students, our activities address national needs through public and educator programs, provision of research, analysis

and advice to policy makers, and engagement with the media. We host and co-sponsor over 40 public events annually with robust attendance (Table 13). Our policy-related events attract large audiences for speakers such as the Honorable Johnston Busingye, Rwandan Minister of Justice and Attorney General and alum Patricie Uwase (MS Civil Engineering), Rwanda's Minister of Infrastructure. With ORIAS, we widely disseminate training and content to educators and students. Through the ORIAS Speakers’ Bureau, Archaeology PhD student Wolfgang Alders developed a curriculum on the Swahili coast that he regularly presents in classrooms. Our scholars also advise US policymakers. Dan Kammen, an expert in renewable energy, is a senior adviser for energy, climate and innovation to USAID and previously served as the State Department’s Science Envoy for Africa (2016-2017) and worked with the state of California, US

EPA, DOE, Office of Science and Technology, the World Bank, and the United Nations (UN). Alum (PhD, ERG), former CAS Rocca Fellow and current UCB scientist, Patrick Gonzalez, is the assistant director for climate and biodiversity for the White House Office of Science and Technology Policy. Leonardo Arriola, an expert on democratization and governance, has advised the State Department, USAID, and the intelligence agencies. Saavedra has taught and regularly works with journalists. Several of our students and alumni report on Africa. Journalism alumni Grace Oyenubi and Bagassi Koura work at the Voice of America, while Carlos Mureithi writes for Quartz Africa and the New York Times.

**G3. (FLAS)** Our students and faculty are working across disciplines to address compelling issues that address national needs vis-à-vis Africa, including global health security, climate change, humanitarian aid, youth employment, household energy use, and wildlife conservation. Students receive training that combines critical analytical skills and applied methods that prepare them well for areas of national need. As in the past, we will award all FLAS fellowships for Less Commonly Taught Languages (LCTLs). Professional school students are likely to continue to constitute a high percentage of FLAS recipients (28% between 2001 and 2021). We intend as before to offer FLAS fellowships to undergraduates.

**G4.** Our evaluation plan encompasses the university-required monitoring of budgets, course evaluations, and staff performance. Berkeley’s administrative support system, SHARE, assists with maintaining financial and research compliance. We annually collect quantifiable data such as course enrollments, graduation rates, library holdings, faculty research, alumni placements, and event participation. With other Berkeley area centers and the VCR’s Information Systems staff, we have developed a complex institutional network that provides much of this longitudinal and cross-sectional data consistently and reliably over time. Within our language program, we have a well-defined system to assess student progress and instructor

performance. To obtain approval from the Academic Senate’s Committee on Courses, our language courses had to include a detailed grading rubric connected to specific course elements. In addition, our instructors conduct pre and post proficiency exams with students. The relevant teaching department assesses instructor performance through student evaluations and peer reviews. The new Lecturers’ contract revises performance review criteria to increase relevance and specificity and clear processes and timelines for review and continuing status.

We conduct regular qualitative external reviews and use these evaluations to improve our organization and program (Table 18). Our last Center review was by a VCRO appointed

Table 18: External Reviews of CAS and its Activities

|  |  |  |
| --- | --- | --- |
| **Year** | **Reviewers** | **Program** |
| 1986 | Ed Keller, UCLA | Joint NRC |
| 1994 | Paul Lubeck, UC Santa Cruz | Joint NRC |
| 1999 | Sara Berry, Johns Hopkins U | Joint NRC |
| 2000 | Jere Bacharach, U Washington; | Organized |
|  | Richard Brecht, NFLC, Johns | Research |
|  | Hopkins U; Stephen Haggard, | Unit |
|  | UCSD; Lynn Hunt, UCLA; | Competition |
|  | Pauline Yu, UCLA |  |
| 2006 | Steve Howard, Ohio U | IRS/Sudan |
| 2007 | UCCLLT Review: John Hansen, | CAS, AS |
|  | Indiana; Eyamba Bokamba, | Curriculum, |
|  | Illinois; Antonia Schleicher, | Language |
|  | Wisconsin | Program |
| 20092013 | Steve Howard, Ohio UEd Keller, UCLA | IRS/SudanIRS/HOA |
| 2013 | Katrina Daly Thompson, UW- Madison | Language (PAL) |
| 2015 | AAS External Review | Language |
| 2016 | Edward Jackson, ET Jackson Associates. | MCFSP |
| 2020 | Nancy Sato | Outreach |
| 2021 | VCRO review of Center and Director | Center |

committee in 2021 upon the reappointment of Dr. Arriola as director. The 2013 and 2015 evaluations led to strengthening our PAL including the hiring of David Kyeu and revision of the Swahili curriculum. The 2016 evaluation led to restructuring of our African Transformative Leadership seminar the ongoing collaboration with the Sutardja Center for Entrepreneurship & Technology. Over the next four years, the Berkeley area studies centers will jointly focus on outreach. To that end, we have engaged an

independent project evaluator, Alisha Kirchoff, an expert on international education and evaluation to review our K-14 outreach program. She will survey and conduct focus groups with participants in the ORIAS summer programs to assess how the past two+ years have changed the demands of teaching and the extent to which different ORIAS programs have effectively adapted

to those new needs. ORIAS will use this in planning future programs and Kirchoff will continue to evaluate the impact of specific programs over the next four years. (Budget 8F1).

**G5.** Committed to diversity and excellence, Berkeley enforces policies of equal access and treatment for traditionally underrepresented groups while increasing opportunities, advancing social justice, and creating equitable experiences for all. The Division of Equity and Inclusion provides leadership and accountability in integrating equity, inclusion, and diversity into university life, particularly in faculty, staff and student recruitment and retention and in the use of university resources. Human Resources, the Office of Ethics, Risk and Compliance Services, and the Center for Teaching and Learning among other units are actively engaged in implementing these policies and commitments. (See section B3 and GEPA statement.)

All facilities used for public events by our Center meet Americans with Disabilities Act (ADA) accessibility standards. Our website design conforms to ADA standards, and we work with Berkeley’s Web Accessibility Services to assess and improve digital content. We actively recruit underrepresented groups to our workshops, institutes, and events, particularly through our outreach programs within the UC-wide campus system and the broader western United States.

# H (NRC). Outreach Activities

**H1a.** K-12 schools. The eight Berkeley area studies centers will continue to collaborate

through the Office of Resources for International and Area Studies (ORIAS) to provide K-16 educators scholarly resources and professional development through free workshops year-round; study groups; an e-newsletter; web-based curriculum resources and a speakers’ bureau. During the pandemic, ORIAS responded to teachers’ changing needs and capacities by modifying the subjects, formats, and frequency of programs. Going forward to address the reverberations such as workforce turnover and learning loss, ORIAS will a) produce classroom-ready short lessons;

b) support small, close-knit learning communities; and c) focus on two extremely relevant topics, climate change and growing international illiberalism, in its programming. Programming will include its popular 3-day intensive K-12 Summer Teachers’ Institute, a thematic program for 40- 50 educators. ORIAS will also continue its two monthly World History Reading Groups (WHRG) in East Bay and SF for educators. Teaching fellows and scholars will co-create lesson plans. A new curricular initiative, Meal Maps, will highlight a representative meal from an African region and trace the path of food products, labor, and technology through space and time to make that meal possible. ORIAS will disseminate the ‘map’ and accompanying audio stories through its website, the ASA workshop and the NCSS booth. (Budget 3C). ORIAS will develop other curriculum material including climate change lessons for AP economics course and “Today in Politics” sessions for AP Comparative Government Teachers. Director Arriola has participated already in one session on Ethiopia. (Budget 5C4 & 8B1a-d).

To increase curriculum development opportunities, we also collaborate with the UC Berkeley History-Social Science Project (HSSP), one of the 9 statewide California Subject Matter Projects, which provides professional development to K-12 history educators. We will work with HSSP to partner with 6th, 7th, and 10th grade history teachers, school librarians, and scholars to create source sets, which foster critical inquiry about the past and center marginalized or missing voices in existing narratives within the ancient, medieval, and modern world. We will present the materials in summer institutes and on the UCBHSSP Global History webpage. (8B2).

As a member of the ASA Outreach Council, our Center supports its initiatives of a shared National Council for Social Studies exhibit booth, the Children’s African Book Award, and the ASA Teacher’s Workshop. CAS and ORIAS will continue to be key organizers and contributors the annual ASA Teachers Workshop and will host it in San Francisco in 2023 (Budget 5C5).

**H1b.** Postsecondary institutions. The Center serves as a valuable resource for regional

postsecondary institutions via scholarly gatherings, and library resources, student advising and shared visiting lecturers. In June 2021, for instance, we co-hosted with the West African Research Association (WARA), a two-day online conference for scholars in Western North America in which many scholars and educators from community colleges and MSIs participated. We plan to make this virtual conference a regular feature of our Center’s programming. We will also continue hosting the UC-wide Africa Network that consists of both in-person and online meetings to further Africanist research and pedagogy. (p 3, Budget 8D). Six UC campuses are MSI eligible institutions: Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz.

Finally, in collaboration with other Berkeley NRCs, we will support two ORIAS’ community college initiatives: the ever-popular World History and Global Studies Summer Institute for community college educators, and a new program, Climate Change Adaptation and Tech Education. This fellowship program for administrators and instructors in career-technical programs that focus on energy transition, sustainability, and climate adaptation will develop applied lessons that will introduce them to African programs and people who have devised and implemented climate solutions in their own communities. (Budget 5C4, 8B1a-b).

**H1c.** Business, media, and the general public. Our activities with the business community

have expanded. Partnering with Stanford’s Center for African Studies, we initiated an online series, Berkeley Stanford Africa Innovators (BeSt AI), in which we interview alumni entrepreneurs working in Africa. We support and collaborate with the students who organize the vibrant annual Berkeley Haas Africa Business Forum. We have partnered with the Silicon Valley based African Diaspora Network (ADN), a global network of entrepreneurs, investors, academics, nonprofit leaders, corporations, and official development agencies, on online and in- person programming. ADN helps us connect students and African entrepreneurs in virtual events each semester. Saavedra collaborates with IBD program coordinator David Richardson (Peace

Corp, Mali) to assist MBA students in the International Business Development program (p. 9) as they prepare for their African-based consultancies through expert advice and resources.

We directly shape media through our work with students, alumni – including many FLAS fellows and MCF Scholars – and faculty of our Journalism School. Annually, we advise journalism students working on African stories. We regularly assist media outlets including the BBC, CBC, KCBS, KGO Radio, NBC, NPR, LA Times, National Geographic, PBS Frontline, 60 Minutes, Pacifica, local broadcast affiliates, many newspapers and magazines and freelancers with stories and editorials. Our faculty and visiting lecturers frequently grant interviews with local and national media. Our CAS outreach strategy to the public includes communication via e- mail listservs, websites and social media, free access to our in-person and online public events, a speakers’ bureau, and collaboration with community groups in sharing information and organizing events. We also partner on events and projects with Priority Africa Network, a locally based global social justice organization.

# H (FLAS). FLAS Awardee Selection Procedures

Our Center awards all its FLAS fellowships in less and least commonly taught African languages. FLAS fellowships are central to the training of the next generation of Africa specialists, so our Center devotes significant effort to the administration of its FLAS program. Our Center administers the fellowship program with support from the 50% FTE FLAS Coordinator, Tomás Lane, in Global, International & Area Studies (GIAS) and the Berkeley Graduate Division. We solicit applications from students across campus and across the UC system and other institutions for Summer FLAS.

**H1.** During the fall semester, we advertise the FLAS fellowship competition through newsletters, flyers, websites, e-mail lists, social media, and language courses. Berkeley’s Graduate Division publishes notices in its monthly newsletter and the campus newspaper. GIAS

and the Berkeley NRCs collectively organize FLAS informational workshops for students, student advisors and graduate and professional school department administrators. The Graduate Division includes FLAS information in the financial aid forms sent to all graduate applicants.

Incoming graduate students apply for FLAS within the same application for graduate school. Undergraduates and continuing graduate students submit online applications accessed through the Graduate Division website. Both academic year and summer FLAS applications are due at the end of January. FAFSA information is part of the application. The FLAS selection committees meet in mid to late February. We announce awards in March.

The selection committee consists of three core faculty members – one language specialist/instructor, and two other Center-affiliated faculty, along with the Associate Director who sits *ex-officio* to provide guidance on selection criteria. Committee members read and rank files individually then meet to discuss the applications and to rank them by consensus. In addition to the basic FLAS eligibility requirements, we ask our committees to pay special attention to each applicant’s potential for high academic achievement, clarity of intent to combine language study with area studies coursework and research, and, in the case of non- Center language programs, to determine whether the proposed program has or is developing performance-based instruction. With other criteria being equal, committees’ factor in financial need based on the family contribution calculation in FAFSA.

The committee will award fellowships in a wide variety of humanities and social sciences disciplines, and particularly in professional fields. The selection criteria give priority to doctoral and professional school students who can demonstrate that language study is clearly relevant to their future work, to those who propose to take more advanced levels of language proficiency, and to undergraduates who are at least at the intermediate level. Within the remaining pool, priority goes to those who are in the earlier stages of their degrees, particularly master’s level

and professional school students who are more likely to pursue government service. We give lowest priority to students who already possess language fluency equivalent to educated native speakers in the language in question. We make awards in Arabic if the applicant demonstrates that their program of study or research clearly engages with the field of African Studies.

Since 2001, 28% of our Center’s FLAS fellows have been from the professional schools, e.g., City & Regional Planning, Information, Journalism, Public Health, Public Policy and Social Welfare. 33% of the fellows have been from STEM disciplines. The professional relationships we develop with students during their tenure at Berkeley through the orientations, advising and events facilitate our contact with them post-graduation, which in turn assists us in tracking FLAS fellows’ careers. Their careers mirror the rest of our graduates (p. 37). Annually, we are requesting 7 graduate academic year fellowships and 1 undergraduate fellowship and 7 graduate and 2 undergraduate Summer FLAS fellowships.

# Program Planning and Budget

**I1.** Table 20 outlines our program goals and action plan that CAS will accomplish over each of the next four years. We will use grant funds to develop a broader array of thematic and language courses for students, training for language instructors, and research opportunities for undergraduate and graduate students. The NRC grant will allow us to increase African studies content by assisting faculty such as Stephen Small and Sam Mchombo in AAS to develop

Table 19: Development of NRC/FLAS Program – AY23 to AY26

* Enhance African language offerings and expand hybrid distance language learning to other UC campuses
* Support professional development for African languages instructors
* Assist with course development through faculty workshops to enhance the African course content
* Enrich African studies options in STEM, especially with Development Engineering
* Support doctoral training across UC through Africanist dissertation workshops
* Develop the Africana library collection further as a national resource
* Support K-14 educators with pedagogical training and development of thematic curriculum units
* Increase collaboration with community colleges and MSIs through UCAN, ORIAS, and conferences
* Improve K-14 outreach though a clear and robust evaluation plan with measurable outcomes
* Expand business outreach through BeSt AI, the Haas Africa Business Forum and ADN collaborations

modules for existing courses and fully new courses (e.g., AAS 159A). This will help to meet the growing demand for Africa-focused courses that has emerged with the inauguration of the Global Studies major and African Studies minor (p. 20). The NRC grant will also facilitate our collaboration with the Development Engineering to enhance their curriculum, which will occur both through Center staff efforts and programming such as the Africa Matters series, the visiting speaker’s program, and UCAN activities (p 3). These programs will support the multidisciplinary scholarship of our faculty and encourage related curriculum development (Budget 5C2, 8C-D).

We will continue hosting doctoral dissertation workshops for students from all UC campuses to receive training and feedback for Africa-focused research (8E). The Center will document and disseminate the results of these events through our website, newsletters, and social media (5C1).

Increasing proficiency in African languages is central to our Center’s mission of training graduate and undergraduate students. We allocate over half of all direct costs requested to language training and assessment efforts, including pedagogical workshops and training and travel for language instructors. (Budget 1C1-3, 3B, 5B, 8A1). The Language Leadership Team will track the effectiveness of these programs through our monitoring and impact assessment systems (p. 14). In addition to resources devoted to language training and the library collection, students will benefit from new curriculum, the FLAS career panels (p 24), the Center-sponsored dissertation workshops and undergraduate research (p. 28).

Building on the Center’s programmatic themes, we seek to the engage K-12 and community college educators and the public in critical discussions of the continent’s evolving role in issues such as climate change, migration, and technology through our symposia, Africa Matters forum, and other events (Budget 5C1-3, 8C1-2, 8D). Title VI funds will facilitate training and knowledge creation specifically with educators through the Office of Resources for International and Area Studies (ORIAS), UC Berkeley History-Social Science Project

(UCBHSSP) and the ASA Outreach Council (Budget 1B1, 5C5-6, 8B1-2).

**I2.** The Center seeks NRC funding over the next four years enhance and extend the world-class quality of our Africanist teaching, research, and outreach programs. We seek to further strengthen our academic program that provides students with curricular pathways for completing an Africa concentration within the Global Studies major, the African Studies minor,

or the Global Studies one-year master’s degree (p. 20). We also are keen to bring African Studies more firmly into the STEM fields through our partnership with Engineering. To this end, we request Title VI funds for curriculum development, pedagogical and training activities primarily at our campus and in our community, but also at K-12 and postsecondary institutions, particularly community colleges and MSIs, throughout California and the western United States. We seek funds to provide quality instruction in more African languages for all students, including those in professional schools, STEM disciplines, and at other UC campuses through distance learning. Title VI support for our Africana library collections and collaborations will bolster these efforts. We also request funds to rigorously evaluate our K-14 outreach program.

**I3.** The resources devoted to activities detailed in the budget represent a cost-effective program for the delivery of our proposed activities. We will target our engagements through student training, community college and MSI partnerships, courses in Amharic and Igbo, and curriculum development for both language and non-language instruction and training. We will expand the number and levels taught and the availability of African languages via distance

learning and cross-campus enrollment to students at other UC campuses and via concurrent enrollment to students from other institutions. We request a small amount of funds for the language pedagogical development via travel to conferences and for pedagogical workshops to assist

Table 20: Average % Across Categories

|  |  |
| --- | --- |
| **Major Categories** | Avg % |
| Language Program | 55% |
| Program Administration | 29% |
| Outreach Activities | 11% |
| Library Acquisitions | 3.2% |
| Curriculum Devt/Programs | 1.5% |
| Evaluation | 0.4% |
| **Total** | **100%** |

language instructors in distance learning. (Budget 8A1).

In relation to program objectives, the budget is both cost-effective and strategic. We prioritize developing our language program with 55% of the NRC budget (Table 20). We are also strengthening pedagogy and professional training, providing support to assessment tools, and delivering instruction across UC campuses. With dedicated support from Berkeley, the administrative cost in our proposed budgets is 29%. For outreach, 11% of the proposed Title VI funds support direct partnerships with community colleges and other MSIs as well as development and dissemination of curriculum materials to K-14 educators*.* Our library is robust; we will use the 3% allocated for collaborative projects and the acquisition of materials not otherwise collected. Curricular development programs comprise 1.5% of the NRC budget for dissertation workshops, colloquia, and research groups. Our collaboration with other UC campuses will extend these benefits to students at those institutions. Finally, we earmark a small portion of the proposed budget for the collaborative evaluation of the Center’s outreach activities and their impact. Working with other NRCs at Berkeley multiplies this effort well beyond the amount allocated here. It also complements on-going regular evaluations of our Center (p. 40).

**I4.** Building on our current impact (Section C, p. 30), these activities will have a long- term quantitative and qualitative impact on our undergraduate, graduate, and professional training programs. They will contribute to enhancing African content in existing and new courses, strengthen language and non-language curricula, and enhance faculty teaching and research across the UC system. We are especially committed to extending language instruction through cross-enrollment and distance learning and to collaborating with community colleges and MSIs through the ORIAS, UCBHSSP, and UCAN initiatives.

# (FLAS) Competitive Priorities

I1. The Center’s FLAS fellowships selection committees will give preference when

awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students’ expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students’ financial circumstances and not on other aid. The FAFSA is part of the FLAS application.

I2. Our Center will award all our AY FLAS fellowships in Less Commonly Taught Languages (LCTLs), i.e., Arabic, Chichewa, Swahili, Amharic, and Igbo, the latter two funded by this grant.

# (NRC) Competitive Priorities

J1. The Center will work in partnership with community colleges and MSIs through its K-14 outreach efforts (ORIAS) and research collaborations (UCAN) with other UC campuses. Berkeley is working to achieve its own HSI status by 2027.

Table 21 outlines how our activities meet the absolute and competitive priorities set by the U.S. Department of Education for this grant competition.

We are privileged and pleased to submit this proposal to meet NRC/FLAS priorities and the overall goals of the program. The Center for African Studies at the University of California, Berkeley, is committed to providing the training, opportunities, and resources required to serve

US national needs in engaging productively and positively with African countries and citizens.

Table 21: CAS Activities that Meet Absolute, Competitive and Invitational Priorities

|  |  |  |
| --- | --- | --- |
| **Priority** | **Activity** | **Page/Section** |
| Absolute 1 | Activities reflect diverse perspectives and wide range of views, and encourage government service in areas of national need, as well as in areas of need in education, business, and non-profit sectors | Diversity/National Needs Statement |
| Absolute 2 | Teacher training in African languages and area studies | Sect B, G, F & I |
| NRC CP 1 | *Collaborative activities with MSIs and community colleges*, ORIAS CC workshop, UCAN | 3, 36, 42 |
| FLAS CP 1 | *Give preference to FLAS applicants who demonstrate financial need:* In addition to high academic achievement, we factor financial need determined via FAFSA into award decisions. | 46 |
| FLAS CP 2 | *Awarding AY FLAS for Less Commonly Taught Languages:* All AY FLAS fellowships will go to students studying Arabic, Chichewa, Swahili, Amharic, and Igbo, all LCTLs languages. | 45 |

**List of Abbreviations Univeristy of Californa, Berkeley**

**Center for African Studies**

**NRC and FLAS Title VI Grant Proposal 2022**

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| **ACRONYM/****ABBREVIATION** | **MEANING** |
| A/V | Audio Visual |
| AAS | African American Studies |
| AASP | Association of African Studies Programs |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ADA | Americans with Disabilities Act |
| AfriCAP | Library of Congress Africa Program |
| AFT | American Federation of Teachers |
| ALC | Americans for Libraries Council |
| ALMA | African Language Material Archive |
| ALTA | African Language Teachers' Association |
| AND | African Diaspora Network |
| APSA | American Political Science Association |
| AY | Academic year |
| BAMPFA | The Berkeley Art Museum/Pacific Film Archive |
| BLC | Berkeley Language Center |
| Blum Center | Blum Center for Developing Economies |
| BSA | Berkeley Study Abroad |
| CAMP | Cooperative Africana Microform Project |
| CAORC | Council of American Overseas Research Centers |
| CAS | Center for African Studies |
| CBR | Composite Benefit Rates |
| CCE | Cross-campus Enrollment |
| CEGA | Center for Effective Global Action |
| CEND | Center for Emerging and Neglected Diseases |
| CEP | Center for Educational Partnerships |
| CERAP | Centre for Research and Action for Peace/Le Centre de Recherche et d’Action pour la Paix |
| CGPH | Center for Global Public Health |
| CHAUKIDU | Global Association for the Promotion of Swahili |
| CIEE | Council on International Educational Exchange |
| CITRIS | Center for Information Technology and Research in the Interest of Society |
| CKG | Common Knowledge Group |
| CMES | Center for Middle Eastern Studies |
| CMI | Chr. Michelsen Institute |
| CNR | College of Natural Resources |
| CODESRIA | Council for the Development of Social Science Research in Africa |
| CRP | City and Regional Planning |
| DDHHS | Department of Health and Human Services |

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| **ACRONYM/****ABBREVIATION** | **MEANING** |
| DEI | Division of Equity and Inclusion |
| DevEng | Development Engineering |
| DIWA | Development Impact West Africa |
| DL | Distance Learning |
| DOD | Department of Defense |
| EAP | Education Abroad Program |
| EASST | East Africa Social Science Translation Collaborative |
| ED | Executive Director |
| EECS | Electrical Engineering and Computer Sciences |
| ERG | Energy and Resources Group |
| ESPM | Environmental Science and Policy Management |
| FAFSA | Free Application for Federal Student Aid |
| FAO | Food and Agriculture Organization |
| FIFA | Fédération Internationale de Football Association |
| FLAS | Foreign Language and Area Studies |
| FTE | Full-time Equivalent (for personnel appointments) |
| FY | Fiscal year |
| GEPA | General Education Provisions Act |
| GPA | Group Project Abroad |
| GPP | Global Poverty and Practice |
| GS | Global Studies |
| GSI | Graduate Student Instructor |
| GSITRC | Graduate Student Instructor Teaching & Resource Center |
| HBCU | Historically Black Colleges and Universities |
| HOA | Horn of Africa |
| HRC | Human Rights Center |
| IASC21 | International and Area Studies in the 21st Centrury |
| IBD | International Business Development |
| IFAD | International Fund for Agricultural Development |
| IFLE | International and Foreign Language Education |
| IFPRI | International Food Policy Research Institute |
| IIS | Institute of International Studies |
| ILO | International Labor Organization |
| InFEWS | Innovations at the Nexus of Food, Energy, and Water Systems |
| IT | Information Technology |
| L&S | Letters and Science |
| LCTL | Less Commonly Taught Languages |
| LLT | Language Leadership Team |

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| **ACRONYM/****ABBREVIATION** | **MEANING** |
| LPI | Language Proficiency Interview (CAS UCB) |
| LRC | Language Resource Center |
| MBA | Masters of Business Administration |
| MCFSP | Mastercard Foundation Scholars Program |
| MDP | Masters in Development Practice |
| MELC | Middle Eastern Languages and Cultures |
| MLA | Modern Language Association |
| MOU | Memorandum of Understanding |
| MSI | Minority-Serving Institutions |
| NALRC | National African Language Resource Center |
| NCOLCTL | National Council of Less Commonly Taught Languages |
| NCSS | National Council for Social Studies |
| NFLC | National Foreign Language Center |
| NGO | Non-Governmental Organization |
| NIERA | Network for Impact Evaluation Researchers in Africa |
| NOAA | National Oceanic and Atmospheric Administration |
| NRC | National Research Center |
| OASIS | Organizing to Advance Solutions in the Sahel |
| OLLI | Osher Life Long Learning Institute |
| ORIAS | Office for Resources in International and Area Studies |
| PAL | Program in African Languages |
| PAN | Priority Africa Network |
| PI | Principal Investigator |
| RAND | "Research and Development" RAND Corporation |
| SCET | Sutardja Center for Entrepreneurship & Technology |
| SHARE | Administrative support services for the Social Sciences, Arts& Humanities, ORUs & Space Sciences Lab, Undergraduate Studies and the College of Chemistry. |
| SPH | School of Public Health |
| SPO | Sponsored Projects Office |
| STEM | Science Techonology Engineering Mathematics |
| T | Tenured |
| TBA/D | To be announced/determined |
| UC | University of California |
| UC-AFT | University Council-American Federation of Teachers |
| UCAN | University of California Africa Network |
| UCB | University of California, Berkeley |
| UCBHSSP | UCB History-Social Science Project |

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| **ACRONYM/****ABBREVIATION** | **MEANING** |
| UCLA | University of California, Los Angeles |
| UCOP | University of California Office of the President |
| UCPath | University of California Payroll, Academic Personnel, Timekeeping, and Human Resources |
| UCSF | University of California, San Francisco |
| UDAR | University Development and Alumni Relations |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNEP | United Nations Environment Programme |
| UNRISD | United Nations Research Institute for Social Development |
| URAP | Undergraduate Research Apprentice Program |
| URO | Undergrauate Research Office |
| USAID | US Agency for International Development |
| USDA | United States Department of Agriculture |
| VCR | Vice Chancellor of Research |
| VCRO | Vice Chancellor of Research Office |
| WAAMD | The West African Arabic Manuscript Database |
| WARA | West African Research Association |
| WARC | West African Resource Center |
| WHO | World Health Organization |